

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LLIM
VAZIRLIGI**

TOSHKENT MOLIYA INSTITUTI



XORIJIY TIL TA'LIMINING MUAMMOLARI VA ISTIQBOLLARI

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Mazkur to'plamga kiritilgan ma'ruza-tezislarning mazmuni, sifati, keltirilgan faktlar va barcha ma'lumotlarning aniqligi, shuningdek, ochiq nashr etish man qilingan ma'lumotlarni ommalashtirgani uchun hamda tanqidiy fikr-mulohazalarga ma'ruza va tezislar mualliflari mas'uldirlar.

BIRINCHI SHO'BA

TURLI TA'LIM MUASSASALARIDA UNIVERSAL MASOFAVIY TA'LIM SHAROITIDA O'QITISHNING O'ZIGA XOS XUSUSIYATLARI: MUAMMOLAR, TAJRIBALAR, ISTIQBOLLAR

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FORMATION OF A COMMUNICATIVE COMPETENCE IN TRAINING FOREIGN LANGUAGE

Аннотация

В статье раскрывается процесс формирования коммуникативной компетенции в преподавании иностранных языков. Проанализированы эффективные методы и коммуникативно-компетентностные подходы к обучению иностранному языку. Также в данной статье рассматривается коммуникативная компетенция как широкий термин, который включает не только структурные особенности языка, но также и его социальные, прагматические и контекстные особенности.

Ключевые слова: коммуникативная компетенция, речевые навыки, система упражнений, учебный предмет.

Annotation

The article reveals the process of formation of communicative competence in teaching foreign languages. Effective methods and communicative competence-based approaches to teaching a foreign language are analyzed. This article also considers communicative competence as a broad term that includes not only the structural features of the language, but also its social, pragmatic and contextual features.

Key words: communicative competence, speech skills, exercise system, academic subject.

The most important directions in the development of education today include the use of a competence-based approach. We are talking about the formation of skills related to the practical application of a person's communicative abilities, his cultural, social and informational competencies. The problem is that the cognitive approach prevails in higher educational institutions, and students have to memorize a large amount of information instead of developing the basic competencies necessary for success. From a modern specialist, not only knowledge of a foreign language is required, but also the ability to effectively apply it in the field of all areas of the business, professional communication and daily life.

Peculiarity of a foreign language as an academic subject lies in its limitlessness. When studying a foreign language, the student must master all the

grammar, all the vocabulary that he will need for communication. And this “everything”, namely in the lexical and stylistic formats, does not fit into a strict framework [1, 350–352]. Exactly in this sense, a foreign language as an academic subject is limitless. In addition, insufficiently effective mastery of a foreign language is associated with the student’s awareness of the lack of real opportunities to communicate by means of this language.

Student should be able to adequately organize his speech activity in a variety of situations of communication, applying your communicative competence. There are three levels of communicative competence in relation to mastering a foreign language: beginner, intermediate and advanced. The level of communicative competence in the native language is also different for different people, and these differences are manifested not only in speaking, but also in writing, listening, reading. But since the overall perspective the purpose of teaching a foreign language, which manifests itself in subsequent activities, is communicative competence, then the specific goal of teaching a foreign language becomes teaching communication in certain regulated and expanding according to the program of situations on highlighted topics or areas. As such spheres can be social, household, family, social and cultural, administrative and legal, professional and labor, social activities, hobbies, spectacular mass, many of which are provided by the training program [2, 307–311].

In the learning process, various forms of communication are modeled: monologue, dialogic and polylogical. There are a fairly large number of techniques and methods for teaching the development of speech skills.

Consider the techniques of teaching the monologue component. Traditionally, two types of exercises are distinguished: exercises for the assimilation of material, that is, for the formation of speech skills, and exercises for the use of the acquired material in speech, that is, for the development of speech skills. Since the method of performing exercises is decisive for the formation of skills, the following classification of exercises of the first type is distinguished according to this criterion.

- imitative, during the implementation of which the student finds linguistic forms in the teacher's replica to express a certain thought and uses them without changing.

- substitutions, in which lexical units are substituted into the structure of a given grammatical form.

- transformational, implying a certain transformation of the replica (or part of it) of the teacher, which is expressed in changing the order of words, face and tense of the verb, etc.

- reproductive, performing which the student reproduces the forms learned in the previous exercises.

All four types of exercises represent a complex through which each automated unit must go through in one way or another in the formation of speech skills [3, 3–12].

Exercises of the second type or speech exercises conditionally can be divided into three groups.

- exercises, in which it is transmitted, retold heard or read;
- exercises, in which the description of the event is carried out or fact;
- exercises, in which the attitude to the fact or event, their assessment.

Retelling as an exercise can be used in teaching in various versions: retelling a description of an event, retelling based on a picture or given words, retelling a paragraph or a whole page, or even a whole story, retelling events on behalf of one of the heroes of the story, retelling from a single or multiple reading the text, retelling the perceived by ear - all this develops speech skills to varying degrees.

The advantages foretelling includes the following:

- communicative validity, since in the process of communication it is often necessary⁷ to retell what has been heard or read;
- the need for mental operations, the choice of the main facts, the elimination of secondary ones, the reproduction of a logical chain, etc.;
- development of some mechanisms of speech skills of reproduction, combination, design.

Exercises in the description include the following types: the actual description of the object, its general characteristics; annotation; commenting on a film, picture; instructions on how to perform various actions; business planning; a description of the events that took place; definition of a concept, reportage [4, 11]. These exercises are most valuable if they are included in the situation, that is, when they become a necessary' condition for the speaker to perform his speech function. For example, an exercise in describing pictures will develop skill only if the speaker puts into his words the attitude to the object being described, his assessment, while pursuing a speech goal, and not just listing what is depicted in the picture.

Exercises in the expression of attitude include: expression of attitude to the words of the interlocutor, to the deed of a person (hero of a book, film, story), to an event in personal, public life; assessment of some object of one's activity, acquaintances and strangers, oneself; explanation of some known fact; proof of your point of view on the phenomena of the surrounding reality; refutation of the opinion of the interlocutor, reasoning with the aim of clarifying the truth. This last group of exercises has the greatest communicative significance; therefore, you can make it so that both the description and retellings will borrow the elements of this group and thereby acquire a communicative character.

The importance of the exercise system is that it provides the organization of the learning process and the organization of the learning process. As for the criteria for constructing a general system of exercises, this is the concern of the authors of textbooks. A textbook is a system where all parts are interconnected, interdependent and aimed at achieving a single goal - mastering a certain level of speech skills. Speech skill as the ability to control speech activity does not appear in a person by itself. It needs to be systematically and expediently developed in all the parameters inherent in the skill. In this case, each time this or that parameter is brought to the fore and becomes an intermediate goal [5, 69–74]. Hence, it is clear that the emergence of a skill in some kind of speech activity and in communication in general is possible only after the formation and accumulation of skills.

This is how three stages of work on speech material appear.

- stage of formation of speech skills;
- stage of improving speech skills;
- stage of development of speech skills.

These stages are not segmenting of the entire course of study, but periodically intermediate goals that appear during the course, reaching which a certain dose of speech material is passed each time. Speech skill is improved every time until it reaches such a quality level, which is characterized by all the necessary parameters.

Summing up, the importance of foreign language communicative competence should be emphasized due to the special nature of its functioning and significance for the formation of an individual and society as a whole.

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КРЕДИТ-МОДУЛЬ ТИЗИМИДА ХОРИЖИЙ ТИЛ ТАЪЛИМИ: МУАММОЛАР ВА ЕЧИМЛАР

Хорижий тилни билишнинг аҳамияти тобора ошиб бориши, унинг функцияларини кенгайтиши замирида сўнги пайтларда чет тиллар ўқитиш методикасида янги пайдо бўлган назариялар, таълимотлар, жаҳон миқёсида олиб борилган илмий-тадқиқот натижалари каби илмий-методик омиллар ётади. Жаҳон миқёсида рўй бераётган глобаллашув ва интеграция жараёнларида хорижий тиллар аҳамиятининг тобора ортиб бориши ва уларда хорижий тилнинг муҳим восита сифатида қаралиши лингводидактика ва чет тиллар ўқитиш методикасини тубдан қайта кўриш ва ислоҳ қилишни тақозо этади.

Бугунги кунда хорижий тилни билиш ўта муҳим аҳамият касб этганлиги боис, чет тили ўқитиш тизимини ҳам ислоҳ этиш, дарс жараёнларида замонавий педагогик ва ахборот-коммуникация технологияларидан фойдаланган ҳолда ўқитишнинг илғор интер фаол усулларини қўллаш таълим тизимидаги долзарб масалалардан бирига айланди. Шунингдек мустақил Республикаимизнинг жаҳон ҳамжамиятида тутган ўрни тобора ўсиб, хорижий мамлакатлар билан иқтисодий, сиёсий, ижтимоий, маданий алоқалар кенг қулоч ёзаётганлиги бизнинг келажагимиз бўлган ёш авлоддан чет тилини мукамал билиш заруриятини тобора оширмоқда.

2019 йил 8 октябрдаги “**Ўзбекистон Республикаси Олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида**”ги ПФ-5847-сонли қарорларда чет тили таълимини ривожлантириш, ўсиб келаётган ёш авлодни замон талабларига мос етук мутахассис этиб тайёрлаш каби эзгу мақсадларга йўналтирилганлиги билан алоҳида аҳамият касб этди.

Мазкур Қарорнинг аҳамиятли жиҳати шундаки, унда таълим тизимининг барча бочқичларида чет тилларни узлуксиз ўрганишни ташкил қилиш, шунингдек, ўқитувчилар малакасини ошириш ҳамда замонавий ўқув-услугий манбалар билан таъминлашни янада такомиллаштириш, замонавий педагогик ва ахборот-коммуникация технологияларидан фойдаланган ҳолда ўқитишнинг илғор услубларини жорий этиш, ўсиб келаётган ёш авлоднинг чет тилларга бўлган қизиқишини янада ошириш ва ўз навбатида чет тилларда эркин сўзлаша оладиган мутахассисларни тайёрлаш тизимини тубдан такомиллаштириш, шу билан бир қаторда уларнинг жаҳон цивилизацияси ютуқлари ҳамда дунё ахборот ресурсларидан кенг қўламда фойдаланишлари, халқаро ҳамкорлик ва мулоқотни ривожлантиришлари учун имкониятлар яратиш кўзда тутилди.

Норматив-ҳуқуқий базани такомиллаштиришнинг мантиқий давоми сифатида 2021 йил 19 май куни Ўзбекистон Республикаси Президентининг

“**Ўзбекистон Республикасида Хорижий тилларни ўқитишни сифат жиҳатдан янги босқичга олиб чиқиш чора-тадбирлари тўғрисида**”ги ПҚ-5117-сонли қарори қабул қилинди. Мазкур қарордан кўзланган асосий мақсад хорижий тилларни ўқитишни таълим сиёсатининг устувор йўналиши сифатида ривожлантириш, ушбу йўналишда таълим сифатини янада ошириш, таълим муассасаларига малакали кадрларни жалб этиш, ҳамда энг асосийси ушбу ҳаракатлар замирида ёшларни илм-фаннинг сўнгги ютуқларидан бохабар бўлиш баробарида ўз соҳасида етук мутахассис бўлиб етишиши учун етарлича маълумотлар базасини мустақил ярата олиш кўникмаларини шакллантиришдан иборатдир.

Таълим бунёдкори бўлмиш мутахассис педагог кадрларга бўлган талаб йилдан йилга ортиб бормоқда. Ушбу соҳада амалга ошириладиган ишлар самарадорлиги бевосита ушбу шарафли касб эгалари бўлмиш ўқитувчиларга кўп жиҳатдан боғлиқдир. Шу боис, қарорда белгиланишича, 2021/2022 ўқув йилидан бошлаб чет тилини С1 ва ундан юқори даражада

ўзлаштирган хорижий тил ўқитувчиларига базавий тариф ставкасига нисбатан 50% устама тўлаш амалиёти жорий этилмоқда. Бу, албатта, соҳага етакчи мутахассис кадрларни жалб этиш, ҳамда мавжудларини ижтимоий қўллаб-қувватлаш йўлида амалга оширилаётган ислохотларнинг давоми сифатида эътироф этилади.

Нофилологик олий таълим муассасалари талабаларининг касбий омилкорлигини оширишда чет тилининг роли жуда катта. Чунки дарс мобайнида талабалар мутахассислик бўйича керакли атамаларни ўрганади ва мутахассисликка оид матнларда ўрганилган атамаларни қўллайди.

Мисол тариқасида оладиган бўлсак, бугунги кунда ТДЮУ нинг бакалавр ва магистратура босқичларида “Юристарлар учун хорижий тил” ва “Хорижий мутахассислик тили” фан модуллари бўйича тузилган ўқув дастурлари асосида чет тиллари (инглиз, немис, француз) дан амалий машғулотлар олиб борилмоқда. Ушбу модуль юридик соҳа доирасида инглиз тили кўникмаларини оширишга бағишланган бўлиб, талабалар инглиз тилидаги юридик матнлар, терминларни ўрганадилар ва контекст бўйича аудио-видео материалларни таҳлил қиладилар.

Модуль 11 та мавзудан иборат бўлиб, ушбу мавзулар нафақат умумий инглиз тили, балки юридик инглиз тилига доир мавзулар, атамалар, аудио ҳамда видео материалларни ўз ичига олади. Мазкур мавзулар талабаларнинг кундалик инглиз тилини қўллашида, шартномалар, юридик ёзишмалар олиб бориш учун зарур бўлган сўз бойлигини оширишда, ҳалқаро юридик соҳага тегишли ҳужжатлардан унумли фойдаланишда алоҳида ўрин тутаети.

Бундан ташқари ушбу модуль TOLES Higher (Test Of Legal English Skills) ҳалқаро имтиҳони учун талаб этиладиган кўникмаларни ҳам эгаллашга босқичма босқич тайёрлаб боради.

Модуль «Юристарлар учун инглиз тили» бакалавриат таълим йўналиши 1 курс талабалари учун 1-2 семестрларда инглиз тилида олиб борилади.

Ўзбекистон Республикаси Президентининг «Ўзбекистон Республикасида юридик таълим ва фанни тубдан такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида» 2020 йил 29 апрелдаги ПФ-5987-сон Фармониға мувофиқ Тошкент давлат юридик университети ҳамда юридик техникумларда кредит-модуль тизимини (Кредит тўплаш ва кўчиришнинг Европа тизимини) жорий этиш белгиланганди.

2021/2022 ўқув йилидан бошлаб Тошкент давлат юридик университетиде таълимнинг кредит-модуль тизими тўлиқ жорий этилди:

кредит — таълим олиш натижаларига кўра талаба томонидан муайян фан бўйича ўзлаштирилган ўқув юкламасининг ўлчов бирлиги;

таълимнинг кредит-модуль тизими — таълим олувчига йўналтирилган, таълим олиш, таълим бериш ва таълим олувчилар билимини баҳолаш жараёнларининг шаффофлиги тамойили асосида кредитларни йиғиш ва ўтказишдан иборат тизим;

таълим модули (модуль) — бу ўзида билимға оид ҳамда касбий жиҳатларни қамраб оладиган, талабада билим, кўникма ва малакаларни

шакллантиришга қаратилган таълим дастурининг таркибий элементи сифатида назорат қилишнинг тегишли тури билан яқунланадиган алоҳида ўқув фани (унинг қисми ёки ўзаро бир соҳага доир фанлар мажмуи).

Кредит-модуль тизимида 1 кредит ўртача 25 — 30 соатлик ўқув юкламасига тенг. Яъни талаба муайян фандан тегишли кредитларни тўплаши учун маълум миқдордаги ўқув юкламасини ўзлаштириши зарур.

Мазкур фармонда биз педагогларга тегишли бир қатор вазифалар ёритилган :

- замонавий талаблар ва халқаро эҳтиёжга мос юқори малакали, ижодий фикрлайдиган, ҳалол кадрлар тайёрлаш;

- ўқитишнинг кредит-модуль тизимини такомиллаштириш, ўқув жараёнида замонавий ахборот-коммуникация технологияларини кенг қўллаш ва ўқув базасини модернизациялаш;

- ривожланган хорижий давлатларнинг етакчи таълим ва илмий муассасалари билан ҳамкорликни, қўшма илмий тадқиқотларни, профессор-ўқитувчилар ва талабалар ўзаро алмашинувини фаоллаштириш;

-хорижий ҳамкорлар билан биргаликда кадрларни тайёрлаш бўйича қўшма таълим дастурлари (double degree)ни амалга ошириш, ўқув-таълим жараёнига хорижий олимлар ва мутахассисларни фаол жалб этиш.

Ёшларни ҳар томонлама мукамал, комил инсон қилиб тарбиялаш ҳамда таълим бериш биз педагогларнинг асосий вазифамиз ҳисобланади. Шу боис республикамизнинг жаҳон ҳамжамиятидаги нуфузи янада ошаётган бир пайтда сиёсий, иқтисодий, маданий соҳалар ривожига ва чет эл ҳамкорлар билан мулоқот ўрнатишда ҳар томонлама салоҳиятга эга бўлган ёш мутахассисларга эҳтиёж янада ошмоқда.

Мазкур вазифаларга асосланиб нофилологик олий ўқув юртларида чет тил таълими ўз олдига қуйидаги мақсадларни қўяди: **амалий, таълимий, тарбиявий, ривожлантирувчи, касбий.**

Амалий мақсад - чет тилида оғзаки ва ёзма юридик нутқни шакллантириш. **Таълимий мақсад** - тили ўрганилаётган мамлакатларнинг маданияти билан танишишга имкон яратиш, талабаларда коммуникатив, лингвистик ва социолингвистик компетенцияни шакллантириш.

Тарбиявий мақсад – чет тили орқали ҳар хил турдаги мутахассис шахсининг ижтимоий фаоллигини шаклланишини таъминлаш.

Ривожлантирувчи мақсад – тил қобилияти она тили ва чет тилидаги нутқ маданияти, умумтаълим малакалари чет тили ўрганишга астойдил қизиқишни ривожлантиришга қаратилган.

Касбий мақсад – бу бўлажак мутахассисларнинг касбий лаёқатини шакллантиришда касбга доир атамаларни чуқур ўрганиш ҳамда касбий йўналтирилган ҳолда талабаларнинг нутқ малакаларини янада оширишга қаратилган. Шу аснода чет тил таълимида касбий мақсад алоҳида ўрин эгаллайди, ҳамда бошқа (дастлабки) мақсадлар мазмунини белгилайди. Шубҳасиз, дастлабки тўрт мақсад охиргисига тобе бўлиб, яъни ушбу

мақсадлар ютуғи сўзсиз мутахассис талабалар касбий нутқ малакаларини шакллантиради.

Таъкидлаш жоизки, нофилологик олий ўқув юртларида чет тил таълими мақсадлари мазмунини янада кенгайтириш учун махсус (касбий) ёндашув назарда тутилади. Чет тил таълимини янада ривожлантириш ва таълим сифатини ошириш мақсадида дарслик, ўқув, ўқув-услубий қўлланмалар яратиш биз педагогларнинг асосий вазифамиздир ва бу халқаро майдонда юқори савияли мутахассисларни етиштириб бериш имконини яратади.

Хулоса қилиб айтганда, жамиятимизнинг асосий бўғини бўлган ёшларимиз олдидаги вазифалардан бири мамлакатимизни жаҳоннинг энг илғор, ривожланган мамлакатлари қаторига олиб чиқишлари учун ҳамда замонавий фан-техника ютуқларини мукамал ўрганиб, халқаро даражадаги юксак кадрлар бўлиб етишишлари учун хорижий тилларни пухта билишлари муҳим. Шундагина Ўзбекистон жаҳоннинг кўзга кўринган мамлакатлари қаторидан муносиб ўрин олишига, келажагимизнинг буюк бўлишига мустаҳкам замин яратилади.

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ИНГЛИЗ ТИЛИ ТАЪЛИМИ ЖАРАЁНИДА ИҚТИСОДЧИ

КАДРЛАРНИНГ КАСБИЙ КОМПЕТЕНТЦИЯСИНИ

ТАКОМИЛЛАШТИРИШНИНГ ИЛМИЙ-МЕТОДИК МАСАЛАЛАРИ

Ҳар бир бола онадан маълум лаёкат, қобилият куртакларидан тугилади. Лекин у инсон сифатида, шахс сифатида оилада, жамиятда шаклланади. Бунинг учун у нутқ ва фикрлаш қўникмаларини, хотира, хаёл, диққат каби рухий хислатларини, инсоний, ахлоқий фазилатларини эгаллаб олиши зарур. Бу вазифа таълим ва тарбия жараёнида бажарилади. Таълим ва тарбия бериш соҳасидаги тажрибалар тўпланиб бориб, педагогик билимлар ҳосил бўлади. Педагогика дастлаб ёшларга таълим ва тарбия бериш ҳақидаги таълимот сифатида вужудга келган. Секин-аста бу соҳадаги изланишлар доираси кенгая боради.

Инсоният ўз тарихий тараккиёти жараёнида тарбия ва ўқитиш соҳасида катта тажриба орттиради. Бунинг натижасида педагогика фани ва педагогик таълим вужудга келади. Ҳозирги кунда педагогикага инсон шахсини шакллантириш қонуниятлари тўғрисидаги фан сифатида қаралади.

Республикамизда “Таълим тўғрисидаги” қонун, Кадрлар тайёрлаш миллий дастур талаблари ва кўрсатмалари босқичма-босқич амалга ошириб келинмоқда. Уларда асосан тайёрланаётган кадрларни ҳар томонлама етук, қомил инсон қилиб тарбиялаш гоёси марказий ўринни эгаллайди. Эндиликда билимларга асосланган иқтисодиёт иқтисодиётнинг мажмуи сифатида таркиб топиши ҳамда ривожланишини ифодалаб, айни пайтда иқтисодий ўсишнинг асосий омилдир.

Демак, иқтисодиёт ҳар бир киши, ҳар бир оила, жамоа ва умуман жамиятнинг ҳаётида муҳим ўрин тутади. Иқтисодий аҳволга қараб ижтимоий

ҳаёт шаклланади. Халқимизда “Аввал иқтисодиёт, сўнгра сиёсат” деган иборанинг қўлланилиши бежиз эмас. Иқтисод бақувват бўлмаса, фаравонлик ортади, ижтимоий вазият барқарорлашади, одамларда келажакка ишонч пайдо бўлди, уларнинг фаолиги ҳам кучайиб боради. Албатта, ҳозирги кунда, мамлакатимиз олий таълим тизимида иқтисодчи мутахассисларни тайёрлаш тизимини замон талаблари даражасида қайта ташкил этиш мақсадида иқтисодий таълимнинг халқаро андозаларидан самарали фойдаланиш долзарб аҳамият касб этмоқда. Чунки дунёнинг ривожланган ва бозор иқтисодиёти амал қилаётган мамлакатларнинг деярли барчаси янги механизмнинг кескин ўзгаришларига мослаша оладиган ва ҳар қандай шароитда рақобатлаша оладиган иқтисодчи мутахассисларни тайёрлаш борасида замонавий иқтисодий таълим тизимига эга.

Умуман олганда, иқтисодий таълим бўлажак иқтисодчи мутахассисларни иқтисодий билим, кўникма ва малакаларини ривожлантирадиган ҳамда қобилиятини ўстирадиган, иқтисодий дунёқарашини шакллантирадиган педагогик жараёндир. Иқтисодий билим талабалар таълим жараёнида оламни билиб олиш, ўзлари учун номаълум бўлган, иқтисод илми кашф этган ва кишиларнинг ижтимоий-тарихий фаолиятида текшириб қўрилган маълумотлардир. Таълимнинг асосий мақсади ва вазифаси ҳам ёшларни илмий билимлар, кўникма ва малакалар билан қуроллантиришдан иборатдир.

Иқтисодиётни эркинлаштириш шароитида замонавий мутахассисларга бозор муносабатларини шакллантириш, аввало, кадрларнинг иқтисодий билим ва тафаккурларини ривожлантиришга боғлиқ. Демак, иқтисодчи мутахассисларда иқтисодий билимларни шакллантириш биринчи ва энг муҳим омил ҳисобланади. Зеро, ҳар бир кишида иқтисодий тафаккурни ривожлантирмай туриб, мамлакатда иқтисодий ўзгаришлар қилиб бўлмайди.

Шунинг учун энг аввало, бўлажак иқтисодчи кадрларни “Таълим тўғрисидаги қонун”, “Кадрлар тайёрлаш миллий дастури” мазмун-моҳияти, мақсад ва вазифалари билан таништириш, уларга Республикамиз узлуксиз таълим тизимида ўрта махсус, касб-ҳунар таълимининг тутган ўрни ҳамда аҳамиятини теран англашимиз даркор. Иқтисодчи кадрларга инглиз тили дарси жараёнида иқтисодий-педагогик йўналишидаги ғояларини ўзида акс эттирган асарларидан кенг фойдалансак, ҳамда хорижий мамлакатларнинг ҳар бир давридаги иқтисодий ғояларнинг ўтилиши, ундан ташқари, аждодларимиз ва хорижий давлатларнинг давлат арбобларининг иқтисодий ғояларини ўтилиши ва бошқа бошқа иқтисодий маълумотларга эга бўлишлари мақсадга мувофиқ бўларди.

Маълумки ҳар бир давлатнинг таълим тизими олдидаги энг муҳим вазифаларидан бири таъли-тарбиянинг энг самарали усулларини ишлаб чиқиш ва уларни ўқув муассасалари фаолиятига жорий этишдан иборат. Шу нуқтаи назардан Ўзбекистон Республикаси ҳукумати томонидан 1997 йилда қабул қилинган «Кадрлар тайёрлаш миллий дастури» алоҳида аҳамиятга эга. Табиийки, республикамиз мустақиллигидан илгариги даврда юртимизда

хорижий тилларни ўрганишга муносабат ҳозиргидек долзарб аҳамиятга эга бўлмаган. Чунки ўша пайтларда турли тизимдаги мамлакатлараро илмий, сиёсий, иқтисодий, маданий ва бошқа муносабатлар, алоқалар деярли йўқ эди.

Энди мустақил Ўзбекистон Республикасида хорижий мамлакатлар билан иқтисодий, сиёсий, илмий-техникавий, маданий-маърифий ва таълим-тарбиявий алоқаларнинг амалга оширилиши хорижий тилларни мукамал биладиган малакали мутахассислар тайёрлаш зарурати туфайли ўқув муассасаларига хорижий тилларни ўқитишнинг илғор усуллари жорий этишни ҳамда такомиллаштиришни тақазо этади. Шу сабабли кейинги пайтларда хорижий тилларни ўқитиш усуллари такомиллаштириш, унинг сифат ва самарадорлигини оширишга бўлган қизиқиши тобора кучайиб бормоқда.

Бу вазифани бажаришда энг долзарб масалалардан бири талабаларни, яъни бўлажак мутахассисларнинг хорижий тиллар, хусусан инглиз тилида эркин мулоқот қилишга ўргатиш учун талаффуз, айтилаётган ҳар бир сўз, ибора, гап ёки матнни диққат билан ўқиш ва эшитишга, гапириш ва ёзиш кўникмаларини шакллантиришга алоҳида эътибор қаратилиши лозим.

AZIMOVA DILFUZA SABIROVNA
Toshkent Arhitektura Qurilish instituti assistent o`qituvchisi
INGLIZ TILI NOMUTAXASSISLIK BO`LGAN TA'LIM
MUASSASALARIDA TIL O`RGATISHDA WEB2 MATERIALLARIDAN
FOYDALANISH

Annotatsiya

Zamonaning shiddatli rivojlanishi va undagi o'ziga xos yutuqlar bugungi kunga kelib o'qituvchi va o'quvchi orasidagi munosabat yanada yaxshilanishiga va ayniqsa, trendda bo'lgan yangi materiallar, web2lardan, foydalanish til o'rganish va o'rgatish jarayonini yanada jadallashtirdi. Ushbu doktorlik ilmiy ishida asosiy e'tibor ana shu vositalarning milliy o'qitish tizimida qanchalik muvaffaqiyatli tatbiq etila olishiga qaratilgan. Unda asosan ularning ingliz tili nomutaxassislik bo'lgan ta'lim muassasalarida til o'rgatishdagi yutuqlari keng o'rganiladi.

Kalit so'zlar: o'zaro aloqa almashinuvi, birga ishlash, bilimlar almashinuvi, movenote, prezi, emaze

Kirish

Insoniyat yaratilishidan to tamaddun ostonasigacha ko'plab bosqichlarni bosib o'tdi, xususan, chet tillarini o'rganish ham bundan mustasno emas. Shu o'rinda shunisi aniqki, bu jarayonda har doim eng oliy maqsad o'zi uchun qulay va samarali yo'lni tanlash bo'ldi. Aynan ushbu sababdan ham olimlar har doim aholi orasida til o'rganish ko'nikmalarini yaxshilash uchun eng qulay va foydali metodlar va materiallarni yaratish borasida izchil tadqiqot olib borishgan. Web2 materiallari ham ayni shu maqsaddagi eng optimal va samarali vositalardan ekanligini hech kim rad eta olmaydi chunki u nafaqat yosh avlod va balki katta yoshdagilar uchun ham o'ziga xos ajoyib qulay til o'rganish imkoniyatlarini taqdim etadi.

Web2 terminining aynan izohi qanday ekanligiga to'xtalar ekanmiz, bu borada olimlar tomonidan hali aniq yakdil bir to'xtamga kelinmagan biroq umumiy olganda bu internet deya atalmish zamonamizning faol bir bo'lagining ikkinchi avlodi ekanligi ular tomonidan tan olingan. Bunda asosan uning onlayn ma'lumotlar tarqatish va bo'lishishning eng qulay vositalaridan biri ekanligi nazarda tutiladi. Aslida turli adabiyotlarda web2 materiallarning izohiga turlicha yondashiladi lekin ulardan ayni qanday maqsadda foydalanilishi ularning mazmun mohiyatini yoritib berishda to'g'riroq yondashuv bo'ladi. Bizning nuqtayi nazarimizga ko'ra ular *'yaratuvchanlik, ma'lumotlar almashinuvi va o'zaro aloqaga kirishishni yanada mustahkamlovchi web texnologiyalar'* hisoblanadi. Ushbu izohdagi asosiy tushunchalar *'yaratuvchanlik, ma'lumotlar almashinuvi va o'zaro aloqaga kirishish'* ingliz tilini o'rgatishdagi, ta'lim tizimidagi, asosiy o'rnini izohlab beradi va albatta ularning shu jihatlariga urg'u beradi. An'anaviy darslarning odatiy ko'rinishi o'quv qo'llanmalari, tarqatma materiallar, matnli o'quv qurollaridan iborat bo'lib ularni bir so'z bilan qotib qolgan o'zida innovatsion belgilarni juda kam mujassamlashtirgan resurslar deb nomlash mumkin. Bu natijada aksariyat o'qituvchilarga dars o'tish jarayanonini yanada qiziqarli qilish uchun innovatsion texnologiya yutuqlaridan foydalanish lozimligini dolzarb qilib qo'yadi. Shu sababdan ham web2 materiallari bugungi kunda ijodiy yondashuv qobiliyatini yaxshilaydigan va yaratuvchanlik qobiliyatini rivojlantira oluvchi sifatida qaralmoqda. Garchi bu borada ko'plab tadqiqotlar amalga oshirilayotgan bo'lishiga qaramasdan uning o'zgacha qirralarini yoritib berish masalasi har doim yangidan yangi izlanishlar olib borish zarurligini joiz etadi.

Ushbu ehtiyojga javoban, ushbu tadqiqot mamlakatimizdagi o'rta ta'lim tizimida ingliz tilini o'qitishda web2 vositalarini integratsiyalash zarurligini o'rganishga qaratilgan, chunki u so'nggi bir necha yil ichida rivojlanib, davlat standartlari tomonidan ularga ko'proq e'tibor qaratilmoqda. O'zbekiston Prezidenti Shavkat Mirziyoyev 2021-yil 6-may kuni O'zbekistonda chet tillarini o'qitish muammolariga bag'ishlangan videoselektor yig'ilishi o'tkazgani ham bunga misol bo'la oladi. U quyidagilarni ta'kidlab o'tdi: "Mamlakatimizda chet tillarini o'qitishning yangi tizimini yo'lga qo'yish vaqti keldi, bu kelajak uchun mustahkam poydevor bo'ladi. Biz o'z oldimizga raqobatbardosh davlat qurishni maqsad qilib qo'ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurtlari bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat'iy talab har bir ta'lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi kerak".

Yuqorida ta'kidlanganidek, O'zbekistonda til o'rgatish bo'yicha olib borilayotgan siyosat, asosan, ingliz tilini o'qitishning yuksak istiqboliga yo'l ochadi. Shuni ta'kidlash kerakki, bu ingliz tili o'qituvchilariga eng yangi yondashuvlarni izlash uchun yangi imkoniyatlar yaratadi. Ushbu tadqiqotda tadqiqotchi o'quv islohotlarida yangi yechimlar paydo bo'lishini chuqur anglagan holda web2 vositalari deyarli taniqli o'qitish vositalari bo'lish yo'lida bo'lsa-da, ular hali ham milliy til o'qitish tizimimiz nuqtai nazaridan chuqur o'rganilishi kerakligini anglay oladi.

Ingliz tili darslarida texnologiya sohasidagi har qanday yangiliklarni qo'llash imkonini berganligi hozirgi til o'qitish muhitidagi eng muhim ahamiyati hisoblanadi. Zamonaviy texnologiyalar va web2 vositalarining ilovalari allaqachon ingliz tili darslarida yaxshi qo'llanilganligiga qaramay, hozirgi vaqtda ularni turli yosh guruhlari, xususan, ingliz tili nomutaxassislik bo'lgan ta'lim muassasalari o'quvchilari uchun samarali qo'llash bo'yicha aniq ko'rsatmalar yaratilmagan. Shuning uchun ushbu dissertatsiya o'quvchilarning chet tilini o'rganish holatini yaxshilash uchun eng yaxshi web2 ta'lim vositalarini ishlab chiqish va topish orqali o'qitish modelini yaratishni ko'zda tutadi. Bu ingliz tilini samaraliroq o'rgatishda asosan bloglar, wikilar, podkastlar va boshqalar kabi foydali web2 vositalarini tahlil qilishga qaratilgan tadqiqotning ahamiyatini ta'kidlaydi. Bundan tashqari o'qituvchilarga darslarni ko'proq qiziqarli o'tkazishda asosiy fikrlarni ochib berish imkoniyatini yaratadi, bunda o'quvchilar IT resurslaridan bemalol foydalangan holda ilgari odatiy bo'lgan tarqatma materiallari yoki topshiriqlarga asoslangan mashqlarga juda bog'liq bo'lib qolgan o'qitishning eski usulidan qochadi.

Web2 vositalarining bugungi zamonaviy tillarni o'qitish siyosatidagi eng qulay innovatsiyalardan biri sifatida e'tirof etilganligi bilan belgilanadi. Biroq, tadqiqotchi aynan bu sohada mamlakatimiz tilshunoslarining chet el olimlarining tadqiqotlari bilan solishtirish uchun deyarli ma'lumot topa olmaganligi va bu masalaning O'zbekiston nuqtai nazaridan kam o'rganilganligi ishning asosiy yangiligidir. Shu bois, ushbu maqolada keltirilgan barcha tadqiqotlarni O'zbekistonda kelajakdagi til o'rgatish tizimi uchun yangi imkoniyatlar yaratish yo'lidagi yana bir muhim qadam sifatida qabul qilish mumkin, bunda kelajak avlodni raqobatbardosh tarbiyalashda barcha mavjud imkoniyatlarni maksimal darajada oshirish maqsadida darslarda web2 vositalaridan foydalanish tendentsiyasini kuchaytirish uchun kerakli yo'llanmalar ko'rsatiladi. Shu o'rinda o'qitishni yaxshilash uchun o'rta ta'lim tizimida qo'llaniladigan so'nggi web2 vositalaridan eng ommaboplarini eslatib o'tish joiz.

O'rta sinflarda keng qo'llaniladigan so'nggi Web2 vositalari

Web 2.0 texnologiyalarining eng ommaboplari quyidagilarni o'z ichiga oladi: bloglar, Wikilar, You tube, ijtimoiy tarmoqlar, podkastlar, veb-kastlar, Facebook, My space, Flickr, Twitter, Skype va Second Life. Tasvir, video va matnni turli formatlarda birlashtirgan yangi vositalar, shuningdek, katta ekranli taqdimotlar va kuchli 3D onlayn shablonlaridan foydalana oladigan yangi vositalar. Shulardan eng zamonaviylari bu - Movenote, Prezi va Emaze.

Movenote ingliz tilini o'rgatish va o'rganish tajribasini oshirish uchun ajoyib vositadir. Ushbu vosita yordamida o'quvchilar onlayn va mobil qurilmalarda video taqdimotlar yaratishlari mumkin. Bu sinfda o'zaro fikr va ma'lumot almashinuv jarayonini ta'minlash uchun ajoyib vositadir. Bundan tashqari, o'rta maktab o'quvchilari o'z taqdimotini turli xil muhitda ulashishlari uchun ochiq bo'lgan onlayn va qulay muhit mavjud bo'ladi. Taqdimotlarni yozib olish juda oson va Google diski boshqa virtual disklar bilan birga kontentni saqlashga yordam beradi.

Prezi o'qituvchilar tomonidan murakkablashgan taqdimot vositasi sifatida yaxshi tanilgan. Uning o'ziga xos tarkibiy qismi dinamik taqdimotlarni yaratadi.

Biror kishi o'zining power point taqdimotlarini yuklab olishi, kontent yaratishi va video, audio va matnni birlashtirishi mumkin. Darsni sinf, bo'lim bo'yicha to'liq xaritalash yoki uni veb-sayt yoki interaktiv doskada ulashish mumkin. Kattalashtirish aspekti o'quvchilar taqdimot qilishlari uchun foydalanishi mumkin bo'lgan uch o'lchovli qulay formatni ta'minlaydi.

Emaze esa interaktiv taqdimotlarni o'zgacha ko'rinishga olib kela oladi. Ushbu multiplatforma o'qituvchi va o'quvchiga o'zlarining texnologik va kontent yaratishdagi ko'nikmalarini namoyon etish uchun ko'plab vositalarni taqdim etadi. Faqat shablonni tanlash va ishlashni boshlash orqali foydalanish juda oddiy. Almashish jihati juda oddiy va ortiqcha ulanishlardan holi, u har qanday qurilmada ishlaydi. Bu o'qituvchi va o'quvchiga katta ustunlikni beradi. Web2 bu holda o'quvchi uchun yangi qirralarni kashf etishda yo'l ko'rsatuvchi bo'lish huquqiga ega, ya'niki o'quvchi o'zining shaxsiy akkounti orqali hamma ma'lumotni onlayn bepul joylay oladi.

Ingliz tilini o'qitish sifatini yaxshilash uchun yangidan yangi web2 vositalari paydo bo'lishi aniq. Ular o'quvchilarga ravonlik va o'qituvchiga o'rgatish uchun turli stsenariylarni yaratish uchun zarur kuch va ishonchlilikni ta'minlaydi. Bundan tashqari, texnologiya faqat malakali o'qituvchilar qo'lida til o'rgatish va o'rganish muhitida samarali va foydali bo'lishi mumkin. Til ta'limida web2 dan foydalanish haqida gap ketganda, o'qituvchilar birinchi navbatda ushbu vositalar til darsining maqsadlariga erishish uchun xizmat qiladimi yoki ular o'qitish holatining pedagogik ehtiyojlariga javob beradimi yoki yo'qligini hal qilishlari kerak. Agar ushbu ikki mezon jiddiy e'tiborga olinsa, web2 vositalari ko'proq kommunikativ va kompetent til o'qitish va o'rganish muhitini yaratishga yordam beradi.

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INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Annotation. Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has

shown that ICT can lead to an improved student learning and better teaching methods.

The introduction of information and communication technologies in the modern educational process at all levels is widespread in the world. The algorithm of successful e-learning, peculiarities of using online formats as one of the ways of educational resource of foreign language teaching, criteria of platforms, and applications selection constitute the study's relevance and its main goal. The author proposes a methodology of teaching a foreign language based on the use of technical means of information and communication technologies, its methodologically secured system of electronic ways of monitoring, control, evaluation, and the classification of online tools aimed at building the educational process. The described analysis of the foreign language teaching process based on the application of information and communication technologies is of scientific and pedagogical interest from educational information transmission in a non-linear format. The results obtained in the study can be useful for teachers in the implementation of the general management of cognitive activity of students, in communicative and advisory activities, holding mono-courses or collective projects developed by educational organizations. Technology is a ubiquitous part of children's lives [1]. It is transparent. Most homes have connected computers or Internet-enabled devices. As prices of technology drop, computers and digital devices may replace television as we know it.

ICT becomes an integral tool in increasing students interest and developing visual-figurative thinking. Everyone understood that the use of ICT in the learning process has the potential to activate cognitive, intellectual and independent activities of students. Information technology makes it is possible to change significantly the forms and methods of academic work. In the education system ICT can be divided into two types: hardware (computer, printer, scanner, camera, video camera, audio and video tape recorder, etc.) and software (electronic textbooks, simulators, test environments, information sites, search systems Internet, etc.). Nowadays the computer is an effective assistant and integral part of everyone, which allows to improve the quality of training and the effectiveness of control. Currently, the use of computers in the educational process is very important. I want to focus on the use of computer presentations in the educational process. The use of presentations allows to every teacher to intensify mastering of educational material by students and conduct classes at a qualitatively new level, instead of using a regular blackboard projecting slide films from the computer screen to a large wall-mounted screen or a personal computer (laptop) for each student. Colorfully designed presentations (using animation effects, in the form of text, a diagram, a graphic, a drawing.) solve the problem of using visual material. For example, if you previously cut and paste pictures on the board, then now you can find pictures with the help of Internet and insert them on the slide right away. If there is a lot of pictures, then make a few slides [2].

At the lessons of the introduction of new material, one can use the following educational programs: great help in teaching phonetics, articulation, rhythmic

intonation pronunciation skills, to increase the motivation of students to learn English is provided by the program «Professor Higgins. English without an accent» The interactive course» Round-up (publisher Pearson Education Limited, Longman), consisting of several disks of different levels, is a great help in studying and fixing grammar. Exercises are arranged according to grammatical themes. Advantages of the course are the ability to check their answers and summarizing the results of the tasks with computers. Interactive course «Way Ahead» (Macmillan publishing house) — there are six levels of this course including games, crosswords, fascinating exercises for fixing grammatical and lexical material in a game form. Interesting and exciting is a sound and graphic design of the program. In the language laboratory there are disks with various type of educational programs. This is an important and extensive addition to the training process. The educational programs provide a large number of exercises for grammar and vocabulary. These programs are very easy to use, you need minimal computer skills, which is very important when working with a group of students. There are materials for all classes that are divided into modules, but their content is very simple and not very clear.

Now let's move on to the issue of using the Internet for teaching English. Today, new methods of using Internet resources are opposed to traditional teaching foreign languages. To teach communication in a foreign language, you need to create real life situations that will stimulate the study of the material and develop adequate behavior. Now everyone understand that the Internet has tremendous information capabilities and no less impressive services. Whichever way we relate to the Internet; we have to recognize the fact that the worldwide network has become an integral part of modern reality. Many students have long appreciated all the advantages of the Internet and use its services actively in their educational process, while for teachers the space of this world web remains mostly unknown, unfamiliar and to some extent frightening. What kind of help the Internet can provide depends on how we use it for solving didactic tasks. These days every modern teacher uses widely the resources of the global Internet. Preparing messages, students filter a lot of information, if they need to listen to music, and most often view photos. Such tasks for students can use the preparatory stage for the lesson, for example, in combination with the project method, allowing students to apply practically for their knowledge and skills. This is one of the forms of research organization and cognitive activity, in which group activity is successfully realized that allows to increase the motivation for learning a foreign language. In the center of such a work process stands the student himself, with the opportunity to freely express his opinion and practical usage of foreign speech.

Below are 4 Useful Tech-based Tools that can be used for Foreign Language teaching.

1. Music and videos: Audio listening exercises can be good for testing what learners can identify on their own. The combination of pictures, intonations and gestures provides learners context clues that can help them understand the language even better.

2. Educational Websites: Educational websites like Quizlet and FluentU can help enhance the learning experience by providing meaningful and fun activities that are focused on grammar and current events respectively.

3. Collaborative Tools: Tools such as Facebook, Classting, Google classrooms can help learners use the language they are learning and engage in collaborative activities as well.

4. Smartphone and Tablets Apps: So many apps on smartphones and tablets such as Duolingo, FluentU and Memrise give learners an interactive and fun way to learn a language by using their phones and tablets.

Technology helps change the student/teacher roles and relationships: students take responsibility for their learning outcomes, while teachers become guides and facilitators. Technology lends itself as the multidimensional tool that assists that process. For economically disadvantaged students, the school may be the only place where they will have the opportunity to use a computer and integrate technology into their learning. Technology, when integrated into the curriculum, revolutionizes the learning process. More and more studies show that technology integration in the curriculum improves students' learning processes and outcomes. Teachers who recognize computers as problem-solving tools change the way they teach. They move from a behavioral approach to a more constructivist approach. Technology and interactive multimedia are more conducive to project-based learning. Students are engaged in their learning using these powerful tools, and can become creators and critics instead of just consumers.

Thus, without the use of ICT in the teaching process, it is difficult to imagine modern English lessons. Their use expands the scope of the educational process, increases its practical focus. The use of ICT and Internet resources in the English lesson allows me to more fully implement a whole range of methodological, pedagogical and psychological principles³. The usage of computers in English educational programs increases the effectiveness of solving communicative problems, develops different types of speech activity of students, and forms a stable motivation for students to learn foreign language activities in class. In the 21st century, the society makes ever higher demands on the practical knowledge of English in everyday communication and in the professional sphere. The volumes of information are growing, and often routine ways of its transfer, storage and processing are ineffective. The use of information technology reveals the enormous capabilities of the computer as a means of learning. The computer in the educational process is not a mechanical teacher, a tool that enhances and expands the possibilities of its teaching activity.

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**ИСПОЛЬЗОВАНИЕ КОМПЬЮТЕРНЫХ ПРЕЗЕНТАЦИЙ
НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА**

Аннотация. Цель данной работы - рассмотреть вопросы использования компьютерных сетей и телекоммуникационных технологий в обучении иностранным языкам, подробно рассмотреть метод использования презентаций на уроках английского языка в школе с целью его широкого применения в учебном процессе.

Annotation. The purpose of this work is to consider the use of computer networks and telecommunications technologies in teaching foreign languages, to consider in detail the method of using presentations in English lessons at school with a view to its wide application in the educational process.

Презентации можно использовать в отличие от Интернета, и на начальном этапе обучения и на продвинутом. Применение компьютерных презентаций в учебном процессе позволяет интенсифицировать усвоение учебного материала учащимися и проводить занятия на качественно новом уровне, используя вместо аудиторной доски проецирование слайд-фильмов с экрана компьютера на большой настенный экран или персональный компьютер (ноутбук) для каждого учащегося.

Эффективность воздействия учебного материала на учащихся во многом зависит от степени и уровня иллюстративности материала. Визуальная насыщенность учебного материала делает его ярким, убедительным и способствует интенсификации процесса его усвоения. Компьютерные презентации позволяют акцентировать внимание учащихся на значимых моментах излагаемой информации и создавать наглядные эффектные образцы в виде иллюстраций, схем, диаграмм, графических композиций и т. п. Презентация позволяет воздействовать сразу на несколько видов памяти: зрительную, слуховую, эмоциональную и в некоторых случаях моторную.

Обладая такой возможностью, как интерактивность, компьютерные презентации позволяют эффективно адаптировать учебный материал под особенности обучающихся. Усиление интерактивности приводит к более интенсивному участию в процессе обучения самого обучаемого, что способствует повышению эффективности восприятия и запоминания учебного материала.

Использовать презентацию в учебном процессе можно на различных этапах урока, при этом суть ее как наглядного средства остается неизменной,

меняются только ее формы, в зависимости от поставленной цели ее использования.

Стоит ли создавать презентации на каждый урок и не слишком ли много времени это занимает? Совершенно не обязательно постоянно использовать презентации, тем более что в некоторых случаях, когда материал урока содержит большое количество иллюстративного материала, применение компьютерной презентации позволит существенно повысить эффективность урока.

Существующие на рынке программного обеспечения средства построения презентаций позволяют без программирования в короткий срок создавать, и при необходимости изменять, компьютерные презентации. Одна из самых эффективных программ для создания презентаций – Microsoft Power Point. Она позволяет учителю в короткие сроки создавать собственные презентации. Учитывая большие дидактические возможности компьютерного представления знаний, уже в ближайшее время следует ожидать более интенсивного использования компьютерных презентаций в образовании.

Использование компьютерной презентации на уроке позволяет:

- повысить мотивацию учащихся;
- использовать большое количество иллюстративного материала;
- интенсифицировать урок, исключив время для написания материала на доске;
- вовлечь учащихся в самостоятельный процесс обучения, что особенно важно для развития их общеучебных навыков.

В данном случае компьютер служит средством для поиска необходимой информации, а также стимулом для формирования речевых высказываний.

Красочно оформленные презентации вызывают большой интерес на начальном этапе обучения. Презентации решают проблему использования наглядного материала. Например, если раньше приходилось вырезать и приклеивать картинки на доску, то сейчас с помощью Интернет можно найти картинки и рисунки и сразу вставить на слайд. Если картинок много, то оформить несколько слайдов. Детям очень нравятся презентации.

Создание презентаций требует творческого подхода со стороны учителя и просто хорошего знания компьютера. Таким образом, компьютер не заменяет учителя на уроках иностранного языка, а является эффективным помощником, позволяющим повысить качество обучения и эффективность контроля. В настоящее время использование компьютера в учебном процессе очень актуально.

Использовать презентацию в учебном процессе можно на различных этапах урока, при этом суть ее как наглядного средства остается неизменной, меняются только ее формы, в зависимости от поставленной цели ее использования.

Таким образом, компьютерные телекоммуникации - интенсивно развивающийся вид информационных технологий, использование глобальной

сети – обещают современные перевороты в методах и формах обучения. Учебное значение использования компьютерных телеком-муникаций в образовании состоит в том, что они:

- стимулируют и облегчают обмен опытом преподавания различных предметов;
- повышают интерес учащихся к учебному процессу;
- расширяют коммуникационную практику учащихся;
- делают возможным использование новых методических приемов, основанных на сопоставлении собственных данных учащихся, и тех, которые они получают в результате общения.

Учитывая большие дидактические возможности компьютерного представления знаний, уже в ближайшее время следует ожидать более интенсивного использования компьютерных презентаций в образовании.

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COMPONENTS OF DEVELOPING MECHANISMS FOR IMPROVING THE QUALITY OF EDUCATION IN A FOREIGN LANGUAGE IN THE PROCESS OF TEACHERS' PROFESSIONAL DEVELOPMENT

Abstract: The components of developing mechanisms for improving the quality of education in a foreign language in the process of teachers' professional development are considered in the paper.

Key words: the quality of education, online learning, organizational and structural component, content component, applied-technological component, qualimetric-correction component.

Innovative changes in the socio-economic sphere necessitate the need to change the structure and content of education as a socio-pedagogical necessity. Today, the issue of education lagging behind the requirements of the labor market, the technology used in the educational process does not fully meet modern requirements, the level of professional training of graduates does not fully meet the competence requirements is recognized around the world.

In this case, the components that affect the improvement of mechanisms for improving the quality of foreign language education in the process of professional development of teachers are the followings:

1. Organizational and structural component. It covers the institutional structure, normative basis, structural form and management cooperation of professional development processes. We know that the system of professional development of managers and teachers of higher education institutions is based on the requirements for the quality of training of highly qualified specialists, the introduction of mechanisms for continuous updating of teachers' professional knowledge, skills and abilities, the necessary professional training to ensure quality aimed at the introduction of practical, indirect forms of training, retraining and professional development related to professional activities on the basis of the principles of variability and complementarity. In particular, the harmonization of professional competence of managers and teachers with modern requirements, the introduction of a multi-level system that allows for continuous development, the integration of distance, independent and alternative forms of training based on the principles of continuity and synergy.

Distance learning is an integral part of remote learning in online (video lectures, consultations, real-time remote control) and offline forms (independent acquisition of relevant teaching resources in the distance education system).

Independent professional development is defined as a form of self-professional development, independent acquisition of new knowledge, skills and abilities by managers and teachers in accordance with the state requirements for the level and quality of education.

Alternative professional development is a form of confirmation of the results of managers and teachers' individual professional skills by using independent forms of professional development, equated to the existing forms of direct professional development.

2. Content component. The quality of professional training of trainees in the process of professional development is assessed by the content of educational programs, curricula and programs. In our opinion, in today's globalization and the rapid development of digital technologies, the content of educational programs should be aimed at developing at higher education institutions teachers' scientific research skills, capability of applying pedagogical technology and ICT, foreign language knowledge, creative thinking and others.

3. Applied-technological component. The use of modern information and communication and innovative pedagogical technologies, the development of field-oriented competencies are important in the process of professional development of teachers of higher education institutions. This, in turn, requires modern information and methodological support.

4. Qualimetric-correction component. This component also allows to introduce measures to continuously updating of teachers' professional knowledge, skills and abilities, to identify measures to diagnose, correct and monitor the real indicators of the level of professional training necessary to ensure the quality of higher education in accordance with modern requirements.

In his research, M. Innazarov proposes important components of the diagnosis and assessment of professional competence of teachers in the process of professional development, such as planning, organization, control, analysis and correction. Their theoretical essence is reflected in the following:

Planning – coverage of the teaching staff based on social needs and existing opportunities of Head scientific and methodological center; work based on the time budget allocated by the trainees for independent learning;

Organization – the creation of methodological support that allows to diagnose and assess the professional competence of teachers in professional development courses; remote delivery of teaching aids to trainees;

Control – control for independent learning, the study of the full performance of test tasks by trainees;

Analysis – an objective, rapid analysis of the results of control and test assignments; based on the analysis to identify existing shortcomings in the professional competence of teachers;

Correction – the definition of measures to eliminate the identified deficiencies.

In our opinion, based on the introduction of this component, the organization of a comprehensive control of learning processes, the constant updating and improvement of the content of educational programs, taking into account the needs of students, the definition of a system of leading professional competencies of teachers and their quality (quality measurement) organization of analysis, the definition of modern forms and methods of teaching in the process of advanced training, mechanisms for the introduction of new methodological principles.

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ONLINE LEARNING AT UNIVERSITIES: ADVANTAGES AND DISADVANTAGES

Education is an all-time key to success, especially for career-oriented people who hope to loan on both a personal and a professional level. Regrettably, many of us find it problematic to add new challenges to our demanding and strict schedules. Online learning is the resolution. People can learn about practically any subject online, anywhere, anytime.

One of the most frequently used terms after the pandemic is the term “new normal.” The new normal in education is the enlarged use of online learning tools. The COVID-19 pandemic has caused new ways of learning. All around the globe, educational institutions are looking to online learning stages to continue with the process of educating students. The new normal now is a transformed notion of education with distance learning at the key of this transformation. Today, digital learning has arose as a necessary resource for students and schools all over the world. For many educational institutes, this is a completely new way of teaching that they have had to adopt. Online learning is now appropriate not just to learn academics but it also covers learning extracurricular activities for students as well. As with most teaching approaches, online learning also has its own set of positives and negatives. Interpreting and understanding these positives and negatives will help institutes in creating approaches for more efficient distribution of the lessons, ensuring an uninterrupted learning ride for the students.

In this statement I would like to examine and represent advantages and disadvantages of distance learning at universities as well.

Online learning bargains teachers an efficient way to carry lessons to students. It has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By covering the lesson plan beyond traditional manuals to include online resources, teachers are able to become more effective educators.

Another benefit of online learning is condensed financial costs. Online teaching is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real domain. Moreover, all the course or study resources are available online, therefore creating a paperless learning atmosphere which is more affordable, while also being beneficial to the environment. Meanwhile online classes can be taken from home or location of choice, there are fewer chances of students mislaid out on lessons.

Each student has a different learning ride and a different learning style. Some of them are visual learners, while some students favor to learn through audio. Likewise, some students succeed in the classroom, and other students are individual learners who get distracted by large groups. The online learning system, with its range of options and resources, can be modified in many ways. It is the greatest way to create a perfect learning environment suited to the desires of each student.

Some might accept that traditional learning in a physical background is the most natural and best way to cooperate. But that's not essentially true. In an online class, no student sits in the back row. Everyone sits basically front and center! Those that are too cautious to ask a question in front of their whole class now have the option of initiating a live, private chat with their teacher. A student uncomfortable with diffusion to the entire class may even choose to mute their microphone or spike their camera while continuing to participate in the lesson. A student with the ability to hide may seem like a disadvantage of online courses. But now, teachers have the possibility of administering online quizzes to confirm every student is involved. They can edit and enhance videos to create a better learning experience online. In a physical classroom, the teacher may write notes on a board, in hopes that students are scrawl the information down themselves. With connected learning, an instructor can write down notes on a digital whiteboard or even assign a student to write real-time notes that students can easily download after the class.

Have you ever wanted to learn French language, but simply never were available? Possibly the small period of time you actually managed to create around a full-time job and family to learn how to code didn't agree with class hours at your local community center. Was a college in your area even offering your dream class? Now with virtual learning, the sky's the limit for new training opportunities. With online education, learners have the option of learning from instructors in any time all over the world, at possibly any time of day. A world of opportunity can now be opened from your laptop or smartphone.

Focusing to disadvantages, for many students one of the main challenges of online learning is the cope with focusing on the screen for long periods of time. With distance learning, there is also a greater chance for students to be easily distracted by social media or other sources. Therefore, it is imperious for the teachers to keep their online classes hard, attractive, and interactive to help students stay focused on the class.

Another important challenge of online classes is internet connectivity. While internet dissemination has grown in dives and bounds over the past few years, in minor cities and towns, a consistent connection with attired speed is a problem. Without a reliable internet connection for students or teachers, there can be a lack of endurance in learning. This is disadvantageous to the education process.

One more delinquent with distance learning is sense of isolation. Students can learn a lot from being in the corporation of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often marks in a sense of loneliness for the students. In this situation, it is domineering that the school allow for other forms of communication between the

students, peers, and teachers. This can include online messages, emails, chats and video conferencing that will allow for frontal interaction and lessen the sense of isolation.

Distance learning entails teachers to have a basic understanding of using cardinal forms of learning. However, this is not the instance always. Very often, teachers have a very elementary understanding of technology. Sometimes, they don't even have the necessary resources and gears to conduct online classes. To struggle with this, it is important for schools to invest in training teachers with the latest technology informs so that they can demeanor their online classes effortlessly.

Finally, many parents are worried about the health risks of having their children spend so many hours gazing at a screen. This upsurge in screen time is one of the biggest anxieties and disadvantages of online learning. Sometimes students also advance bad posture and other physical problems due to staying curved in front of a screen. A good answer to this would be to give the students enough time of breaks from the screen to refresh their mind and their body.

There are rewards and drawbacks of online learning for higher education. But as technological competences have reached new heights and many of the major worries of students taking online classes have been addressed, the advantages of online classes are beginning to drown out the disadvantages.

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SOCIO-CULTURAL COMPETENCE IS THE MAIN ASPECT IN
TEACHING FOREIGN LANGUAGES

Annotation: Socio-cultural competence involves knowledge of culture, traditions and mentality of the studied language. The article presents the essence, structure and content of sociocultural competence in the process of teaching a foreign language.

In recent years the problem of integration of cultural components in the process of training and education with the help of foreign languages has attracted teachers' attention. The increasing

intensity of contacts between nations and countries determines the change in the sociocultural priorities of language education. The task is to teach a foreign language not only as a means of communication but also to shape linguistic identity. This fact causes the appearance of new concepts in the field of foreign language teaching. They are concepts of intercultural communication and sociocultural training.

Since the main objective of any interactive process is the desire to be understood by communication partner the efficiency of communication is directly related to the achieved level of mutual understanding between communicants. In order to achieve mutual understanding partners should have willingness and ability for communication and participation in the dialogue of cultures that implies the presence of their sociocultural competence. Sociocultural education and sociocultural competence gradually became an important aspect of modern educational concepts. This is especially true for foreign language classes. The problems of sociocultural competence were studied by E. Hexelschneider, V.V. Safonova, S.V. Serebryakova, J. Bolten, F. Herbrand and V.N. Dulganova. Intercultural communication provides a high level of knowledge about own culture and culture of the country of studied language. There is the following definition of language where it is understood as a mirror (reflection) of reality in the minds of certain linguistic and cultural community. Therefore the language cannot be taught and learned without studying the society where native speakers live. This means that trainees need information about natural environment and live of members of another culture and political system, economic and cultural development. Only discussions about cultural characteristics of the country where the language is spoken, as well as familiarity with the problems of everyday life can awaken interest to the unknown culture and language, and deeper understanding of it.

In general, there are two trends in contemporary sociocultural training:

First trend: the need to have knowledge that gives learners the opportunity to use a foreign

language as a means of communication.

Second trend: lessons of foreign language and culture assist for deeper understanding of another country and its people. At the same time it is necessary to encourage learners to study their own language and their own culture.

The sociocultural concept of training and education comes from the fact that daily contact with foreign languages and cultures reflects people's everyday life around the world. Therefore a lesson of foreign language should encourage learners to have appropriate free communication in foreign languages and foreign cultures and make them capable of cross-cultural communication.

Teaching a foreign language assumes formation of foreign-language communicative competence of students. The concept of communicative competence is defined as psychological, regional geographic, social factors of knowledge which determines use of the speech according to social norms of behavior. The content of education should ensure an adequate level of general and vocational world culture of the society, the formation of students present knowledge and adequate level of educational programs picture of the world, identity integration in national and world culture. The subject «foreign language» introduces not only the culture of the countries of the target language, but by comparison demonstrates the features of national culture, introduces the universal values. In other words, it helps students in the context of the «dialogue of cultures».

The term «culture of the target language» refers to the body of knowledge and experience that allows students to be appropriate members of the intercultural communication. Any foreign language should be taught as a phenomenon of social and cultural reality. Special attention should be given to the formation of learners' communication skills, cultural competence and positive attitude towards another culture. The development of sociocultural competence in language teaching supposes a communication-oriented approach. Sociocultural competence anticipates the knowledge of another culture, respect and tolerance towards others. According to the concept of V. V. Safonova, sociocultural competence in the structural plan includes cultural, cross-cultural, linguocultural, sociolinguistic and social competences of the student and is regarded as an integral part of communicative competence. Sociocultural competence provides a student the opportunity to orient in the sociocultural markers of authentic language environment and socio-cultural characteristics of the communication partner; to predict the socio-cultural interference in terms of cross-cultural communication and the ways of their elimination; to adapt in a foreign language environment [1].

Engaging of material culture promotes the awakening of cognitive motivation, not only do students master the program material, but they also get acquainted with the unknown facts of culture, which is certainly causes their interest. Therefore, the learning, taking into account the interests of the students is particularly effective. The purpose of learning a foreign language and culture can be expressed as a preparation to real intercultural communication. A number of authors interpret the intercultural communication as an adequate understanding of communication participants belonging to different countries. This setting corresponds to the needs

of education, foreign language requirements at the present stage of development of the society. At present, the question of the admission of the inhabitant of the twenty-first century to world culture, approaching his educational level to the European standard, mastery of at least two foreign languages. To do this, in turn, need to gradually introduce the target language through the history and contemporary life of the country whose language is studied, its traditions and culture.

The important factor of sociocultural competence formation is application of new technologies in training. The technology of critical thinking, design activity, training in cooperation and game technologies, practising training technology develop interest in foreign-language communication, expand its subject contents. When forming sociocultural competence is very actual to apply contemporary approaches. The design technique is considered productive in this case as it creates opportunity for the personal growth of the student, focuses them on disclosure of creative potential and cognitive activity development. Work of work on projects technology, which is used in educational process: promotion of a hypothesis → creation of a problem situation → case study → specification and judgment → realization → presentation. The design technique is the personal focused kind of activity which provides conditions of self-knowledge and self-expression [2; p 49]. The method of projects allows efficiency of training and provides its practical orientation. The subject of project works has socio-cultural and cultural studies sounding in aspect of contrast and comparative character. In the course of implementation of project works students collect, systematize and generalize the original material. The technology of training in cooperation helps to create conditions for vigorous joint educational activity of students various educational situations. Interactive interaction of students in couples or groups provides practical use of language in the situations which imitates reality. This technology develops the requirement constantly to improve the speech and creative abilities of students. For successful interaction in different situations of communication the method of role communication is used. The comparison method which allows to compare the fact of native culture and culture of the target language, and also to draw a parallel of comparison of traditions, customs, manners, holidays and achievements is considered to be productive. Comparison and estimation, as a rule, happens in situations of communication. That dialogue as a communication form, and dialogue as contact, contact of the different countries representatives or dialogue of cultures took place and became reality, students need to observe stacks all steps: to come into contact with the interlocutor, to request and give information on the conversation course for the solution of the set of communicative task; to begin, support and finish conversation; to express the relation to the discussed question; to find out opinion and the relation of the interlocutor; it is good to be guided in the facts of culture and to be able to give an assessment of the description of the facts, realities and events.

The mastery of a foreign language and its use requires knowledge of socio-cultural features of the native speakers, a wide range of verbal and non-verbal communication. It is commonly known that the lack of direct contact with native – speaking in terms of target language country enhances the educational importance

of the foreign language, hence, more consistent in the socio-cultural component of teaching foreign languages. For the development and formation of a sociocultural orientation by lessons imitating any occupations or types of works can be the most effective: excursion, travel, protection of tourist projects, lesson — competition, lesson — quiz and others. Using internet-resources can also help the teacher in planning lessons aimed at the formation of social competence [3]. Sociocultural competence includes a deep-rooted knowledge of everyday-life situations, values and beliefs. The best way to develop sociocultural competence is to immerse in the natural language environment and communicate with native speakers. As a rule of thumb, the absence of language environment can be compensated with authentic materials (real-life materials that weren't created for educational purposes). Thus, to feel at home in a global world, a graduating student has to possess a number of competences from professional competences in science and technology to foreign language competences. Foreign language knowledge helps understand your own language and culture, promotes intercultural communication, provides access to foreign scientific literature, opens doors to international education and understanding of other people.

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WHAT IDEAS WOULD YOU BRING TO THE CLASSROOM TO MAKE THE LEARNING MORE INTERESTING AND REWARDING.

Annotation: This article shows some difficulties which can appear during the teaching of language. The writer wanted to show how to overcome these difficulties and how to make the lesson more enjoyable. Teachers should select appropriate material and be creative to deliver this material to the learners.

Key words: activity, reward, interest, develop, language, satisfactory, techniques, experiment, aspect, routine, judgments, ability.

Аннотация: В данной статье показаны некоторые трудности, которые могут возникнуть при обучении языка. Автор показал, как преодолеть трудности и как сделать урок более увлекательным. Учитель должен выбирать

подходящий материал и проявлять творческий подход, чтобы преподнести этот материал учащимся.

Annotatsiya: Ushbu maqolada til o'rgatish jarayonida yuzaga kelishi mumkin bo'lgan ba'zi qiyinchiliklar va ularni bartaraf qilish ko'rsatilgan. Darsni qiziqarli qilib tashkillashtirish va material tanlashdagi qiyinchiliklar korsatilgan. Har bir materialni taqdim qilishda oqituvchi ijodiy yondashishi kerak.

In order to teach the language more interesting and rewarding the teacher should be creative and hard working. First of all we should identify the level of students and their interests, according to this we should create different activities .Each activity should be directed to the improvement of language skills so reward will be students acquiring knowledge. From my own experience I want to say teaching language is not so easy but if you try everything can be achievable. To select vocabulary I follow the curriculum, as we teach business English we deal with the economy words so it is difficult to choose them. Selection of the vocabulary should be based on the age, profession and interests and should be taught within the context. Words are not usually used in their own meaning but in another meaning such words are called metaphors. eg. kicked the bucket means to die. Qualified teachers tries to find different and effective ways of delivering unknown words. While giving the explanation of the word we can give synonyms of the words or their antonyms. Besides this we have phrases and chunks, collocations compound words and all of them are the treasury of the language. There are different activities to present the vocabulary, different games, crosswords, puzzle ect, but they should be used in proper way.

Teaching shouldn't be boring if the same way is used in every lesson students lose their initiative to study. If our lessons are decorated by the visual aids by the different games they will be fruitful.

Using computers mass media are very essential but don't use them much, you can use internet research but if you have your own ideas your own creations you welcome. Students nowadays use internet more than we use it. While choosing material we must be caution, accurate .Some ideas can be taken from the net if you observe some lessons to learn experience of other teacher it may influence to our work.

Speaking is a productive way of learning so while speaking students may make some mistakes ,these mistakes shouldn't be corrected immediately but may be after the speech or may be at the end of the lesson may be corrected, if we interrupt them they can lose their temper and may fell inconveniences

While giving tasks we should take everything in consideration learners attitude, interests ,level, age even their mood. And it gives reasonable effect. While giving instructions you should explain correctly students should know what you want from them. Tasks should be fulfilled properly only in this case you can achieve your goal. Each activity should have its purpose and should be given with the exact aim.

Relying on my own experience and knowledge I can say many problems can appear while acquiring language skills.

Most people are eager to learn foreign languages especially English, but it needs power and strong will. It is easy to learn language if we have language environment, moreover in order to learn language one should listen to the language as much as possible. First of all a person who wants to study language should identify why he or she need this language, then put aim or goal. To succeed in study the student should have self-confidence. I am a teacher of English and during my work, I came across with a lot of problems so I am looking for the way to deal with the problem. Students mustn't study only to get diploma but also to get qualification and to become an excellent specialist.

As a teacher, I try to motivate my students by different ways, e.g. creating interesting activities, role-plays. Successful studying depends on persons efforts; they should make their study into enjoyable business and result into reward. We have intrinsic and extrinsic motivation. To deal with the problem, which appear while we are learning we are to create enjoyable activity. Time, management is very important when somebody begin studying. Being a good manager of the time is a good step to achievement.

In order to speak language correctly student should know grammar rules and it is difficult to adopt other language structure, to avoid such kind of situation we teach grammar in context. Adverbs such as yesterday, next week, recently etc. can show what tense we should use. Students can read the context repeatedly to remember grammatical structure of the sentence. First we give them form of the tense then we read texts related to that tense.

Besides grammar challenge, we have pronunciation challenge also. Some teachers think that it is less important but wrong pronunciation makes the speech misundestandable. For beginners it is important to work at the pronunciation: intonation, stress, sounds. English language has a wide intonation range and students should acquire it through communication, practicing dialogues.

The third challenge is vocabulary, which is very important, to teach the vocabulary we use context, reading materials, austenitic materials, listening is also helpful. In this process, we focus on the meaning than the form but word formation is also important: prefixes, suffixes etc. Here we should know at what level what words should be taught, some words must be discovered by the reader while we are planning our lesson we should take these into consideration.

Students do their tasks and wait feedback for their work, I think learners activity and their attempt to get knowledge should be awarded. Assessing is a very responsible process that's why we should approach to it very carefully.

Performance can be explicit or implicit when we give feedback it is explicit when we don't pay attention and don't make any commend it is implicit and it is dangerous because students may misconstrue this silence.

Students work should be praised may be by the score or may be by the words and it is vital point in motivation which encourage them do their best.

Blaming them for not doing tasks will not give a positive effect, but appropriate praise with helpful suggestions about improving their English will be more effective. While listening student's product it isn't necessary to correct you may give comment after listening. Interruption during communicative activities gives bad impact to the speaker and speaker couldn't concentrate thoughts.

We can also involve students to assess their group mates, to encourage them to give feedback to each other. I am sure it gives positive effect. After explaining carefully the mistakes we should give them chance to identify their errors grammar books and dictionaries are helpful here. Positive outcome will be given if we signaled them in proper way.

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NUTQ FAOLIYATI TURLARINI KOMPETENSIYAVIY YONDASHUV ASOSIDA TAKOMILLASHTIRISHNING ZARURATI

Annotasiya: ushbu tezisdagi kompetensiyaviy yondashuv asosida ta'lim berishning zarurati haqida fikr yuritiladi. Kompetensiyaviy yondashuvga berilgan ta'riflar, rivojlanish bosqichlari haqida ma'lumotlar keltirilgan.

Kalit so'zlar: yondashuv, kompetensiyaviy yondashuv, kompetensiya, xorijiy til, til ta'limi

Iqtisodiyot va uning tarkibiy sohalarida xorijiy tillarda erkin so'zlasha oladigan, raqobatbardosh kadrlar tayyorlash, ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va o'zaro muloqotni rivojlantirishlari uchun sharoit va imkoniyatlar yaratdi. Bugungi globallashtirish davrida O'zbekistonda barcha sohalar kabi iqtisod sohasi ham jadallik bilan rivojlanmoqda. Mamlakat rivojini iqtisodiy tarmoqlar rivojlanishisiz tasavvur etib bo'lmaydi. Mamlakatimizda turli qo'shma korxonalarining barpo etilishi, xorijiy investitsiyalarni jalb etish, shartnomalar imzolash kabi iqtisod sohasida amalga oshirilayotgan islohotlar, mamlakatimiz

aholisining turmush tarzini yanada yaxshilashga va yangi ish o'rinlarini barpo etishga qaratilgan. Ayni paytda ushbu soha vakillarining chet ellik investorlar, hamkorlar, mutaxassislar va ekspertlar bilan xorijiy tillarda erkin muloqot qila olishlari bugungi kunning dolzarb masalaridan biriga aylangan. O'z-o'zidan ko'rinib turibdiki, biz ta'lim berayotgan talabalar ertaga jamiyatning iqtisodiy-ijtimoiy hayotida o'z munosib o'rnilarini egallaydilar va bu esa sifatli ta'lim jarayoni bilan uzviy bog'liqdir.

“Yondashuv” atamasiga lug'atlarda biror masalani hal etish yoki muammoning yechimini topish uchun ma'lum nazariyaga asoslanish, degan mazmunda ta'rif beriladi. Chet til o'qitish metodikasida mazkur atama dastlab AQSHning Michigan universiteti professori Edvard Meyson Entoni tomonidan til xususiyati va uni o'rganish/o'rgatish usullariga taalluqli qonuniyatlarni ifodalash maqsadida qo'llanilgan bo'lib, unga quyidagicha ta'riflar berilgan: “Yondashuv til o'rgatish va o'rganish xususiyatlariga taalluqli tushunchalar yig'indisidir. Yondashuv aksiomaviydir. U o'qitiladigan predmet mazmunini ifodalaydi.”[1]

Yondashuv til o'qitish mazmuni va til o'rganish xususiyati hamda ularni pedagogik jarayonga joriy etish imkoniyatlari haqidagi nazariy jihatdan yaxshi yoritilgan pozitsiya va nuqtai nazardir. Entoniyning fikricha, yondashuv til haqidagi, uni o'rganish va o'rgatish xususiyatlarini inobatga olib takomillashtirilgan prinsip yoki tushunchalar yig'indisi bo'lib, u metodga moslashtiriladi yoki nazariy jihatdan unga asoslanadi. Ya'ni yondashuv atamasi orqali chet til o'qitish amaliyoti va prinsiplarining manbaasi bo'lib xizmat qiladigan til va til o'rganish haqidagi nazariya ifodalanadi. Yondashuv til o'qitish sistemasi zamiridagi fundamental komponent bo'lib, o'qitishning umumiy metodologik asosi sifatida gavdalanadi va (til) o'quv fanining maqsadi, vazifalari hamda ta'lim jarayonida ularni amalga oshirish imkoniyatini ta'minlaydigan ta'lim mazmuni haqidagi mavjud nuqtai nazarlar bilan xarakterlanadi.

Metodistlardan M.N.Vyatyuntnevning fikricha, [2;38-45] yondashuv o'quv fanining mazmuni haqidagi qarashlarni umumiyashtiradi, konkret bilim sohasidagi tadqiqotning umumiy metodologik asosi sifatida foydalaniladi. M.N.Vyatyutnev til o'rganishning lingvistik omillarini inobatga olgan holda zamonaviy metodlarni tasniflash uchun yondashuvlarni 6 ta turga: 1.grammatik, 2.to'g'ri, 3.bixevioristik, 4.o'quv, 5.kollektiv, 6. kommunikativ individuallashtirilgan turlarga ajratadi. A.N.Shukin yondashuvlarni tilga nisbatan o'qitish ob'ekti va o'qitish vositasi sifatida qaraydigan guruhlarga ajratadi. [3]

Chet til o'qitish metodikasida yondashuvning yagona klassifikatsiyasi mavjud emas. M.V.Lyaxovitskiy [4] yondashuvlarni psixolingvistik nuqtai nazaridan quyidagicha klassifikatsiyalaydi: Bixevioristik – til tashqi qo'zg'atuvchi stimullarga javoban nutqiy avtomatizmlarni shakllantirish usuli orqali o'rganiladi; Induktiv ongli – til nutq namunalarini tahliliy kuzatish natijasida til qonuniyatlari va ularni nutqda qo'llash usullarini egallash orqali o'rganiladi; Ongli (kognitiv) – til egallangan bilimlar asosida nutqiy malaka va ko'nikmalarini shakllantirish izchilligida o'rganiladi; Integrativ – til o'qitish

jarayonida ongli va g'ayrishauriy komponentlarni tashkiliy muvofiqlashtiradi, ya'ni chet tili bilim, malaka va ko'nikmalarni parallel egallash orqali o'rganiladi.

Ta'lim tizimida kompetensiyaviy yondashuv uchta bosqichga ajratilgan. Birinchi bosqichda - (1960-70 y.y) kompetensiyaviy yondashuvga asoslangan ta'lim Amerika Qo'shma Shtatlarida ta'lim yo'nalishi sifatida paydo bo'lgan. Uning ilk g'oyasi N. Xomskiyning generativ grammatikasidan olingan bo'lib, u 1965 yilda "til malakasi yoki bilim bilan tilni qo'llash yoki haqiqiy foydalanish o'rtasidagi tub farq bor" degan fikrni aytib o'tgan. "Kompetensiya", "Kompetentlilik" atamalarining farqini aniqlash, tillarni o'qitish nazariyasi, "Kommunikativ kompetensiya" negizida til kompetensiyasiga oid tadqiqotlar olib borish bilan shug'ullangan.

Xususan, D.Xayms xorijiy tillarni o'qitish jarayonida "Kommunikativ kompetensiya" yaratdi. D.Xayms fikricha, [5] bu jarayon kommunikativ faoliyatni ifodalab, asosiy e'tibor o'quvchida kundalik hayotga oid ma'lumotlarni o'z nutqida ifoda qila olish malakasini shakllantirishni o'z ichiga oladi. Ikkinchi bosqichda - (1970-90 y.y) birorta xorijiy tilni egallash, boshqaruv, muloqotga o'rgatish jarayonlarida ijtimoiy kompetensiya va shaxsning kompetentliliigi vujudga keldi. Uchinchi bosqichda - Yevropa kengashi tomonidan (1990 yil) stretegik, sotsial, sotsiolingvistik, til va o'quv-kognitiv kompetensiyalar ishlab chiqildi. So'ngra Rossiyalik tadqiqotchilar N.V.Kuzmina, A.K.Markova, L.A.Petrovskaya turlicha kompetensiyalarni amaliyotga tatbiq qilishdi.

Kompetensiyaviy yondashuv hayotiy vaziyatlarda ortib borayotgan murakkablik va dinamika bilan tavsiflanadi. Bu shuni anglatadiki, odamlar murakkab dinamik muhitda yashashlari va ishlay olishlari kerak. Ta'lim insonga notanish vaziyatlarda yangi muammolarni hal qilishga yordam berishi yo'llarni o'rgatadi. Ularni kelajakda nimalarga duch kelishi va har qanday vaziyatda o'rganganlari qo'llashi mumkinligi haqida o'rgatish muhimdir. Shu sababli, ta'lim bizga turli ko'nikmalarni doimiy ravishda rivojlantirishga imkon berishiga qaratilgan.

Kompetensiyaviy yondashuv talabalarga atrof-muhitdan qat'i nazar, o'z tezligida ko'nikma yoki malakani egallash qobiliyatiga asoslangan holda oldinga siljish imkonini beradi. Ushbu yondashuv turli xil o'rganish qobiliyatlarini qondirish uchun moslashtirilgan va talabalarni yanada samarali natijalarga erishishiga hizmat qiladi. Aloqa vositasi sifatida nutq faoliyati turlari, nazariy qonuniyatlar asosida emas, balki amaliy o'rganish, tilni amaliyotda qo'llashni nazarda tutadi. Shu o'rinda talabalar o'zaro munosabatlarni tashkillashtirish jarayonida chet tili (ingliz tili) o'qituvchilari bilan muloqot jarayonini kengaytirishlari, til o'qitish sifatini yaxshilashda ayniqsa muhimdir.

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THE IMPORTANCE OF COMMUNICATIVE LANGUAGE TEACHING METHOD AND ITS INTERACTIVE STRATEGIES

Abstract:

This article discusses the method of “Communicative Language Teaching” which focuses on improving the communicative skills of language learners. It presents the issues of implementing the most effective techniques of this method to the teaching process. The issue of increasing language learners’ speaking skills is connected with the interacted communication during the lessons. What’s more, it analyzes the effective ways of achieving above mentioned objectives. A number of suggestions have been included to apply the most advanced methods of interaction into the teaching process. All the presented suggestions help language learners to improve their communication skills on the discussing topics. These strategies are described clearly and how they can be implemented in the lessons.

Key words: Communicative language teaching (CLT), Communicative language teaching approach, communicative method, (ESP)English for specific purposes, (ESL)English as a second language, (EFL) English as a foreign language learners

As opposed to the grammar based approaches, in planning language courses within a communicative paradigm, grammar is no longer the starting point of language teaching program. It shifts to communication ability covering all possibilities of situation and purposes that we can encounter in real world; from daily life to work places, from monolog to dialog, from interpersonal to transactional communication and so on. Aspects of materials should include factors which gives meaning to language at the time happening (contexts), besides provisioned with abilities required to express and to understand language being used (the communicative competence). Therefore, the goal of language teaching shifts from mastery of grammar to the development of communicative competence in part of students. In general term, the goal of CLT is argued to develop students’ communicative competence.

2. Learning theory

One of the best known learning theory of CLT is ‘people learn language best when using it to do things rather than through studying how language works and practicing rules. It signs the reaction to the previous learning practices which focused on learning grammatical rules but the students failed in oral communication. An

interesting statement relating to this principle is from Brown¹³, who reminds that teacher should not expose students to learn grammar too much, because students are to be English communicator, not grammarians.

A rather comprehensive package of learning theory in CLT is summarized by Richards and Rodgers¹⁴, as follows:

- a. Activities that involve real communication promote learning.
- b. Activities in which language used for carrying out meaningful tasks promote learning, and
- c. Language that is meaningful to the learners supports the learning process.

Consequently, Richards and Rodgers¹⁵ add that learning activities should be selected according to how well they engage learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). They must involve real communication, have students carry out meaningful tasks and use meaningful language.

3. Principles

The basic features of CLT was described by Nunan¹⁶ (2000: 279), in which he list five features that are generally accepted by most linguists and practitioners in their explanation about CLT today. These features are:

- a. An emphasis on learning to communicate through interaction in the target language.
- b. The introduction of authentic texts into the learning situation.
- c. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- d. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- e. An attempt to link classroom language learning with language activation outside the classroom.

Richards¹⁷ underlines the core assumptions or variants in practices of CLT as follows:

- a. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- b. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange.
- c. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging
- d. Communication is a holistic process that often calls upon the use of several language skills or modalities
- e. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection Jack C. Richards, *Op. Cit.*, p. 23.

f. Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning the ultimate goal of learning is to be able to use the new language both accurately and fluently

g. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning

h. Successful language learning involves the use of effective learning and communication strategies

i. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning

j. The classroom is a community where learners learn through collaboration and sharing

4. Goal

As having been described above, the goal of CLT is to develop communicative competence in part of students. There have been a number of theories about it, but the best known elements of the competence in communication are as follows:

a. Linguistic competence. It is also commonly acknowledged as grammatical competence, which concerns with mastery of language elements: grammar, vocabulary and morphology.

b. Sociocultural competence. It also known as sociolinguistic competence, which demands the appropriate use of language toward social values and system.

c. Strategic competence. It concerns with strategies which can be used to maintain communication and or to communicate effectively.

d. Actional competence. It concerns with physical performance of communication when one does speaking, for example: pronunciation.

e. Discourse competence. It is also known as pragmatic competence, which refers to shaping language and communicating purposively in different genres, using cohesion (structural linking) and coherence (meaningful relationship in language) elements appropriately.

Therefore, every language teaching material is considered to be as means to develop the five components of communicative competence above. Materials designed to involve all the elements above in activities that are to be conducted in the classroom.

Techniques and Procedure

Technique for teaching language in CLT is actually open to varieties as far as they fulfill the CLT principles. However a number of them which are very common in the classroom summarized from Richards 5 as follows:

As well as offering clear advantages to the student, the CLT approach can also offer significant benefits to educators by fundamentally changing their role in the classroom. The educator is both a “facilitator, a guide and a helper” as well as being

a “coordinator, an idea-person and a co-communicator” (Oxford, 1990). Teachers talk less and listen more as well as being more focused on students’ individual learning journeys and working closely with them to achieve their goals.

As adopting the CLT approach usually means that traditional, repetitive Instructional tasks become less important, teachers have more scope to be creative in the classroom. Although this means that additional time is needed to prepare appropriate teaching resources, there’s significant benefit in increased student engagement and motivation.

Finally and perhaps most importantly, CLT is a powerful teaching approach to encourage the development of the four macro skills in language learning—speaking, listening, reading and writing. These are a core part of CLT from the very start, since active communication serves to integrate the different skills.

a. Fluency versus accuracy activities

Fluency activities are those which expose students to use language naturally by engaging them in meaningful interaction and maintain comprehensible and ongoing communication despite the limitation in their communicative competence. To acquire fluency the students are required to use communication strategies, correct misunderstanding and work to avoid communication breakdown. While fluency focus on natural production of language, accuracy activities engage students to use language accurately in term of grammar and pronunciation.

b. Mechanical, Meaningful and Communicative Practice

1) Mechanical practices are those which expose students to use language successfully although without understanding of it. This is the common practice used in ALM or Army Method.

2) Meaningful practices engage students to communicate by involving meaningful choices to a contextual set of communication. At this activity, a teacher is required to create the context and task of communication, from which students explore language to express ideas.

3) Communicative practices are those which engage students to use language freely from their own source and their own real life situation and experience. At this activity the teacher is expected to use students’ knowledge and experience as integral part of learning activities. At the time of learning in the classroom, experts recommend that those three kinds of activities conducted after a brief grammatical explanation, in the order of mechanical-meaningful-communicative practice.

c. Information Gap Activities

This activity is derived from reality fact in which people often ask for information from other people, which they do not have. This condition is imitated into classroom practice by giving students two or more package of related information, which one students possess different package from the other. Communication occurs as they are requesting information from the other. This activity usually is facilitated by the use of media, such as list, picture or series of pictures.

d. Jigsaw activities

This activities demand students to be divided into groups. Every group has certain piece of information. Every group is given task to share information they have to the other groups. The process of interaction becomes like jigsaw, at the time they transact information.

e. Task completion activities

This activity make student complete a task, such as puzzles, games, map-reading, by using their own language resource.

f. Information gathering activities

At this activity, students are required to conduct surveys, interviews to collect information.

b. Opinion sharing

This is the activity in which students are engage to compare values, opinions, beliefs. Example, the students are given task to make order of important qualities to choose someone to be wife or husband.

c. Information transfer activities

This activity engage students to take information that is presented in one form, and represent in a different form. For example, students are given task to read a travel experience. After that, they are asked to draw a map of it.

d. Reasoning gap-activities

This activity demands students to derive some new information from source information through process of inference, practical reasoning, and conclusion and so on. For example, working out a teacher's timetable on the basis of a given class timetable.

e. Role plays

This is the activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. For example, one student is given a task to be a doctor with knowledge about certain disease and the symptoms. The other student is given a task to be a patient with certain symptoms to be talked to the doctor.

Procedure of teaching in CLT is not package as we can find in the previous methods. Many procedures may work. How they are designed, merely depend on the nature of communication activities taken from the real life into practices in the classroom. Different communication activity may need different technique and procedure to make it happen. Last but not least, to apply the recommended practices or teacher-created practices in the classroom, Richards¹⁹ identifies a number or characteristics that they should posses, as follows:

a. They seek to develop students' communicative competence through linking grammatical development to the ability to communicate. Hence grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar. Students might carry out a task and then reflect on some of the linguistic characteristics of their performance.

b. They create the need for communication, interaction, and negotiation of meaning through the use of activities such as problem solving, information sharing, and role play.

c. They provide opportunities for both inductive as well as deductive learning of grammar.

d. They make use of content that connects to students' lives and interests

e. They allow students to personalize learning by applying what they have learned to their own lives.

f. Classroom materials typically make use of authentic texts to create interest and to provide valid models of language.

6. Material development

Development of material in CLT is very widely open as far as they fulfill the principles. However, the shape and or media used to make the communication activities happen in the classroom will be very closely bound with the topic and teaching techniques to be applied in the classroom. At this point of view, a teacher must understand the nature of every communication activity, techniques of teaching and to make relevant material and media to perform in the classroom. A simple description of the elements is as follows:

Techniques Media Topics

- Role Play Task sheets for different roles Any topic

- Interview guide for interviewer Any topic

- Information gap Task sheets with missing information Any topic

- Information transfer Reading, listening, video materials Any topic

- Games Depends on game type Any topic

7. Evaluation

Evaluation in CLT focus on covers students' mastery of language and their ability in communication. Since the purpose of teaching is different according to the lessons and proficiency levels, the emphasis and elements of evaluation can be vary broadly. For example: for beginner level, the focus of development is on the fluency rather than accuracy; it should demand the teacher not to take too much attention to grammar, pronunciation and vocabulary choices while they do communication orally or written while the teacher scores the performance. In contrast, the focus will be different if the teacher is to evaluate students in intermediate levels.

CONCLUSION

To sum up, the goal of any kind of language teaching ESP or EOP is to motivate learners to communicate in the target language. There is variety of ways to help learners to improve their communication skills. This method is the most student-centered, 28 interactive, co-operative and content-based. The presented activities set the main objective as teaching how to communicate, integrating other language skills as well. However, the only person who can define which of the strategies is the most appropriate for language learner is teacher. In other words, the teacher is only person who knows what to employ and how to employ. Concluding all the presented opinions, in order to have effective result, educator needs to choose perfect strategies considering all the factors of the learning and teaching process

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ИНТЕРНЕТ КАК РЕСУРС ДЛЯ ИЗУЧЕНИЯ ЯЗЫКА

The following article “The Internet as a resource for language learning” includes recommendations to effective usage of methods of teaching and learning languages that creates feedback which is then used to improve students’ performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. In order to improve their 4 skills Internet is the best option.

В эпоху бурного развития, наука и техника также быстро развиваются. Развитие во всех сферах идет вперед. Одним из основных требований современного образования является донесение науки до учащихся с использованием новых инновационных педагогических методов, и мы можем получить много информации из Интернета, чтобы расширить наши знания.

Информационные технологии и компьютерные коммуникации из праздничного приема превратились в новаторскую повседневную необходимость. ИКТ имеют большое значение для решения задач, стоящих перед современной школой, то есть информатизация выступает фактором модернизации всей системы образования. Важную роль играет использование интернет-технологий в образовательном процессе.

Самый популярный вид изучения английского языка, по результатам опроса, — это прослушивание английских песен. Нетрудно понять, почему: подростки любят развлекаться и слушать музыку, поэтому многие из них предпочли этот вид обучения другим. Более того, о чем мы редко

задумываемся, но что является правдой и очевидностью для учителей, так это то, что прослушивание иностранных песен может улучшить навыки понимания – человек начинает легче понимать разговорный язык.

Еще один предлагаемый тип изучения иностранного языка — через онлайн-словари или переводчики, и здесь мы не можем сказать, хорош этот метод или плох. Использование онлайн-словарей полезно, особенно тем, у кого нет печатных, но мы бы не советовали пользоваться онлайн-переводчиками, так как они часто дают неверный или дословный перевод, что не позволяет ученику или студенту выучить правильные языковые конструкции. .

Далее предлагался просмотр фильмов или сериалов и здесь все то же самое, что и с песнями - начинаешь лучше понимать иностранную речь, и это тоже весело. улучшить свое слушание. Скачивание фильмов и видео для учителей английского — все отлично. Но как насчет того, чтобы использовать этот ресурс по-разному?

Как насчет того, чтобы зайти на YouTube и посмотреть несколько старых музыкальных клипов с текстами на экране (субтитрами) или TED Talks! Это очень интересный и инновационный ресурс для переговоров. Просмотр этих видео дает вам не только отличный доступ к английскому языку, но и массу новых идей! Если вам нравятся визуальные эффекты видео в стиле дневника, используйте этот носитель, потому что он даст вам доступ и тренирует слушать более естественную речь. Опять же, остерегайтесь ненормативной лексики!\

Онлайн-видео уроки не очень популярны среди школьников, изучающих английский язык, скорее всего, потому, что это не так увлекательно и, как правило, дорого. Тем не менее, мы считаем, что это наиболее эффективный метод с точки зрения образования, поскольку он может дать ученику системные знания. Единственным его недостатком является то, что он может надоесть, так как чаще всего проводится в качестве урока.

Общение в чатах и мессенджерах хорошо с точки зрения подхватывания новых фраз разговорного английского, но вы с меньшей вероятностью выучите грамматические конструкции и даже времена, используя этот вид практики.

Меньшинству опрошенных студентов нравятся развивающие игры как способ изучения английского языка. Это кажется хорошим способом как развлечься, так и поучиться, но все же мы считаем его менее эффективным по сравнению с другими методами обучения.

Прослушивание и чтение новостей и статей — отличный способ попрактиковаться, потому что язык новостных каналов и авторитетных организаций понятен и прямолинеен. Кроме того, контент всегда свежий и вам никогда не надоеет читать или слушать какую-то информацию, которая уже давно устарела или устарела. Таким образом, вы не только тренируетесь и улучшаете свой английский, но и остаетесь в курсе.

Тем не менее, мы считаем, что при разумном использовании Интернет-ресурсы очень полезны для учащихся всех возрастов в силу того, что они доступны практически каждому и просты в использовании.

В последние годы все чаще поднимается вопрос использования новых информационных технологий в школе. Это не только новые технические средства, но и новые формы и методы обучения, новый подход к процессу обучения. Основной целью обучения иностранным языкам является формирование и развитие коммуникативной культуры школьников, обучение практическому овладению иностранным языком.

На сегодняшний день обновление содержания образования в Республике Узбекистан поставило перед собой основную цель: повышение педагогического мастерства педагогов в условиях обновления образовательной программы и внедрения системы критериального оценивания. Известно, что английский язык входит в число самых сложных предметов школьного курса. Поэтому одной из основных задач считается привить интерес, а также повысить мотивацию к предмету, стремление пробудить в учащихся творческие и интеллектуальные силы.

Знание английского языка в современном мире – это своего рода окно в мир. Зная этот язык международного общения, вы сможете достичь поставленных целей с помощью новых возможностей.

Задача преподавателя состоит в том, чтобы создать условия для практического овладения языком для каждого учащегося, подобрать такие методы обучения, которые позволили бы каждому учащемуся проявить свою активность, свой творческий потенциал, а также активизировать познавательную активность учащегося в процесс обучения иностранным языкам.

Используя новые педагогические технологии на занятиях, можно убедиться, что процесс изучения английского языка можно рассматривать с новой точки зрения и освоить психологические механизмы формирования личности, добиваясь более высоких результатов.

Для повышения эффективности учебного процесса на уроках английского языка используются такие образовательные технологии, как игра, метод проектов, пиктограмма, групповая работа, формы диалога, а также мультисенсорное письмо с учетом возрастных особенностей детей.

Использование инновационных методов позволяет дифференцированно подходить к учащимся, вовлекать в работу каждого учащегося с учетом его интересов, склонностей, уровня языковой подготовки. Интерактивные методы обогащают учащихся новым опытом, активизируют словарь, выполняют развивающую функцию, снимают утомление.

Использование новых информационных технологий в обучении английскому языку является неотъемлемой частью методики обучения в современных условиях модернизации образования, так как с применением современных технологий процесс обучения становится более эффективным и личностно-ориентированным.

В современных методиках обучения иностранным языкам уже давно выделяются наиболее распространенные средства, доказавшие свою эффективность в практике преподавания английского языка. Эти онлайн-ресурсы содержат разнообразные языковые материалы, включая текстовые, аудио- и визуальные материалы по различным темам на целевом языке.

Интернет-поисковые системы позволяют учителю использовать аутентичные материалы, такие как аудио, видео и тексты, знакомиться с произведениями художественной литературы авторов из страны изучаемого языка, приобщаться к иноязычной культуре, развивать кругозор и набирать словарный запас в свой активный словарный запас

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З.Р.Рустамова

**ТМИ Хорижий тиллар кафедраси ўқитувчи
ИҚТИСОД ЙЎНАЛИШИДАГИ ТАЛАБАЛАРНИНГ КАСБИЙ
АУДИТИВ ЛАЁҚАТИНИ РИВОЖЛАНТИРИШДА АХБОРОТ
РЕСУРСЛАРДАН ФОЙДАЛАНИШ ТЕХНОЛОГИЯСИ**

Дунё миқёсида таълим-тарбия жараёнини инновацион ташкил этиш, хориж тилларини ўрганиш ва таҳсил олувчиларнинг лисоний коммуникативлиги бўйича компетентлигини ривожлантиришга алоҳида аҳамият қаратилмоқда. Чет тилларни, айниқса, халқаро мулоқот воситаси ҳисобланган инглиз тилини ўрганиш масаласи, яъни, тилни ўқитиш мазмуни, ўрганувчиларнинг эҳтиёжларига мослиги ҳамда фанни ўзлаштиришга бўлган қизиқиш масаласи кенг муҳокамаларга сабаб бўлмоқда. Талабаларнинг касбий аудитив лаёқатини ахборот таълимий ресурслар воситасида ривожлантиришнинг педагогикпсихологик хусусиятларини тадқиқ қилиш халқаро стандартлар даражасида юқори малакали кадрларни тайёрлашнинг асосий омилларидан бири ҳисобланади.

Ривожланган мамлакатлар таълим амалиётида инглиз тили бўйича туркум ўқув курсларини ўқитишда инновацион методлар, интерактив

дастурий воситалар, рефлексив технологиялар, фасилитацион моделлардан фойдаланиш усуллари ва уларнинг самарадорлигига оид катор тадқиқотлар олиб борилмоқда. Мазкур тадқиқотларнинг асосий вазифалари қаторида талабаларни келгусидаги касбий фаолиятига тайёрлаш сифатини ошириш, лингвистик тил ўзлаштириш лаёқатини кенгайтириш, табиий-илмий дунёқарашини ривожлантиришга қаратилган педагогик ёндашувларни ўрганиш ва фан хусусиятларидан келиб чиқиб, мазкур методикани такомиллаштириш масаласи алоҳида аҳамиятга моликдир. Шу жиҳатдан олганда, талабаларнинг касбий аудитив лаёқатини ахборот таълимий ресурслар воситасида ривожлантириш технологияларини такомиллаштириш ва жорий этиш эҳтиёжи мавжуд. Республикамизда сўнгги йилларда инглиз тили ва бошқа хорижий тилларни чуқур ўқитиш масаласига устувор аҳамият қаратилмоқда. Хусусан, «Мамлакатимизда бир неча хорижий тилларни билувчи замонавий кадрлар тайёрлаш, хорижий тиллар бўйича илмий ишлар олиб бориш, тил ўргатиш методологиясини такомиллаштириш» каби устувор вазифалар белгиланиб, бу борада бугунги кунда талабаларнинг касбий аудитив лаёқатини ахборот таълимий ресурслар воситасида ривожлантиришнинг педагогик-психологик хусусиятларини ўрганиш муҳим аҳамият касб этади. Шу билан бирга, таълим олувчиларга хориж, хусусан инглиз тилини ўргатишда илғор хориж тажрибалари, дунёнинг ривожланган мамлакатларида кенг қўлланилаётган замонавий усул ва моделларга асосланган («очиқлик индекси», якуний натижалар бўйича аниқлаш, тўғридан-тўғри натижалар асосида самарадорликни баҳолаш) методикалари асосида ўқитиш муҳим ҳисобланади. Талабаларнинг касбий аудитив лаёқатини ахборот таълимий ресурслар воситасида ривожлантириш технологияларини такомиллаштириш, масалалари долзарб аҳамият касб этади. Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги «Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида»ги ПФ-4947-сонли, 2019 йил 8 октябрдаги «Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида»ги ПФ-5847-сон Фармони, 2012 йил 10 декабрдаги «Чет тилларни ўрганиш тизимини янада такомиллаштириш чоратадбирлари тўғрисида»ги ПҚ-1875-сонли, 2017 йил 20 апрелдаги «Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида»ги ПҚ-2909-сонли, 2018 йил 5 июндаги «Олий таълим муассасаларида таълим сифатини ошириш ва уларнинг мамлакатда амалга оширилаётган кенг қамровли ислохотларда фаол иштирокини таъминлаш бўйича қўшимча чора-тадбирлари тўғрисида»ги ПҚ-3775-сон қарорлари, Ўзбекистон Республикаси Вазирлар маҳкамасининг 2017 йил 11 августдаги «Таълим муассасаларида чет тилларини ўқитишнинг сифатини янада такомиллаштириш чора-тадбирлари тўғрисида»ги 610-сон қарори ҳамда мазкур фаолиятга тегишли бошқа меъёрий-ҳуқуқий Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг

2018 йил 5 мартдаги Наманган вилояти Тўрақўрғон тумани Исоқхон Ибрат номидаги мактаб-интернатига ташрифидаги нутқи.

Инглиз тилини ўрганиш борасида мамлакатимизда бир қатор ҳукуматимиз томонидан меъёрий-ҳуқуқий ҳужжатлар қабул қилиндики, буларнинг барчаси ёшларга тил ўрганишга катта имконият яратиб берди ва бўлажак мутахассисларнинг иқтидорини янада ёрқинроқ намойиш қилишга қаратилди.

Жаҳон ҳамжамиятида таълим тизимидаги ҳар қандай ўзгаришни амалга оширишда ўқитувчининг инновацион педагогик фаолияти, унинг роли ва аҳамияти ўта салмоқлидир. Ўқитувчи таълим ва тарбия жараёнини ташкил қилар экан, уни бошқаради, давлат аҳамиятига молик вазифаларни амалга оширади.

Оғзаки нутқнинг ажралмас қисми эшитиш ва тинглашдир. Касбий аудитив нутқ эса пировард натижада ўқитувчининг инглиз тилидаги ўзгалар нутқини тушуниши, унга жавоб бера олиши, суҳбатдошининг фикрига асосланиб, маълум даражада фикр қўша олиши тушунилади. Шунингдек, касбий компетентлигини белгилаб берувчи меъёр бўлиб ҳисобланади. Суҳбатдош нутқини ёки полилогия шароитида нутқни семантик идрок этиш, чет тилидаги муҳитда коммуникатив вазифани амалга ошириш келажак мутахассисни касбий тайёрлашнинг ажралмас қисмидир.

Мамлакатимизда ижтимоий-иқтисодий ривожланишлар ва бардавом этаётган узлуксиз таълим тизимидаги ислохотлар таълим жараёнларини ташкил этиш ва бошқариш механизмларини такомиллаштиришни, замонавий талабларга мос келадиган, демократик тамойилларга асосланган кредит-модуль тизими асосида таълимни ташкил этишни тақозо этди. Замонавий таълимда on line тарзда ўқитишнинг кенгайганлиги турли соҳалардаги каби кўплаб халқаро алоқалар ўрнатилишига замин яратди. Бу эса, мутахассислар томонидан чет тилларни ўрганиш, алоқа алмашинуви жараёнида ҳамсуҳбатининг нутқини тушуниш, аудитив нутқни ривожлантириш заруратини келтириб чиқармоқда.

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**ПРАКТИЧЕСКОЕ ОВЛАДЕНИЕ УЧАЩИМИСЯ РУССКОЙ
РЕЧЬЮ – ОСНОВНАЯ ЦЕЛЬ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА В
ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЕ.**

АННОТАЦИЯ

В статье речь идет о том, что в усвоении русского языка узбекскими учащимися встречается ряд трудностей, которые обусловлены, с одной стороны, специфическими особенностями его грамматической системы, с

другой, интерферирующим влиянием родного языка учащихся на изучаемый русский язык.

Ключевые слова: интерферирующее влияние, эффективные технологии, инновационный метод, акустические различия, грамматическое структурирование.

ANNOTATION

The article deals with the fact that in the assimilation of the Russian language by Uzbek students, a number of difficulties are encountered, which are due, on the one hand, to the specific features of its grammatical system, on the other hand, to the interfering influence of the native language of students on the studied Russian language.

Keywords: interfering influence, effective technologies, innovative method, acoustic differences, grammatical structuring.

Президент нашей страны Шавкат Миромонович Мирзиёев в одном из своих интервью подчеркнул, что «Сегодня в сфере образования и воспитания, в жизни наших детей наступает новое время» [1.,10].

На сегодняшний день образование является одной из ведущих областей деятельности человека и входит в систему факторов определяющих будущее страны. Это обусловлено тем, что система образования есть основа экономического и социального развития страны. Это обусловлено тем, что система образования есть основа экономического и социального развития страны. Для полномасштабного развития и процветания Узбекистана необходимо формирование интеллектуального потенциала нации, поскольку нашей республике, вступающей в мировое образовательное пространство, предстоит стать конкурентоспособным государством.

«Самое большое богатство - разум и наука, самое большое наследство – хорошее воспитание, самая большая нищета – отсутствие знаний». «Действительно, новая эпоха Возрождения, фундамент которой мы закладываем с чистыми помыслами и большими надеждами, будет способствовать созданию в стране такого огромного богатства, обеспечению достойной жизни народа и формированию бесценного наследия для будущих поколений» [2.,32].

Требования к современному образованию побуждают педагогов к поиску новых современных эффективных технологий преподавания, позволяющих достичь более высоких результатов обучения и воспитания, внедрять новые образовательные технологии в учебный процесс.

С помощью образования возможно максимальное развитие огромного интеллектуального потенциального человека.

Исследуя уровень развития мышления обучаемых, педагоги разрабатывают разнообразные методики для усовершенствования мыслительных процессов и операций, которые находят применение в социально-экономической сфере, обществе в целом, что требует все более новых и точных знаний об эффективном развитии именно инновационных

методов образования. Поэтому, в силу своей глобальности и многогранности, данная проблема по-прежнему остается актуальной.

Реформы в области образования, происходящие в нашей стране, наряду с разработкой новых учебных дисциплин, новых учебников и учебных пособий, вызвали потребность и в изменении методики преподавания. В предложениях по модернизации образования на современном этапе, которые были озвучены

Президент Республики Узбекистан Ш.М.Мирзиёев сказал, о совершенствовании системы образования и просвещения, приобщения нашей молодежи – будущего страны, к самым современным знаниям, воспитанием всесторонне и гармонично развитой личности. «Именно просвещение и образование являются ключом к процветанию народов, ведут людей к благодеяниям, добру, терпимости. Такой подход – веление времени!» [3.,32].

В нашем многонациональном государстве русский язык фактически стал общим языком межнационального общения и сотрудничества всех народов нашей страны.

А как учебный предмет, русский язык играет большую роль в разрешении общеобразовательных и воспитательных задач, поставленных перед нашей национальной, в частности, узбекской школой.

Основной целью изучения русского языка в средней узбекской школе является практическое овладение учащимися русской речью.

Для достижения этой цели необходимо прочное и сознательное усвоение этого языка учащимися, которое осуществляется путём разрешения ряда методических задач. Одной из них является учёт особенностей русского языка учащихся при изучении русского языка.

В усвоении русского языка узбекскими учащимися встречается ряд трудностей, которые обусловлены, с одной стороны, специфическими особенностями его грамматической системы, с другой, интерферирующим влиянием родного языка учащихся на изучаемый русский язык. Причиной тому является то, что русский и узбекский языки относятся генетически к разным группам языков мира, поэтому между ними имеются большие расхождения. Если усвоение родного языка протекает одновременно с процессом развития мышления, то русский язык, к изучению которого дети-узбеки приступают обычно с семилетнего возраста (в первом классе), усваивается учащимися при наличии у них уже развитого в той или иной мере мышления, оформленного в рамках системы родного языка. До тех пор, пока усвоение неродного языка не достигло активного овладения им, система родного языка оказывает довольно сильное давление на процесс усвоения неродного (в частности русского) языка.

Учитывая особенности родного языка, можно устранить возможность его давления на процесс усвоения русского языка.

Данное обстоятельство требует разработки специальной методики преподавания русского языка нерусским, основанной на принципе строгого учёта особенностей родного (узбекского) языка учащихся.

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INVESTIGATING CHILDREN’S LANGUAGE SKILLS.

Anotation: This article gives information about children’s skills how to teach language to the children some difficulties which can be appeared during education process. There is a single way studying children’s language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage and the great age range that they present. Two main research paradigm care found

Key words: scholar, small-scale, analyst, speech, linguist, multi-disciplinary, notably.

For over 200 years, there has been an interest in the way children learn to speak and understand their

first language. Scholars carried out several small-scale studies ,especially towards the end of the 19th century using data they recorded in parental diaries. But detailed ,systematic investigation did not begin until the middle decades of the 20th century, when the tape recorder came into routine use. This made it possible to keep a permanent record of samples of child speech ,so that analysts could listen repeatedly to obscure extracts, and thus produce a detailed and accurate description .Since then ,the subject has attracted enormous multi-disciplinary interest, notably from linguists and psychologists, who have used a variety of observational and experimental techniques to study the process of language acquisition in depth.

Central to the success of this rapidly emerging field lies the ability of researchers to devise satisfactory methods for eliciting linguistic data from children. The problem that have to be faced are quite different from those encountered when working with adults.

Many of the linguist's routine techniques of enquiry cannot be used with children. It is not possible to carry out certain kinds of experiments, because aspects of children's cognitive development – such as their ability to pay attention or to remember instructions – may not be sufficiently advanced. Nor is it easy to get children to make systematic judgments about language a task that is virtually impossible below the age of three. And anyone who has tried to obtain even the most basic kind of data – a tape recording of a representative sample of a child's speech knows frustrating this can be. Some children it seems, are innately programmed to switch off as soon as they notice a tape recorder being switched on.

Since the 1960s, however, several sophisticated recording techniques and experimental design have been devised. Children can be observed and recorded through one-way-vision windows or using radio microphones, so that the effects of having an investigator in the same room as the child can be eliminated. Large scale sampling programmes have been carried out, with children sometimes being recorded for several years. Particular attention has been paid to devising experimental techniques are used to analyze their vocalization, and their ability to perceive the world around them is monitored using special recording equipment. The result has been a growing body of reliable data on the stages of

language acquisition from birth until puberty

There is a single way studying children's language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage and the great age range that they present. Two main research paradigms are found.

One of these is known as 'naturalistic sampling'. A sample of a child's spontaneous use of language is recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the child's own home, but it is not always easy to maintain good acoustic quality, and the presence of the researcher or the recording equipment can be a distraction. Alternatively, the recording can be made in a research Centre, where the child is allowed to play freely with toys while talking to parents or other children, and the observers are unobtrusive.

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THE IMPORTANCE OF READING IN TEACHING FOREIGN LANGUAGES.

Teaching reading in a foreign language requires students to understand it as a way of learning information as a type of speaking activity. Students need to develop the necessary skills and abilities specific to the reader. Students should be able to read letters and phrases correctly and their meanings in a theoretically correct way. Great emphasis is placed on matching the formal symbols of words with their meanings and functions in speech, guessing their form and content, finding stages or boundaries in the text, and understanding the author's idea.

The content of teaching reading in English is to teach reading techniques and comprehension of the content of the reader. Reading skills are realized only when the student understands the content of the text.

Teaching reading skills is closely related to teaching reading comprehension. When recited silently, it is manifested not in external speech, but in internal speech, as it is pronounced aloud. Reading aloud is also a characteristic phenomenon for silent reading.

An analytical synthetic method of teaching reading is used in foreign language teaching, in which students are told certain rules of reading. They try to understand unfamiliar words from the context. In this case, it is advisable to learn some information from the text or to understand the content of the text, and after reading and understanding it. The teacher says the beginning of the sentence and the students have to continue. Read the sentence with the word. Speak the text in English.

The text is spoken in a variety of ways. From short and simple sentences to gradual complex sentences. Or students are divided into groups of 3 or 4 and the text is divided into paragraphs or pieces. Enriches vocabulary and expands their worldview, if the content of the article is unfamiliar to the student, various exercises you may check that if they understand the text through problematic questions and assignments.

The development of reading skills occurs simultaneously with the acquisition of language material. Any new material slows down the reading process, disrupts the movement of words and forces the student to re-read parts of it. Introductory reading is a fast-paced type of reading. When reading in class, the student seeks to

fully and accurately understand and critically accept the information expressed in the text.

Depending on the type of reading, such as analytical reading and synthetic reading in the classroom or at home, the preparation for compulsory or auxiliary reading is limited. There are partially prepared, fully prepared, and unprepared types of reading according to the theme.

A number of organizational processes related to reading are also important, the text always has a coherent content, so it is recommended to read it as a whole and once, should not be understood.

Language and preparatory and speech exercises are used in teaching reading. Language or preparatory exercises used in teaching reading help to develop skills related to understanding language material.

The use of text as a source of information creates the necessary conditions to stimulate interest in the language being studied, which can be satisfied independently, since neither an interlocutor nor a listener is required to read — only a book or an electronic device is needed. Mastering the ability to read in English makes it real and possible to achieve educational, educational and developmental goals. Reading in the learning process comes in two forms: reading aloud and reading to yourself. Learning to read is presented in the textbook sections let us learn, let us read and let us read and learn. The let us learn section of each lesson contains exercises with which students learn to read aloud words organized according to the "sound" principle (the proposed words are either read according to the same reading rule with previously studied ones, or contain the same vowel sound in a stressed syllable), phrases and sentences.

To develop grapheme-phonemic correspondences on a conscious basis, we recommend working with these exercises in the following sequence: - first the student reads to himself (the transcription icon at the beginning of the line, and familiar words help him in this); - the student reads aloud; - the teacher gives an example of reading; - the class reads in chorus after the teacher- next, it is necessary to monitor the reading of weak students. As observations show, if the teacher reads first, and the students only repeat after him (sometimes without even giving themselves 10 effort to look at the book), they do not develop a conscious attitude to reading.

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O’ZBEKISTON IQTISODIYOTINI RIVOJLANTIRISHDA XORIJIY TILLARNING O’RNI.

Bugungi axborot texnologiyalari va raqamli iqtisodiyoti jadal sura’atlarda o’sib borayotgan barcha mamlakatlarda xorijiy tillarni bilish darajasi kadrlar salohiyatini belgilab beradigan asosiy omillardan hisoblanadi. Shu qatorda rivojlanayotgan mamlakatimiz ta’lim tizimi uchun ham xorijiy tillarni ayniqsa rus va ingliz tillarini o’rganish muhim rol o’ynaydi. Xorijiy tillar shubhasiz iqtisodiy o’sishni belgilaydigan juda muhim omil hisoblanadi. Chet tilini bilish chet adabiyotlari ma’lumotlaridan va amaliyotidan keng foydalanish imkoniyatini beradi. Bizga ma’lumki, har qanday sohadagi eng so’nggi e’lon qilinadigan ma’lumotlar aynan rus va ingliz tilida chop etiladi. Biz bu ma’lumotlarni o’rganib, milliy davlatimiz mentalitidan kelib chiqib moslashtira olsak, iqtisodiyotimizning har bir sohasida rivojlanishni ko’rish mumkin bo’ladi. Natijada, ta’lim rivojlanadi- ta’limi rivojlangan mamlakatning barcha sohalarida har tomonlama yuksalish kuzatiladi.

Mamlakatimizda amalga oshirilayotgan ta’lim sohasidagi islohatlarning muhim yo’nalishlaridan biri chet tillarini o’rganishga qaratilgan. Xususan, O’zbekiston Respublikasi 1-Prezidentining 2012 yil 10 dekabrda “Chet tillarini o’rganishni tizimini yanada takomillashtirish chora tadbirlari to’g’risida”gi PQ-1875-sonli Qaror muhim o’zgarishlarni boshlab berdi deb ta’kidlash mumkin. Shuningdek, O’zbekiston Respublikasi Prezidentining 2017 yil 20 aprelda “Oliy ta’lim tizimini yanada rivojlantirish chora tadbirlari to’g’risida”gi PQ-2909 sonli qarori, O’zbekiston Respublikasi Prezidentining 2020 yil 2 martda “Ilm, ma’rifat va raqamli iqtisodiyotni rivojlantirish yili”da amalga oshirilishiga oid davlat dasturi to’g’risida”gi farmonlari bu boradagi ishlarni amalga oshirishning davomi bo’lib xizmat qilmoqda.

Chet tili iqtisodiyotni rivojlantirishdagi yana bir asosiy maqsad bo’lib muloqot hisoblanadi. O’z navbatida, samarali muloqot rivojlanishni osonlashtiradi. Aloqa yuksalishning muhim shartidir va bu til orqali namoyon bo’ladi, belgilangan barcha maqsadlarga aynan til va aloqa qilish vositasida erishish mumkin bo’ladi.

Bugungi davr talabi ko’p tilni bilishni “muhim” deb hisoblaydi. Xalqda “Til bilganga ming tanga” degan naql ham bejizga aytilmagan. O’z ona tilimizdan boshqa chet tilini bilish juda foydali va muhim sanaladi. Moliyaviy yoki ijtimoiy tomondan ko’radigan bo’lsak, xorijiy tilda muloqot qilish imkoniyati odamlar bilan “haqiqiy” aloqani o’rnatishga yordam beradi va o’zaro insonlar o’rtasida bir-birlarini yaxshiroq tushunishga imkon beradi.

Xo’sh, nega endi chet tilini o’rganishimiz kerak??? Hozirgi kunda chet tilini bilish muvaffaqiyatlar imkoniyatlarini ochmoqda. Korxonalar uchun global iqtisodiyotda mustahkam poydevorni rivojlantirish va uni ta’minlash juda muhimdir. Agar ular chet ellik mijozlarining psixologiyasini va tilini tushuna olsalar, ularga erishish yanada yaxshiroq bo’ladi. Buning uchun esa, yana o’sha xorijiy til deb qaralayotganimiz tilning ahamiyati ortib boradi. Shuning uchun

aksariyat kompaniyalar chet tilini biladigan nomzodlarni izlashadi. Ish beruvchi sifatida, bu xodimlarning ish faoliyatini rag'batlantirish, mijozlarga xizmatlarni yaxshilash va kompaniya daromadlarini oshirishga yordam beradi. Bu esa albatta, bizning mamlakat iqtisodiyotini rivojlantirish demakdir.

Umuman olganda, turli mamlakatlarda, shu jumladan, O'zbekistonda ham chet tilini o'rganish moliyaviy yutuqlardan tashqari, turizm sohasini rivojlantirishga ham imkon beradi. Chunki, chet tilini yaxshi bilish natijasida har bir mamlakatning aholisi haqida, turmush darajasi, qiziqishlari va shunga o'xshash ko'p ma'lumotlarga ham ega bo'lish mumkin bo'ladi. Bu esa o'z navbatida, boshlangan turistik biznes faoliyatini – sayohatchilarni jalb qilishga qaratilgan dasturning boyishiga va ko'proq sayohatchilarni jalb qilish imkonini beradi. Turizm sohasi ham mamlakat iqtisodiyoti rivojlanishida muhim rol o'ynaydi.

Chet tilini bilish lozimligining yana bir sababi shundaki, u orqali insonning bilim va tahliliy qobiliyatlari oshadi.

Insonlarning chet tillarini o'rganishga bo'lgan qiziqishi ortib borayotganligi sababli ham, har xil turdagi "til fakultetlar"iga ehtiyoj ortib bormoqda. Ijtimoiy xizmatlar bilan bog'liq bo'lgan insonlar bir nechta mamlakatlarning turli guruhlari bilan ishlashlariga to'g'ri keladi, natijada esa, chet tilida gaplashish qobiliyati ularga muloqot qilish va odamlarga yaxshiroq xizmat qilish imkoniyatini beradi

Chet tillarini o'rganish, ayniqsa, ingliz, xitoy, yapon, koreys, rus va shunga o'xshash tillar iqtisodiy o'sishni oshirishi mumkin. Sababini esa quyida keltirib o'tishimiz mumkin:

Birinchidan, chet tilini o'rganish, qaror qabul qilish va aloqalarni tezroq va yaxshiroq o'rnatish mumkin bo'lgan aloqalarni kuchaytirishi mumkin - bu ishonchni yanada kuchaytirib, o'zaro munosabatlarni ham yaxshilanishiga sabab bo'ladi;

Ikkinchidan, texnologiya, malaka ma'lumotlarini o'z manbasidan olishga yordam beradi, chunki tarjima qilish, noto'g'ri talqin qilishdan qochish yoki boshqa har qanday sabablarga ehtiyoj qolmaydi;

Uchinchidan, Chet tilini o'rganish ularning ma'daniy qadriyatlarini, amaliyotini tushunishga yordam beradi, bunda ijobiy qadriyatlarni mamlakatlarda o'rganish va qo'llash mumkin bo'ladi;

To'rtinchidan, agar bizga kerakli bo'lgan adabiyotlar AQSh, Buyuk Britaniya, Germaniya, Yaponiya va shu kabi rivojlangan mamlakatlarga tegishli bo'lsa, ularning tillarini o'rganish bilan kerakli ma'lumotlarga ega bo'lib, rivojlanayotgan mamlakatlarga moslashtirish, xorijiy investitsiyalarni jalb qilish, mamlakatga yangi sohalarni olib kirish va yangi ish joylarini ko'paytirish yo'li bilan ishsizlikni kamaytirishga erishish mumkin bo'ladi.

Yuqoridagi fikrlardan kelib chiqib aytishimiz mumkinki, hozirgi davrda O'zbekistonda amalga oshirilayotgan ta'lim tizimini yanada takomillashtirish va uni barqarorligini ta'minlashda quyidagi takliflarni amalga oshirish maqsadga muvofiq hisoblanadi:

1. Chet tillarni o'rgatishni "bog'cha-maktab-oliy ta'lim" tizimini bir biriga uyg'unlashtirilgan tizimini ishlab chiqish maqsadga muvofiq hisoblanadi;

2. Chet tillarini o'rganishga yoppasiga yondoshish kerak emas. Ya'ni maktab kesimida alohida maxsus sinflar ochish va chuqurlashtirib o'rgatish va albatta qiziqadigan o'quvchilar bilan birgalikda amalga oshirish;

3. Chet tillarini o'rgatadigan o'qituvchilarni xorijiy til bo'yicha bilim va ayniqsa pedagogik ko'nikmalarini qayta tekshirish. Chunki, bilim darajasi zur bo'lib yetkazib bera olmasa, ya'ni pedagoglik qobiliyati mavjud bo'lmasa, biz kutgan ijobiy natijaga erishib bo'lmaydi.

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ТМИ “Хорижий тиллар” кафедраси ўқитувчиси ИҚТИСОД ЙЎНАЛИШИДАГИ ТАЛАБАЛАРНИНГ КАСБИЙ АУДИТИВ ЛАЁҚАТИНИ РИВОЖЛАНТИРИШДА АХБОРОТ ТАЪЛИМИЙ РЕСУРСЛАРДАН ФЙДАЛАНИШ ТЕХНОЛОГИЯСИ

Жаҳон ҳамжамиятида таълим тизимидаги ҳар қандай ўзгаришни амалга оширишда ўқитувчининг инновацион педагогик фаолияти, унинг роли ва аҳамияти ўта салмоқлидир. Ўқитувчи таълим ва тарбия жараёнини ташкил қилар экан, уни бошқаради, давлат аҳамиятига молик вазифаларни амалга оширади. Оғзаки нутқнинг ажралмас қисми эшитиш ва тинглашдир.

Касбий аудитив нутқ эса пировард натижада ўқитувчининг инглиз тилидаги ўзгалар нутқини тушуниши, унга жавоб бера олиши, суҳбатдошининг фикрига асосланиб, маълум даражада фикр қўша олиши тушунилади. Шунингдек, касбий компетентлигини белгилаб берувчи меъёр бўлиб ҳисобланади. Суҳбатдош нутқини ёки полилогия шароитида нутқни семантик идрок этиш, чет тилидаги муҳитда коммуникатив вазифани амалга ошириш келажак мутахассисни касбий тайёрлашнинг ажралмас қисмидир. **Академик кредит** – олий таълимда таҳсил олиш жараёнида эгалланиши лозим бўлган рамзий ўлчаш бирлиги бўлиб, талаба ўқиши мобайнида жамлаган кредитлари унинг олий таълимнинг муайян поғонасини ўзлаштирганлигини билдиради. Демак, инглиз тили ўқув курси бўйича кредит-модуль тизими асосида ўқитиш модуль технологияларига асосланиб, ўқув материални ўзлаштиришнинг муайян юкламасини ифодалайди. Талабаларнинг инглиз тилидаги касбий аудитив нутқи бу жараёнда қуйидаги таркибий тузилма - ECTS икки зарурий элементдан ташкил топади: а) юкламаларни ўзлаштириш ва б) натижаларга эришиш. Мана шу элементларни бажарган талаба ўқув курси бўйича муайян кредитларни эгаллаши мумкин бўлади.

Кузатишларимиз кўрсатишича, олий таълим муассасаларида чет тилларини ўқитишда, гапириш, ўқиш, ёзиш ва тинглашга озгина вақт

ажратилади. Бироқ тинглаш талабалар учун мустақил, зарурий ва энг қийин нутқ фаолиятидир. Бугунги кунда нутқ фаолиятининг шакли сифатида тинглаш ҳақиқий алоқа жараёнида муҳим роль ўйнайди. "Замонавий жамиятда одамлар 45% тинглашади, гапиришади - 30%, ўқишда - 16%, ёзишда - 9%", - деб таъкидлайди рус олими И.В. Чернецкая. Бинобарин, оғзаки нутқнинг ажралмас қисми эшитиш ва тинглаш (аудитив фаолият)дир.

Инглиз тили ўқитувчилари ҳар бир машғулотда ранг-баранг педагогик инновациялар ва ахборот технологияларини қўллаш олиши ва машғулотни ташкил эта билиши давр талабидир. Инглиз тили машғулотларини ташкил қилишда барча тоифадаги мультимедиа электрон дастурларидан фойдалана олиш ўқув жараёнининг самарадорлигини ошириш ва талабаларнинг мустақил билим олишлари учун катта имкониятлар яратувчи асос саналади.

Талабаларнинг касбий аудитив лаёқатини ривожлантиришда (colloquial speech) ва ёзма ("writing") нутқнинг товушлар қатлами ва лексик қатламини билиш ва қабул қилишни енгиллаштирувчи методлардан фойдаланиш муҳим ҳисобланади.

Чет тилларини ўқитиш жараёнида ахборот-коммуникацияси имкониятларидан тўла фойдаланиш жараёни бошланганига анча бўлди. Ахборот-коммуникацияси имкониятлари жуда кенг ривожланиб бораётган бўлиб, уларнинг ўқув жараёнига кириб келиши жуда фаол ва тезкорлик касб этмоқда.

Маълумки, интерфаол методлар машғулот ва машғулотлар самарадорлигини оширишга ёрдам беради. Инглиз тилини ўқитиш жараёнида эса талабанинг эркинлиги ва мустақиллиги жуда кўп ҳолларда унинг инглиз тили малака ва кўникмаларини пухта эгаллаши асоси бўлиб хизмат қилади. Идрок ва шахс эркинлиги бўлсагина, тил эркинлиги вужудга келтирилади. Агар шахс ўз эркинлигини кўрсатишга мойил бўлмаса, унинг тилида ҳам эркинлик бўлмайди. Агар машғулот ва машғулот жараёнида талаба ўз малакаларини эркин, қўрқмай, мустақил баён қилиб, намоён эта олсагина, у келажакда реал ҳаётнинг вазиятларда ўз билимларини эркин қўллашга эришади.

Инглиз тилини ўргатиш жараёнида ўқитувчи дўстона муҳитни ташкил қила олсагина, талабада унинг ички интеллектуал ва мантиқий билим даражасини намоёниш этиши учун муҳит яратилган бўлади. Агар ўқитувчи ва талаба ўртасида мана шундай дўстона муҳит яратилмаган бўлса, талаба материални билса ва кўникмаларга эга бўлса ҳам, уларни айнан машғулот ва машғулот доирасида эркин намоёниш этишдан чўчийди ва ҳайиқади.

Бугунги кунда олий таълим тизимидаги амалдаги ахборотлашган таълим муҳитининг алоҳида компонентлари бўлган ахборот тизимлари, маълумотлар банклари, педагог ва талабаларнинг веб-сайтлари, ахборот ресурс марказлари, электрон ахборот-таълим ресурслари, виртуал лабораториялар, медиа ва видеодарслар, электрон ҳужжатлар алмашинув тизими, видеоконференция алоқалари, интранет тармоғидаги он-лайн танловлар тизимидаги барча иштирокчиларни фаол фойдаланувчиларга айланишига, ахборот-коммуникация технологияларини ўқув-тарбия жараёнига кенг жорий

этилишига хизмат қилишини инобатга олиб, тажриба-тадқиқот ишлари амалга оширилди.

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DIE ERARBEITUNG EINER KONZEPTION FÜR DEN UNTERRICHT DEUTSCH ALS FREMDSPRACHE

Jeder Dozent und Wissenschaftler, der sich dieser Sprache im Unterricht bedient,

Rechenschaft über die eigene Sprachverwendung ablegen.

Die hier zu beobachtenden Lernhemmnisse auf der sprachlichen Ebene werden von Lehrern und Dozenten oft nicht erkannt, oder sie sehen sich außerstande, die eigene

Sprachverwendung zu kontrollieren, zu modifizieren und dem Niveau von Sprachfähigkeiten und Vorkenntnissen der Lernenden anzupassen.

Für den Dozenten und Hochschullehrer, der sich der Fremdsprache als Unterrichtsmedium in seinen Vorlesungen und Lehrveranstaltungen bedient, stellt sich hier ein weiteres Problem: Sein Ziel ist es, seinen Studenten fachliche Inhalte der jeweiligen Disziplin zu vermitteln und dies in einer Form zu tun, die dem wissenschaftlichen Niveau des Gegenstandes angemessen ist. Und er muss dies in der mündlichen Verwendung dieser fremden Sprache tun.

Die verschiedenen Verwendungssituationen und Verwendungsweisen von Sprache stellen ganz unterschiedliche Anforderungen an die Sprachfähigkeiten. Es ist daher vor der Erarbeitung einer Konzeption für den Unterricht Deutsch als Fremdsprache wichtig, sich über das angestrebte Ziel des Unterrichts klar zu werden: geht es um

- das mündliche Sprachverständnis, wie es im Unterrichtsgespräch verlangt wird,

- das Textverständnis, d. h. die Fähigkeit, einen Text sinnentnehmend zu lesen (was sogar ohne mündliche Sprachfähigkeit möglich ist),

- die mündliche Sprachproduktion, d. h. die eigene, aktive und gegenstandsangemessene Beteiligung der Lernenden in Gespräch und Diskussion, z. B. im Studium oder im Beruf,

- die Textproduktion, d. h. das eigenständige Verfassen von schriftlichen Texten, die den Anforderungen von Verwendungszweck und Gegenstand angemessen sein müssen.

In der Regel werden am Ende des Unterrichts alle vier Fertigkeiten berücksichtigt worden sein, wichtig ist jedoch, sich bei Planung und Ausführung des Unterrichts Deutsch als Fremdsprache zu verdeutlichen, dass nicht bei jeder Frage und bei jeder Aufgabenstellung sowie für jeden Lernenden Fähigkeiten und Fertigkeiten der vier Bereiche gleichermaßen erforderlich sind. Es ist daher ein gestaffeltes Vorgehen, eine Progression im Entwickeln der verschiedenen Sprachverwendungsweisen denkbar und sinnvoll, und hierbei müssen ganz

eindeutig die Bedürfnisse und Notwendigkeiten der Lernenden als Orientierung gelten.

Zur konkreten Arbeit kann man einige Vorschläge zu zwei Bereichen machen, die nach dem Verständnis eine große Anzahl der mit fachsprachlichen Anforderungen im Unterricht Deutsch als Fremdsprache verbundenen Schwierigkeiten beheben können:

1. Merkmale einer sinnvollen Unterrichtsgestaltung in Deutsch als Fremdsprache
Übersichtliche Lernstoffgliederung

- Klare, deutlich hervorgehobene, Überschriften', die eine grundlegende Orientierung hinsichtlich des behandelten Themas ermöglichen;

- Aufteilung des Lernstoffs in viele kleinere, überschaubare Abschnitte;

- Hervorhebung dessen, was in einer Sequenz wichtig ist;

- Zusammenfassung des wichtigen Lernstoffes am Ende einer Sequenz, u. U. in Form von Merksätzen;

- Verdeutlichung und Veranschaulichung des Lernstoffs durch Beispiele aus der Fachpraxis;

Einfache, klare, aber nicht unpräzise sprachliche Gestaltung

- Vermeidung unnötig komplizierter Satzstrukturen (z. B. unübliche Nebensätze,

komplexe Satzgefüge, Attributhäufungen, unübliche oder schwierige Verbformen);

- Vermeidung unnötig langer Wortzusammensetzungen;

- Vermeidung zu großer Abstraktheit im Ausdruck (z. B. durch unpersönliche Ausdrucksweise, Nominalisierungen, Funktionsverbgefüge).

Visuelle Hilfen wie Beifügung von Fotos, Zeichnungen, Skizzen, Grafiken und visuellen Symbolen, mit deren Hilfe man den Fachinhalt wenigstens im Überblick auch ohne Sprache erfassen kann (nach Neuner, 1987).

2. Aufbereitung von Fachtexten für den Unterricht
Fachtexte vorentlasten und strukturieren

- Vor- und Zusatzinformationen zum Text

- Erschließen des Textes durch Leitfragen

- Unterstreichen bzw. Hervorheben von Schlüsselwörtern oder Hauptinformationen

- Stichwörter und die Kennzeichnung ihres Zusammenhangs am Rande eines Textes

- Erstellen eines einfachen Paralleltextes (der aber alle wesentlichen Inhalte des Haupttextes enthalten muss)

- zusätzliche grafische Darstellung des Sachverhalts.

Zu den Aufgaben des DaF-Unterrichts soll ferner gehören, dass die Studenten lernen, für ihr eigenes Lernen Verantwortung zu übernehmen. Die Studenten sollen lernen, ihre individuellen Lernprozesse zu reflektieren und Lehr- und Lernprozesse in der Gruppe mitzugestalten, umso erfolgreicher und effizienter zu lernen.

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**THE DEVELOPMENT OF DIALOGIC SPEECH IN STUDENTS OF
NON-PHILOLOGICAL UNIVERSITIES**

With all the variety of statements in everyday oral speech, English and Russian languages have some common structural features that are determined by their occurrence in the same communicative situation.

The two-sidedness of the communicative act finds its expression in the dialogical form of speech, which has its own specific means. At the same time, along with linguistic means, non-linguistic means, such as gestures and facial expressions, can also be used. The informality of communication makes it possible to make wider use of emotional and volitional shades in the statement, expressed by constant expressive means.

The dialogic form creates a complex organization of statements. Its features are predetermined not only by the nature of the communicative situation, but also by other factors arising from the general features of the communicative act. Dialogue is a form of interaction between two or more interlocutors exchanging remarks, statements that are incentives for reactions, as a result of which the speakers create a certain general context. A replica, as a unit of dialogue, is characterized by a semantic correlation with another (previous or subsequent) replica, in relation to which it can be a stimulus or a reaction. In a certain position, a cue can be both a reaction and a stimulus at the same time.

A replica, however, may not be fully correlated with another replica, but only in some part of it. There are also factors that influence the length of the replica. The length of the replica depends to a certain extent on the ratio of the intellectual and expressive moments of the message. Responses containing a question or command or an emotional reaction are usually shorter than cues that are dominated by an intellectual basis. Compare, for example, the remark of a patient to whom the doctor says: You are already recovering and will be on your feet very soon. What happiness / I just don't know!

All these factors that affect the length of the replica - the ratio of intellectual and emotional elements, the degree of situational attachment, concreteness - abstractness of the topic, the amount of information - are in dialogue in interaction, helping, supporting or neutralizing each other. The main dialogic scheme, which is a replica pair with a stimulus-response relationship, is filled in and modified depending on the communicative situation and the whole communicative act, just as, for example, the sentence scheme is filled in and modified. depending on the purpose of the speech.

The study of the length of a cue can help reveal the semantic features of different types of dialogue, just as the study of the length of a sentence helps to reveal the semantic and stylistic features of different types of statements!

Assimilation of the dialogic form from a methodological point of view is extremely important; in addition, against its background, one can pay attention to other structural features of the statements of everyday oral speech.

For educational purposes, you can initially limit yourself to two schematic types of dialogue: 1) a dialogue with short, quickly alternating situationally attached remarks, in which expressive moments are widely presented. Such a dialogue is distinguished by expressive dialogical dynamics; 2) with lengthy replicas characterized by complex relationships between segments, replicas of this type are devoid of situational attachment, they are dominated by an intellectual basis and the dialogic dynamics is weakened.

In educational practice, the first type of dialogue is the main one: in order to master the dialogic form, it is most important to master the most typical forms of response in a given language. So, the subject of training should include those pairs of replicas that represent a kind of stereotypical formulas for expressing certain stimuli and reactions, such as, for example, the forms of a question and the corresponding answer with different shades of modality; expression of agreement-disagreement with the opinion heard; expression of surprise at the message heard; expression of dissatisfaction with the heard statement; forms of proposal (inducement to joint action) and the corresponding ways of expressing consent, approval, disagreement, indifference, surprise, dissatisfaction, joy, satisfaction, expression of a reverse proposal, etc. Of course, all these types of incentives and reactions are also taught in expressive-emotional variants.

The second type of dialogue involves the assimilation of the basic forms of the dialogue of the first type; the subject of study should include different ways of completing the basic information, forms of presentation of thoughts, narrative forms, etc. These forms are usually given attention in written practice, however, even a cursory comparison of the so-called monologues in a natural dialogue and written language shows that a different communicative situation predetermines their essential difference.

The oral nature of communication and the two-sidedness of communication lead to the fact that the line of the "monologue" remark is less direct and coherent: there are frequent deviations from the main line, in which the speaker gives additional information or directly addresses the listener.

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ЗИДДИЯТЛАРНИ ЮЗАГА КЕЛИШ ШАРТ-ШАРОИТЛАРИДА ШАХС ТОИФАЛАРИ ВА УЛАРНИНГ ХИСЛАТЛАРИНИНГ ПЕДАГОГИК ТАҲЛИЛИ

Аннотация: Мақолада педагогик зиддиятларнинг юзага келишдаги шарт-шароитлар, шахс тоифалари ва уларнинг хислатлари хусусида фикр-мулоҳазалар келтирилган.

Таянч сўзлар: зиддият, жамоа, шахс, шарт-шароит, тоифа, хислат.

Аннотация: В статье представлены размышления об условиях возникновения педагогических конфликтов, о категориях личности и их качествах.

Ключевые слова: конфликт, коллектив, индивид, условие, категория, черта

Abstract: The article presents reflections on the conditions for the emergence of pedagogical conflicts, on the categories of personality and their qualities.

Keywords: conflict, collective, individual, condition, category, trait

Зиддият (конфликт)лар инсон ҳаётининг ажралмас таркибий қисми бўлар экан, конфликтларни тан олмасликнинг, уларни инобатга олмасликнинг иложиси йўқ, фақат низоларни бошқариш, уларнинг ечимини топишга ўрганиш лозим. Зиддиятлар (конфликтлар) типологияси, яъни унинг ўзига хос тоифаларга, кўринишларга бўлиниши анча мураккаб ҳодиса ҳисобланади. Чунки ҳар бир реал зиддият (конфликт) фақат унинг ўзигагина хос бўлган хусусиятлардан иборат бўлади. Шу нуқтаи назардан, зиддиятларни ўхшаш гуруҳларга ажратиб ўрганиш бироз қийинчиликлар туғдиради. Аммо зиддиятларни бирор тўхтамга, бирор ижобий натижага келтириш усуллари жиҳатидан баъзи умумий қоидалар ва тамойилларни ажратиб кўрсатиш мумкин: низодан педагогик жараёнда моҳирона фойдаланиш учун албатта назарий билимларга эга бўлиш керак: унинг

динамикасини ва унинг барча ташкил қилувчиларини яхши билиш керак. Зиддиятлар ҳозирги замоннинг энг долзарб ижтимоий муаммоларидан биридир. Бунинг бир неча сабаблари бор: демак, юқоридаги ҳолатлар кўп ҳолларда қуйидаги турлари мавжуд:

- 1) таъсирнинг йўналишига кўра: вертикал ва горизонтал;
- 2) низони ҳал қилиш усулига кўра: антогонистик ва келишувга олиб келадиган низолар - компромисс;
- 3) намоён бўлиш даражасига кўра: очик, яширин, потенциал, асосли;
- 4) иштирокчилар сонига кўра: ички шахсий, шахслараро, гуруҳлараро;
- 5) келиб чиқиш табиатига кўра: миллий, этник, миллатлараро, ишлаб чиқариш, хиссий-эмотсионал.

Ҳар бир зиддият алоҳида ҳодиса сифатида таҳлил қилинади, лекин уларнинг барчасига хос бўлган айрим қонуниятлар борки, уларга аввало унинг босқичлари ёки фазалари киради:

- I. Низо олди босқич — конфронтатсия.
- II. Низонинг ўзи - компромисс ёки жанжал.
- III. Низодан чиқиш - мулоқот ёки диссонанс.

Демак, биринчи босқичда конкрет масала юзасидан фикрлар ёки қарашларда тафовут ёки қарама-қаршилик учун шарт-шароит пайдо бўлади. Томонлар ўртасига совуқчилик тушади, улар ўзаро келишолмай қоладилар, агар бунда ташқаридан қараганда, кўзга ташланадиган низо бўлмаса-да, ўша шахсларнинг ўзи бир-бирларига нисбатан муносабатларида буни ҳис қила бошлайдилар. Агар раҳбар айнан шу босқичда ҳодисага аралашиб, ўз вақтида оқилона қарорлар қабул қилолмаса, низо иккинчи босқичга ўтади.

Иккинчи босқичда ҳар иккала томон ўз қарашларини қарши томонниқидан афзал билиб, очикчасига бир-бирларини айблай бошлайдилар. Шу пайтда раҳбар уларни келиштиришга уринади, агар бу “уриниш” алоҳида - алоҳида тарзда томонларни кабинетга чақириб рўй берса, вазият янада таранглашиб, зиддият чуқурлашиши, томонлар ўз холича раҳбарни ҳам ўзининг тарафдори қилиб, у ҳам низонинг иштирокчисига айланиб қолиши муқаррар бўлиб қолади. Шунинг учун ҳам ҳар қандай низони томонларни бирга чақирган ҳолда ҳал қилиш ва компромисс қарорлар чиқаришга тайёр туришни тавсия этади. Бунинг учун раҳбарда низонинг тахминий образи ва уни ҳал қилишга бир нечта алтернатив ечимлар бўлиши керак.

Учинчи босқич: низодан чиқиш - мулоқот ёки диссонанс (товушлар уйғунсизлиги, ҳамда оҳангликнинг, уйғунликнинг йўқлиги ёки бузилиши: акси консонанс (бир неча товушларнинг гармоник уйғунлиги; оҳангдорлиги).

Зиддиятли ҳолатларда шахснинг қандай хулқ-атвор хусусиятларини намоён этишига қараб турли тоифаларини кузатилади. Булар:

1. Намоёйишкорона тоифадаги зиддиятли шахс.
2. Ригид тоифадаги зиддиятли шахс.
3. Бошқариб бўлмайдиган тоифадаги зиддиятли шахс.
4. Аниқликни талаб этадиган тоифадаги зиддиятли шахс.
5. Низосиз тоифадаги зиддиятли шахс.

6. Мақсадга йўналтирилган тоифадаги зиддиятли шахс.

Намойишкорона тоифадаги зиддиятли шахс хислатлари:

Диққат марказда бўлишни истайди; бошқалар кўз олдида яхши кўринишни хоҳлайди; унинг бошқаларга бўлган муносабати, одамларнинг унга муносабатидан келиб чиқади; осонгина юзаки зиддиятларга берила олади; турли вазиятларга осонгина мослашади; эмотсионал жиҳатдан фаол бўлиб, ақлан иш кўрмайди; вазиятга қараб ишини ташкил этади ва ҳар доим ҳам амал қилмайди; системали, оғир ишлардан ўзини олиб қочади; зиддиятлардан чекинмайди, жанжалли вазиятларда ўзини ёмон ҳис этмайди; кўпинча зиддиятларга сабабчи бўлади, лекин ўзини ундай ҳисобламайди.

Ригид тоифадаги зиддиятли шахс хислатлари:

Шубҳага берилувчан; ўзини баҳолаши ўта юқори; доимо шахсан тан олиншини талаб этади; вазият ўзгариши ва шароитларни инобатга олмайди; тўғри ва тушунмайдиган, яъни мослашмайдиган; қийинчилик билан атрофидагиларнинг фикрига киради, бошқаларнинг фикрига у қадар қўшилмайди; бошқалар томонидан унга эътибор кўрсатилишини мажбуриятдек кўради; бошқалар томонидан келишмаслик ёки қўшилмасликни хафагарчилик билан қабул қилади; ўз ҳаракатларига нисбатан танқидий қарамайди; ниҳоятда аразчи, ҳақиқий ёки арзимас ноҳақликларга ҳам таъсирчанликни намоён этади.

Бошқариб бўлмайдиган тоифадаги зиддиятли шахс хислатлари:

Ўзини етарли даражада назорат қилолмайди; хулқини аниқ айтиб бўлмайди; ўзини агрессив ва ниҳоятда зардалик билан кўрсатади; аксарият ҳолларда умумқабул этилган ижтимоий нормаларга риоя этмайди; юқори даражада ўзини баҳолаш хусусиятига эга; ўз шахсини таъкидланишини кутади; омадсизликлар ва хатоларда бошқаларни айблашга мойил; ўз фаолиятини режали ташкил эта олмайди ёки режаларини ҳаётга кетма-кетинлик билан жорий эта олмайди; ўз мақсади ва шароитларини мослаштири олиш қобилияти етарли ривожланмаган; ўтган тажрибадан келажак учун сабоқ чиқармайди.

Аниқликни талаб этадиган тоифадаги зиддиятли шахс хислатлари:

Ишга ниҳоятда жиддий ёндашади; ўзига ниҳоятда юқори талаб қўяди; атрофидагиларга юқори талаблар қўядики, бу уларга нисбатан гўёки таъқибдек туюлади; юқори даражада хавотирланиш хислатига эга; ҳамма нарсага ниҳоятда эътиборли; атрофидагиларнинг танқидий фикрига катта аҳамият беради; гоҳида дўстлари, танишлари билан муносабатларни узадик, бу гўёки уни хафа қилганлари оқибатидек туюлади; гоҳида ўзи-ўзидан азият чекади, хатоларидан қайғуради, хатто гоҳида бу хатоларга нисбатан бош оғриқлари, уйқусизлик сифатида жавоб қайтаради; ташқи жиҳатдан хиссиётларини ошқора этмасликни маъқул билади; гуруҳдаги реал ўзаро муносабатларни яхши ҳис этмайди.

Низосиз тоифадаги зиддиятли шахс хислатлари:

Фикрлари ва қарашларида беқарор; енгил ишониш хислатига эга; ички қарама-қарши фикрларга эга; ҳаракатларида бир қадар уйғунлик йўқ;

вазиятларда бир лаҳзалик ютуқларга таянади; келажакни, истиқболни етарли даражада кўра олмайди; лидерларнинг ва атрофидагиларнинг фикрига тобе; муроасага келишга интилади; етарли даражада иродага эга эмас; ўз хатти-ҳаракатлари оқибатларини ва бошқаларнинг ҳаракатлари сабабларини чуқур ўйламайди.

Мақсадга йўналтирилган тоифадаги зиддиятли шахс хислатлари:

Низони ўз мақсадларига етишиш учун омил сифатида қарайди; низоларни ҳал этишда фаол томон сифатида ўзини намоён этади; ўзаро муносабатларда таъсир кўрсатишга мойил; низоларда мақсадли ҳаракат қилади, томонларнинг ҳолатини баҳолай олади, турли ҳолатларни ҳисоблайди; жанжалли вазиятларда муомалани самарали таъсир усулларини қўллай олади.

Юқоридаги шахс тоифаларининг хусусиятларидан келиб чиқиб, зиддиятли вазиятларда ўз-ўзини тутишнинг қуйидаги беш асосий услублари мавжуд:

- 1) мослашувчанлик, ён босиш;
- 2) ўзини четга олиш (чап бериш);
- 3) қарама-қаршилик (зиддият);
- 4) ҳамкорлик;
- 5) компромисс (муроса).

1. Мослашувчанлик, ён босиш – бир томоннинг ҳаракатлари иккинчи томон билан ижобий муносабатларини ўз манфаатлари ҳисобига сақлаб қолиш ёки тиклашга қаратилган. Бу ёндашув бир томоннинг улуши у қадар катта бўлмаган, ёки келишмовчилик сабаби иккинчи томон учун аҳамиятлироқ, бўлган ҳолатларда қўлланиши мумкин. Бундай ҳулқ вазият у қадар муҳим бўлмаган, ўз манфаатларини ҳимоя қилишдан кўра яхши муносабатларни сақлаб қолиш долзарб, ҳамда ғалабага бўлган имкониятлари, қўлидаги куч-имкони кам бўлган вазиятларда қўлланади.

2. Ўзини четга олиш (чап бериш, қочиш). Бунда ўз ҳуқуқларини ҳимоя қилишни, қарорни ишлаб чиқиш учун ҳамкорлик қилишни истамаган, ўз позитсиясини билдиришдан бош тортган, баҳсдан бўйин товлаган ҳолларда танланади. Бу услуб қарорлар учун масъулиятдан қочиш низо (конфликт) якуни муҳим бўлмаган, ёки вазият ўта мураккаб ва низо (конфликт) нинг ҳал этилиши иштирокчилардан жуда кўп куч талаб этадиган, ё бўлмаса, конфликтни ўз фойдасига ҳал қилиш учун унинг кучи, ҳокимияти етмаган ҳолларда ишлатилиши мумкин.

3. Қарама-қаршилик, рақобат. Ўз манфаатлари йўлидаги фаол кураши, қўйилган мақсадларга эришиш учун имкони доирасидаги барча воситалар: ҳокимият, мажбур қилиш, босим кўрсатишнинг барча воситалари, бошқа иштирокчиларнинг ўзига боғлиқлигидан фойдаланиш кабиларни қўллаш билан тавсифланади. Вазият ўта муҳим, ғалаба қозониш ёки мағлубиятга учраш масаласи сифатида кўриб чиқилиб, қатъий позитсияни ва конфликтнинг қаршилик кўрсатган иштирокчиларига нисбатан муросасиз антагонизмни кўзда тутлади.

4. Ҳамкорлик. Ўзаро ҳаракатларга алоқадор барча иштирокчиларни қониқтирадиган ечимни излашда фаол қатнашишини, аммо бунда ўз манфаатларини ҳам унутмаслигини аниқлатади. Ошқора фикр алмашиши, низода (конфликт)даги барча иштирокчиларнинг умумий ечим ишлаб чиқишдан манфаатдорлиги назарда тутилади. Бу шакл барча тарафларнинг ижобий ишини ҳамда иштирокини талаб этади. Бундай ёндашувда масала, ё юзага келган келишмовчиликлар ҳар томонлама мунозара қилиниши, ҳамда барча иштирокчилар манфаатларига риоя қилган ҳолда умумий ечим ишлаб чиқиши эҳтимоли мавжуд.

5. Компромисс (муроса) ўзига хос оралик ҳолат эгаллаб, ҳам фаол, ҳам пассив таъсир қилиш шакллари ўз ичига олади. У низо (конфликт) ли ўзаро ҳаракатларни қисман ҳал қилиб, чунки бу кўпгина ҳолда ўзаро ён босишлар амалга ошганига қарамай, сабаблар буткул бартараф этилмаган бўлади. Бу каби ўзини тутиш услуби бир хил ҳокимиятга, кучга, ҳамда бир-бирини истисно этадиган манфаатларга эга бўлган, уларнинг бундан кўра афзалроқ, ечим излашга вақти чекланган бўлиб, уларни муайян вақтга қадар оралик, ечим ҳам қониқтирадиган пайт қўлланади. Баъзи ҳолларда қонфронтатсия оқилона, назорат қилиш мумкин бўлган меъёрларда қонфликтни ҳал қилиш нуқтаи назаридан мослашиш, чап бериш, хатто компромисс (муроса)га нисбатан ҳам кўпроқ натижа бера олади. Бу ҳолда мағлубият янги низо (конфликт)ларни шакллантирадиган база ҳамда низо (конфликт)ли ҳаракатлар худуди кенгайишига сабаб бўлмаслиги муҳим ўрин тутаяди.

Демак, зиддиятлар маълум вазият иштирокчилари бўлган шахсларнинг ижтимоий борлик, унда рўй бераётган ижтимоий-психологик ҳодисалар, уларга нисбатан шахс муносабатлари, баҳолари ўртасидаги зиддиятларни ифодалайди.

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THE INFLUENCE OF MOTIVATION IN LEARNING FOREIGN LANGUAGES

Abstract. This article discusses the ways and methods of influence that encourage learning foreign languages, and the factors that affect the learning of a foreign language. The article also provides methodological solutions that can be used in the practice of higher educational institutions.

Аннотация. В этой статье рассматриваются способы и методы воздействия побуждающие учить иностранные языки, и о факторах, которые влияют на изучение иностранного языка. Также в статье даны методические решения, которые могут быть использованы в практике высших образовательных учреждениях.

Keywords: influence, motivation, speech activity, information capability, vocabulary, active approach.

Ключевые слова: воздействие, мотивация, речевая активность, информативность, словарный запас, деятельностный подход

Foreign language study is currently becoming one of the most relevant issues to take into account in education. The globalization process and its worldwide movement towards economy, finance, trade, immigration and communication among others, make inevitable to get into contact and communicate with people from different countries and cultures. Motivation plays an important role in the Foreign Language Learning process because it provides the first push to initiate a successful language learning process. Stimulation of human behavior is associated with the concept of motivation. This concept includes ideas about the needs, interests, goals, intentions, aspirations, motivations that a person has, about external factors that make him behave in a certain way, about managing an activity in the process of its implementation.

The importance of solving the problem of motivation is determined by the fact that the motivation of learning is a decisive factor in the effectiveness of the educational process. The implementation of an active approach means the possibility and necessity of studying educational motives as a structural element of the activity of learning, emerging in the process of its implementation. The motivational sphere of a person can be influenced by social motives determined by the needs of society; collectively they constitute external motivation. Secondly, the nature of the activity can also influence the motivational-incentive sphere of a person. This is the so-called intrinsic motivation.

Both external and internal motivation can be positive and negative. As for the types of motivation in relation to a foreign language, then the exact characteristic of motivation is given by P.M. Jacobson: “such a motivation for the learning process is connected with a rather acute sense of civic duty to the country, to close people,

and is associated with the idea of learning as a way to mastering the great values of culture learning as a way to realize one's purpose in life.”

Motivation is today the most complex and challenging issue for language teachers. The term ‘motivation’ is an abstract and hypothetical term that we use to explain why people, in this case students, think and behave as they do. The main variety of internal motivation is communicative, since communication is the first and natural need for students of a foreign language. The problem here is that this type of motivation is the most difficult to maintain, since a foreign language cannot compete with the native language.

Linguistic recognition motivation is positive students' attitude to linguistic matter itself, to the study of the basic properties of linguistic norms. An important type of intrinsic motivation is also instrumental motivation, i.e. motivation arising from the positive attitude of students to certain types of work. It is known that the pedagogical effect can be achieved to a greater extent as a result of students' own activity. It is important to include the student in independent learning activities. It is necessary to equip students with certain techniques of mastering a foreign language, the rational meaning of which would be obvious and impressed by it.

Students should be increasingly confronted with the need for independent acquaintance with the new. Now everyone understands that the Internet has very great information capabilities and no less impressive services. The Internet creates a unique opportunity for students of a foreign language to use authentic texts, listen and communicate with native speakers, i.e. he creates a natural language environment. Students expand their vocabulary, everyday vocabulary, and their spelling improves.

Exercises in electronic training courses are suitable for independent work of students. In addition to telecommunication projects in extracurricular activities, students can independently work to improve their knowledge in the field of a foreign language. For this, there is a great variety of courses in networks for different categories of students, intended for self-education or for training under the guidance of a teacher (distance courses). From time to time, it is necessary to conduct joint results and discuss the results, which contributes to active speech activity.

Such work is motivated, as all students want to talk about the results. A powerful incentive to master a foreign language is the game. It acts as an effective teaching tool that activates the students' mental activity, makes the learning process attractive and interesting, makes students worry and worry. The game performs four functions that are most important for a person: a means of developing a motivational-consumer sphere, a means of cognition, a means of developing mental action, and a means of developing arbitrary behavior.

Exercises of a game nature can be different in their purpose, content, methods of organizing and conducting, material equipment, the number of participants. The fact that the game arouses the interest and activity of students, gives them the opportunity to prove themselves in an activity that is fascinating for them, and contributes to faster and more durable memorization of foreign words. The fact that

knowledge of the material is a prerequisite for active participation in the game, and sometimes a prerequisite for winning, also serves the same purpose.

The game provides an opportunity not only to improve, but also to acquire new knowledge, as the desire to win makes you think, remember what has already been done and remember everything new. When planning classes and selecting various games for them, we try to take into account not only the age categories of students, but also the level of their development and awareness.

We mainly play games that include vocabulary and grammar exercises on a specific topic, so that students practice using vocabulary in situations close to the natural environment, learn to use speech patterns that contain certain grammatical difficulties. Thus, the above methods of developing positive motivation to learn a foreign language act not only as a means of increasing motivation, but also as a means of teaching and educating students in a team.

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TEACHING ENGLISH USING PROBLEM-BASED APPROACH.

Higher education in Uzbekistan initiated a major reform by implementing use of the Common European Framework of reference for language-learning, teaching and assessment and the national Qualifications Framework in the country. These are parts of implementation of Presidential Decree Number 1875 of December 10, 2012 in enhancement of the teaching and learning of foreign languages in order to strengthen the communication skills and international effect of future Uzbekistan specialists in all fields. During the years of Independence, over 51,7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

Modern society needs well educated and qualified specialists who are able to creative thinking and feeling responsibility in solving difficult problems. A humanitarian approach in organizing teaching has become priority in the further development of modern school. The main attention here is focused on the personal interests of the students and their personal potential. And this demands different approach to the learners of foreign language taking into consideration their personality, ability, interests. That is why the main problem for the teacher is to choose the correct methods and aids of teaching which are very effective in getting the aim of teaching. In the late years the new informational technologies are being widely used in the teaching process at academic lyceums too. It is not only the use of new technical aids but also the use of new forms, methods of teaching and the new approach in the organization of the teaching process.

Among innovative methods of teaching we can differ problem-based teaching. It represents the system of methods providing determined actions of the teacher on the organization of inclusion of thought mechanisms and students behavior by creating problem situations. Problem-based teaching is understood as system of scientifically well-founded methods and the means, applied in the course of developing teaching which assumes creation under the direction of the teacher of problem situations and active independent activity of students under their solving for the purpose of, first of all, intellectual and creative development of students and also mastering by them knowledge, skills, ability and in the ways of knowledge. Problem-based teaching provides possibilities of creative participation of trainees in the course of development of new knowledge, formation of cognitive interests and creative thinking, high degree of organic mastering of knowledge and motivation of students.

Actually a basis for this purpose is modeling real creative process at the expense of creation of a problem situation and management of search of the decision of a problem. Thus comprehension, acceptance and the solving of these problem situations occurs at optimum independence of students, but under the general directing management of the teacher during joint interaction. The teaching method represents system of interaction organization of the teacher and students, aimed to provide achievement of the pedagogical purposes. Depending on research objectives teaching methods are classified in the pedagogical literature by various criteria: on sources of transfer of the contents (verbal, practical and evident), on target object on the basis of the account of structure of the person (methods of formation of consciousness, behavior, feelings), on target object on the basis of educational process structure (methods of the organization and realization of teaching –cognitive activity, stimulation and motivation, the control and self-checking behind efficiency of teaching cognitive activity) and so on.

There are also various classifications of methods directed to problem-based teaching English with reference to the purposes which it puts before itself, and to means which it has. So, on a way of the decision of problems they sometimes allocate four methods: a problem statement(the teacher independently

puts a problem and independently solves it), co-education (the teacher independently puts a problem, and the decision is reached together with students), research (the teacher puts a problem, and the decision is reached by students independently) and creative teaching(students both formulate a problem, and find its decision).

Specificity of the purposes and methods of problem-based teaching in learning English essentially changes a role of the teacher in pedagogical process and causes occurrence of new requirements to the teacher. It is possible to allocate following primary goals which are put before the teacher by problem based teaching :

- ✓ Cognitive contents;
- ✓ Research Direction;
- ✓ Change of the contents and teaching material structures;
- ✓ Encouragement of cognitive activity of students.

Cognitive contents in this case is understood, of course, not as granting of knowledge in ready kind. First , it is a question of statement of problem situations in which course the student gives that minimum of the information which it is necessary for contradiction occurrence (or also-depending on a way of creation of a problem situation – the insignificant information, called to veil the methods approaching for the decision of a problem). And secondly, it is a question of the information demanded for the successful decision a problem which at the given stage is beyond a zone of the nearest development of the student. Search of other information is carried out by students independently or by means of the teacher, but nevertheless within the limits of search, instead of mastering.

The following problem- a research direction characterizes position of the teacher at problem-based teaching. The teacher ceases to be a source of knowledge, and becomes the assistant or the head in search of this knowledge depending on a concrete method of teaching and level of problematical character of a situation for students. Feature of problem-based teaching consists that the teacher simultaneously acts and as the coordinator or the partner(during each grade level), and as the head of teaching. The teacher will organize all process of teaching and – in case of need –joins in it for process contents in a demanded channel. Besides, it is possible to carry the organization and methodical contents of performance of the task to separate aspect of this problem of the teacher in a command, group of students when such intervention is objectively necessary.

The problem on change of the contents and teaching material structure stands not only before the concrete teacher, and before all educational system: in comparison with the traditional concept of teaching at problem owing to the objective reasons the smaller volume of a concrete material can be studied, and it demands essential change of structure of a teaching material for the purpose of giving to it of character of problematical character. Owing to inertness of an education system and small at present volume of practical workings out this problem now should be solved to teachers to create organic system of

problem situations and to adapt it taking into account individual rates of mastering of a teaching material concrete students.

And, at last, we will consider a problem of encouragement of cognitive activity of students. In classification of didactic technologies by the basic direction of modernization of traditional system (on monoteaching, on the main idea of the educational concept) problem-based teaching is carried to “pedagogical technologies on the basis of activation and an intensification of activity of students”, therefore we will stop on this problem in more details.

Necessity of activity of the student in the course of teaching was realized in pedagogy initially. It was reached by the various methods based, first of all, on external motivation. The priority of the intellectual activity occurring from internal motivation of students admits modern didactics, from the realized requirement for mastering of knowledge and abilities that provides the big efficiency of educational process.

The major indicators of intellectual activity are cognitive level in detail practical activity of the student, quality and quantity of subjects of personalizing its intellectual activity; degree of conformity of thinking of the student to the objective logic of a real life; ability to see and resolve the valid contradictions; and, at last, verbal forms of personalizing activity. It is necessary to underline a close connection of a principle of activity of the subject of teaching with a principle of mastering knowledge, priority of independent work of students over reproductive

methods for stronger mastering of knowledge, skills and development of the person as a whole. All researches have shown that problem-based teaching provides “considerable strengthening of cognitive activity of all students, strong mastering of knowledge and their high integration at the overwhelming majority, but insufficiently intensive development of skills of creative thinking.

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TURLI TA'LIM MUASSASALARIDA MASOFAVIY TA'LIM TIZIMINI TASHKIL ETISHNING O'ZIGA XOS XUSUSIYATLARI

Annotation

This article highlights the specifics of the introduction of distance education, in particular, the advantages and disadvantages of distance education. The existing opportunities in the system and the prospects for the introduction of distance learning are reflected in the article.

Axborot texnologiyalarining rivojlanishi barcha sohalarga xususan, turli ta'lim muassasalarida masofaviy ta'lim tizimining olib borilishiga bevosita ta'sir ko'rsatdi. Masofaviy ta'lim nisbatan yosh o'qitish usuli bo'lib, bunday ta'lim internetning paydo bo'lishi bilan amalda yuzaga kela boshladi. O'qitishning bu usulida talaba bilimlarni onlayn darsliklar, darslarning video yozuvlari va boshqa virtual o'quv materiallari yordamida olishi mumkin.

Aslida talaba va o'qituvchining jonli o'zaro ta'siri juda muhim va ta'lim olishda juda samarali ekanligiga hech qanday shubha yo'q. Lekin ma'lum bir vaziyatlarda talabaga bilim berish masofaviy ta'limsiz amalga oshirib bo'lmaydi.

Ta'lim tizimini masofaviy tarzda olib borish quyidagi vaziyatlarda juda samarali hisoblanadi:

- ikkinchi oliy yoki qo'shimcha ma'lumot olish, malaka oshirish va qayta tayyorgarlik o'tash istagida bo'lganlar;
- mintaqaviy hokimiyat va boshqaruv rahbarlari ;
- an'anaviy ta'lim tizimining imkoniyatlari cheklanganligi sababli ma'lumot olaolmagan yoshlar;
- o'z ma'lumot maqomini zamonaviy talablar darajasiga ko'tarish istagida bo'lgan firma va korxonalar xodimlari;
- ikkinchi parallel ma'lumot olishni xohlagan tinglovchilar;
- markazdan uzoqda, kam o'zlashtirilgan mintaqalar aholisi;
- erkin ko'chib yurishi cheklangan shaxslar;
- jismoniy nuqsonlari bo'lgan shaxslar;
- harbiy xizmatda bo'lgan shaxslar va boshqalar.

Yuqoridagi sabablarning barchasi, yaxshi ma'noda, u yoki bu darajada har bir ta'lim muassasasida masofaviy ta'lim bo'lishi kerakligiga ishora qiladi, chunki bunday keng miqyosda inklyuzivlik joriy etilishi imkoniyati cheklangan talabalar uchun ham istalgan joydan turib o'qish imkonini yaratadi.

Masofaviy ta'limning metodik, iqtisodiy, sotsial yutuqlari va afzalliklari, hamda kamchilik va salbiy tomonlari mavjud.

Metodik yutuqlar va afzalliklarga quyidagilarni kiritish mumkin:

Individual yondashuv va o'quv jarayonini shaxsiylashtirish. Masofaviy ta'lim jadvali har bir talabaga moslashtirilishi va sharoitga qarab o'zgartirilishi mumkin. Shu bilan birga, o'quv dasturi moslashuvchan bo'lishi mumkin va talabaning ma'lumotni idrok etish tezligi, boshlang'ich tayyorgarlik darajasi, o'rganish motivatsiyasi, materialni idrok etishning u yoki bu shakliga moyilligi kabi xususiyatlarini hisobga oladi. .

Ta'lim sifatini oshirish. Bu fikrni munozarali deb aytishimiz mumkin, chunki o'qitishning an'anaviy shakllarining ancha samarali ekanligi barchamizga ma'lum. Shu bilan birga, Internetning rivojlanishi har kim uchun katta hajmdagi o'quv materiallariga kirishni soddalashtirganini hech kim inkor eta olmaydi. Bu ham texnologik taraqqiyotning ko'rinishlaridan biridir.

Ta'lim jarayonining tarkibiy qismlarining chegaralarini kengaytirish va xarajatlarini kamaytirish. Ba'zi talabalar har kuni yo'lda o'tkazadigan bir soatdan ko'proq vaqtlarini tejashlari mumkin, ba'zilar hatto mamlakatning boshqa hududida

joylashgan ta'lim muassasasida o'qishlari mumkin. Bosma o'quv materialini elektronga almashtirishning o'zi ham katta mablag'ni tejaydi.

Pedagogik tajribani saqlash. Noyob mualliflik kurslari, masalan, iqtidorli talabalar bilan ishlashda, agar o'qituvchilarning ma'ruzalari yozib olinsa va saqlansa, ular yana ko'p marta ishlatilishi mumkin.

Iqtisodiy yutuqlar va afzalliklarga quyidagilarni kiritish mumkin:

- Cheksiz masofaga ta'lim berish. O'qituvchi va o'quvchilar o'rtasidagi masofa hech qanday ahamiyatga ega emas.
- Ish jarayoniga xalaqit bermasligi. O'quvchi ishdan ajralmas holatda ta'lim oladi.
- O'quvchilar sonini oshirilishi. Masofaviy ta'lim texnologiyalarni to'liq qullagan o'quv muassasa talabalar soni 2-3 barobar oshishi mumkin.

Sotsial yutuqlar va afzalliklarga quyidagilarni kiritish mumkin:

- Ijtimoiy guruhlarga ajratish yo'qligi. Masofaviy ta'lim kursida ikkinchi oliy yoki qo'shimcha ma'lumot oluvchilar, malaka oshirish va qayta tayyorgarlik o'tash istagida bo'lganlar; ikkinchi paralel ma'lumot olishni xohlagan talabalar; markazdan uzoqda, kam o'zlashtirilgan mintaqalar aholisi; jismoniy nuqsonlari bo'lgan shaxslar; armiya xizmatida bo'lgan shaxslar; erkin ko'chib yurishi cheklangan shaxslar; va boshqalar qatnashishi mumkin.
- Yosh cheklanishlari yo'qligi. O'qishga jalb qilinuvchilarning yosh cheklanishlarini istisno qilinadi.

Ammo masofaviy ta'limda salbiy tomonlari ham borligi haqida aytish lozim. Ularga quyidagilarni kiritishimiz mumkin:

- Elektron holatdagi ta'lim va muloqot jarayonlarga ishonchsizlik. Ushbu sababdan talabalar asosan virtual holatdagi ta'lim turida emas, balki oddiy (kunduzgi va sirtqi) ta'lim turlarida o'qish istagida bo'lishadi.
- Davlat masofaviy ta'lim standartlari yo'qligi va natijada davlat nusxasidagi diplom berilmasligi. Shu sababdan ko'pgina masofaviy ta'lim kurslari bitiruvchilariga faqat ushbu kursni bitirganligi haqida sertifikat yoki guvoxnomalar berishadi.
- Virtual muhit va texnika ta'minot bilan bog'liqligi. Masofaviy ta'lim internet borligi, undan foydalanish narxi, tezligi va servislar mavjudligiga, maxsus kommunikatsion texnikalar mavjudligi va ular ishlashiga taalluqli.

Masofaviy ta'limni joriy etish masalasini uch tomondan ko'rib chiqish kerak.

- **Ijtimoiy.** Bu yerda hamma narsa oddiy, bugungi kunda talabalar ijtimoiy tarmoqlar, forumlar va chatlardan faol foydalanishadi, shuning uchun DL-da ma'lumotni taqdim etish usuli ular uchun tanish va qulay bo'ladi.
- **Texnik.** Texnik jihozlash borasida ta'lim muassasalari bu borada yaxshi ish olib bormoqda, kompyuterlar yetarli, internet tarmog'iga ulanish imkoniyati mavjud. Ammo har bir talabaning uyida kompyuter bo'lmaydi. Yana bir muammo shundaki, talabalar har doim ham mustaqil ravishda, masalan, videokonferentsiyani tashkil eta olmaydi. Uzoq hududlarda Internet sifati bilan bog'liq muammolar mavjud, bu yerda masofaviy ta'lim barqarorligini ta'minlash mumkin emas.

- **uslubiy.** Asosiy qarama-qarshilik shundaki, masofaviy ta'limdan foydalanish, agar u umuman ta'lim sifatini yaxshilasagina mantiqiy bo'ladi, lekin ko'pchilik uchun zarur tajriba va ishlanmalar yo'qligi sababli buni amalga oshirish qiyin.

Ya'ni, masofaviy ta'limni joriy etish bo'yicha har qanday dastur ushbu jihatlarning barchasini hisobga olishi kerak. Jarayonning o'zini besh bosqichga bo'lish mumkin.

1. Ta'lim muassasasida masofaviy ta'lim uchun mas'ul bo'lgan o'qituvchilarning ijodiy guruhini yaratish.

2. Ushbu guruhni maxsus malaka oshirish kurslarida tayyorlash.

3. Talabalar tomonidan o'quv jarayonida va o'rganganlarini mustaqil ravishda mustahkamlash uchun foydalaniladigan o'quv materialli bazasini tayyorlash.

4. Moodle kabi masofaviy ta'lim tizimini har tomonlama o'rganish.

5. Buning uchun mustaqil ravishda masofaviy kurslarni ishlab chiqish yoki boshqa ta'lim muassasalaridan mutaxassislar va o'qituvchilarni jalb qilish.

Shuningdek, o'quv kurslarini yaratish jarayonida e'tiborga olinishi kerak bo'lgan beshta talab mavjud.

- Talaba o'rganishga rag'batlantirilishi kerak, buning uchun ta'limning maqsadi va vazifalari aniq shakllantirilgan bo'lishi muhimdir. Shu bilan birga, talabdan talab qilinadigan narsa uning bilim darajasiga mos kelishi kerak.

- Materialning taqdimoti tushunarli bo'lishi kerak.

- Fikr-mulohaza, jumladan, individual fikr-mulohaza uchun imkoniyat bo'lishi kerak.

- Talaba o'zini qanchalik yaxshi bajarayotgani yoki yo'qligi haqida tasavvurga ega bo'lishi uchun o'rganishni oraliq baholash tizimiga ega bo'lish muhimdir.

Masofaviy ta'limni tashkil qilishda barcha ta'lim muassasalariga xos bo'lgan tipik muammolar mavjud. Ko'pgina o'qituvchilar, ayniqsa gumanitar fanlar o'qituvchilari, o'quv materialini tuzish va moslashtirishda qiyinchiliklarga duch kelishadi. Ko'pgina o'qituvchilar konservativ bo'lishga moyil bo'lib, ular masofaviy ta'lim kabi yangilikka keskin qarshilik ko'rsatadilar. Ular o'z nuqtai nazarini qattiq himoya qiladilar va an'anaviy o'qitish usullarini himoya qiladilar.

Masofaviy ta'lim tizimini joriy etishi va unga barcha bosqichlarda hamroh bo'lishi kerak bo'lgan texnik xodimlarni tanlashda qiyinchiliklar mavjud. Bu rol uchun malakali odamlarni tanlash muhimdir.

Masofaviy ta'limda talabalar rioya qilishlari kerak bo'lgan ba'zi talablar ham mavjud. Ulardan o'qituvchi bilan va bir-biri bilan muloqot qilishda xushmuomala va to'g'ri bo'lishlari talab qilinadi. Ular nafaqat gapirishni, balki yaxshi tilda xatosiz yozishni, o'z fikrlarini aniq va ravshan shakllantirishni ham o'rganishlari kerak. Talabalar hamma narsani o'z vaqtida bajarishlari, o'qituvchi va boshqa bolalarning vaqtini suiiste'mol qilmasliklari juda muhimdir. Nihoyat, ular mualliflik huquqiga hurmatni rivojlantirishlari kerak.

O'zbekiston sharoitida masofaviy ta'limning qanchalik samarali ekanligi pandemiya sharoitida yaqqol namoyon bo'ldi. Xususan, pandemiya sababli tizimga masofaviy texnologiyalar joriy qilinib 7 million o'quvchi va 500 ming talabaga onlayn dars berildi. Albatta masofaviy ta'lim tizimi yurtimizda birinchi marta amaliyotga joriy etilganligi sabab tizimda umuman, masofaviy ta'limni tashkil etishda o'ziga yarasha muammolar kuzatildi. Lekin bu ma'lum bir ma'noda O'zbekiston uchun tajriba bo'ldi. Sababi, barcha ta'lim muassasalari masofaviy ta'limni yo'lga qo'yish bo'yicha muayyan darajada ish olib bordilar. Shu bilan birga, yoshlarda ta'lim turlarini o'zaro solishtirib ko'rish imkoniyati paydo bo'ldi.

Masofaviy ta'lim an'anaviy ta'lim tizimidek to'g'ri ishlashi va kutilgan samarani berishi uchun, avvalo, talabalarning dunyoqarashini o'zgartirish lozim. Bu o'rinda masofaviy ta'limdagi imtihon jarayonining shaffof o'tishi, online o'quv kurslari, asosan, boshang'ish ma'lumotlarni taqdim etishga qaratilgan, aksariyati zarur malaka bermasligi, amaliy ko'nikmalari ega bo'lmasdan turib tanlangan sohasining yetuk mutaxassisi bo'lolmasligini talabalar tushunib yetishi kerak.

Qolaversa, masofaviy ta'lim jarayoni uchun maxsus mezon va me'yorlar ishlab chiqilib, darslarga qo'yiladigan talablar to'liq va mukammal bajarilganda ko'zlangn natijalarga erishish imkoniyati ortadi. Hozirda mamlakatimizda masofaviy o'qitish bo'yicha nufuzli oliy ta'lim muassasalari tomonidan tajriba-sinovlar o'tkazilmoqda. Tegishli vazirliklar bilan hamkorlikda jarayonlarning monitoring olib borilyapti. Eng muhimi, qaysi ko'rinishda bilim berilishidan qat'i nazar sifatli kadrlarni tayyorlash asosiy mezon bo'lishi shart.

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USING INTERNET RESOURCES IN TEACHING ENGLISH

Abstract: The innovative technologies that we reviewed today significantly enrich and diversify the teaching of foreign languages. The effective use of Innovative technologies, such as computers, the Internet, multimedia resources in the educational process and their impact on the quality of education is discussed in this article .

Key words : *Innovative technologies , digital era, multimedia, communicative abilities, competent approach, objective approach , educational technology, learning course.*

The digital age has changed the conditions of life, formation and education. Everything changes around, and accordingly, the attitude towards learning must change. The role of innovation in education is great. The effective use of Innovative technologies, such as computers, the Internet, multimedia resources in the educational process is the only way to show the quality of

education. One of the innovative technologies of improving the students' communicative abilities is using multimedia in the process of teaching and

learning in the classroom. Proper use of multimedia in classroom will provide the opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream courses. Furthermore, because educational technology is expected to become an integral part of the curriculum, students must become proficient in accessing and using electronic resources. The content of education in a modern comprehensive school remains unilateral; state standards based on an objective approach are morally outdated. Many modern teachers point to the lack of a competent approach, focused on the individuality of the student.

Education at school does not give students a clearly expressed positive motivation to choose a life path, interests and prospects. Now, in the 21st century, the role of international education is growing. The uses of technology are wide open, and there are many ways to innovate the learning process there. To raise own culture, to develop and to go forward is a vital necessity of our century and the young state. The same vital necessity is the study of foreign languages in order to keep pace with the times. Today, knowledge of English opens a window into a large global world with its wide flow of information and innovations. Innovative methods of teaching are a goal of many educators. Teaching students in ways that keep them engaged and interested in the material can sometimes be a challenge.

This can prove especially true when it comes to high school students. In this short attention span world we now live in, thanks to the internet, it seems to be harder than ever to keep high school students excited and engrossed in learning what they're there to learn.

However, finding new and innovative methods of teaching can prove to be one of the best things an educator can do for high school students. Brain research has shown that certain methods and approaches can truly enhance the learning process for students. Encouraging them to visualize the outcomes they desire is one way to enhance lessons in all subjects. . Technology can provide students with opportunities for using important learning principles, such as pre-existing knowledge, mental models, active learning, transfer and learning for understanding. Applying innovative energy and attention-management techniques in schools is a win-win for both students and teachers.

At the present stage of the development of the society, the modernization of the content of education in Uzbekistan is not connected with the innovation processes in the organization of teaching foreign languages. Therefore, the main goal of the modern teacher is to choose the methods and forms of organizing the learning activity of trainees, which optimally meet the goal. In recent years, the usage of new information technologies in schools has been raised increasingly. Since the main goal of teaching foreign languages is the formation and development of a communicative culture of schoolchildren, the training of practical mastering a foreign language, the use of computer technology, Internet

resources is the best approach in teaching. It's been quite a few years since a computer entered our life, and we no longer imagine a modern lesson without the use of information technology.

The using of multimedia in classroom cannot be denied anymore. That will make possible for teachers giving more opportunity to students being happier and more enjoy during the learning course. Through their interactions with multimedia texts, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Learners obtain most of the information from electronic devices, which has made such tools, a very essential component of their daily life. Using innovative technologies in a classroom as a tool for language learning has many benefits. It gives stimulus to undertake the tasks. And could help in creating a long lasting impact on the learners. The role of teacher will change from an instructor's role to a coordinator.

Today, new methods of using Internet resources are opposed to traditional teaching foreign languages. To teach communication in a foreign language, you need to create real life situations that will stimulate the study of the material and develop adequate behavior. Now everyone understand that the Internet has tremendous information capabilities and no less impressive services. Whichever way we relate to the Internet, we have to recognize the fact that the worldwide network has become an integral part of modern reality. Many students have long appreciated all the advantages of the Internet and use its services actively in their educational process, while for teachers the space of this world web remains mostly unknown, unfamiliar and to some extent frightening. This is one of the forms of research organization and cognitive activity, in which group activity is successfully realized that allows to increase the motivation for learning a foreign language.

As language teachers, we have a tradition of integrating new media into our teaching. We have embraced any new technology, which was likely to improve learning. Mindful of the need to bring native speaker voices into the classroom, teachers in the first half of the 20th century took gramophones into their classrooms. These were replaced by reel-to-reel tape recorders when the price was right and appropriate recordings became available. Brave souls acquired microphones and encouraged students to record their own voices, to accustom them to hearing themselves speaking in another language.

The next innovation. Innovation was the language laboratory, coming as it did at a time when the audiolingual method was to the fore and drills were considered central to successful language learning. Those entrusted with the maintenance of language laboratories heaved a sigh of relief when audiocassette recorders replaced reel-to-reel tape.

Slide and filmstrip projectors, film projectors and television sets also found their way into language classrooms, followed by video players and video cameras. All of these innovations made their entrance as "bolt-ons". It was only when their characteristics were fully understood and their strengths identified in

comparison with existing media that they become integrated into the delivery strategy of the teachers concerned, and into published courses. So, why do I use media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time. At second, it increases memorability – rich media materials lead to better encoding and easier retrieval. The most important advantage is that media helps to improve their four language skills like listening, reading, speaking and

writing. Moreover, information technology develops students' critical thinking.

Furthermore, multimedia provides us with individualized learning, which means that multimedia materials in the classroom? First, it helps to enhance understanding. Valuable media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time. At second, it increases memorability – rich media materials lead to better encoding and easier retrieval. The most important advantage is that media helps to improve their four language skills like listening, reading, speaking and writing. Moreover, information technology develops students' critical thinking. Furthermore, multimedia provides us with individualized learning, which means that multimedia resources can help you meet needs of many different types of learners. Like, Visual learners can watch a video, while auditory learners listen to streaming audio hands-on learners play and interactive game. Students who need extra practice can use online exercises to improve their grammar or vocabulary skills. In my opinion, multimedia resources can help our students to experience today's global community. With multimedia students can learn about new cultures and countries in immediate and authentic ways – and prepare to interact with that broader community. In addition, the last three points show that multimedia is oriented towards the learner's cultural background and addressing students' learning needs. Information and communication technologies are the most important parameter of contemporary socio-cultural system. Online Resources are familiar and convenient means of exploring the culture of other countries and peoples, communication, information, inexhaustible source of educational process. That is why, based on a systematic approach to reforming the methods of learning a foreign language using the new information technologies based on the concept of information and learning environment, which is seen in close connection with the system of developmental education. Thus, the innovative technologies that we reviewed today significantly enrich and diversify the teaching of foreign languages. In place of the monotonous work comes intelligent creative search, during which formed a new type of personality, active and purposeful, focused on constant self-education and development. In any case, we must not forget that the use of multimedia technologies can not provide a significant pedagogical effect without a teacher, since these technologies are only ways of teaching. The computer in the educational process is not a mechanical teacher, a tool that enhances and expands the possibilities of its teaching activity.

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INDEPENDENT WORK OF STUDENTS OF BACHELORATE IN THE PRACTICAL COURSE OF FOREIGN LANGUAGES

Independent work is considered in the article as an independent educational activity of students; it is recommended to apply some methods of forming students' training skills that are relevant for the implementation of certain stages of educational activity. Before discussing the issues reflected in the title of this article, we will clarify the basic concepts and terms that denote them. The term "independent work" in a foreign language, we designate the independent educational activity of students, aimed, first, to learn a foreign language as a means of cognition and communication with its carriers in various situations, including in situations of professional activity, and secondly, to learn how to learn it independently and improve the level of mastery that he has achieved both during his studies at the university and after his graduation. The first goal involves the formation of intercultural (bicultural) communicative competence, instilling in students the features of a bilingual and bicultural personality. The second goal means acquiring the students the skills to independently learn the speech in a foreign language and is achieved as a result of working in classrooms in the classroom under the direct supervision of the teacher and on extracurricular activities under his indirect leadership. These two categories of foreign language classes should constitute a system that provides students with the skills not only to learn, but also the desire for independent study. We distinguish these two functions of the language, since knowledge is possible even without communication, for example, in the process of reading texts, it is impossible to communicate. If we achieve not only the first, but also the second goal, we can talk about the autonomy of students as a result of their independent work in the learning process of a foreign language. Until recently, defining the role of the teacher in the teaching process, it was called such functions as the definition of learning objectives; planning of students' learning activities; the setting before them of educational tasks; communicating to them ways to solve them, as well as the language tools necessary

to solve problems, in particular, communicative ones; monitoring results and assessing the work of students. Student self-study means transferring these functions to students themselves. From the foregoing it follows that for us the terms "independent work" and "autonomy", "independence" and "autonomy" are not synonymous, for while the student solves only the tasks offered to him by the teacher, he expects information from him about the ways and means to solve them, it focuses on monitoring and evaluation by the teacher, it is not autonomous, even if these tasks are aimed at increasing the degree of its independence. The student's autonomy comes when he himself determines his goals, sets his goals (steps on the way to the goal), he himself looks for (or chooses from a number of known to him) ways of solving these problems, he himself determines the linguistic means appropriate in this situation, he himself plans his educational activity, he evaluates its results, controlling himself not according to the samples, but by the criteria of success; in other words, when he passes from educational activity to the activity of teaching. In the educational process, some of these functions should be gradually transferred to students in the course of training their independent work, beginning with the first year, that is, already in a bachelor's degree.

We do not use these terms, taken from general didactics and reflect only the activity of the teacher, for the following reasons: the term "introduction" excludes the student's participation in an independent knowledge of the new, in the search for new information, new ways of solving problems; the term "fixing" reduces learning to memorizing rules, words, phrases, bypassing their comprehension and not taking into account the relevance / inappropriateness of their use in different situations of verbal communication; the term "control" restricts control to the last stage of assimilation (according to the principle "remember - do not remember"), while control in various forms should be present at all stages, and in addition, keeps students "under the hood" of teaching control and evaluation of results, creating motivation is not the most productive! - getting a test, passing the exam (at school - getting a good "mark"). Proceeding from the above, we distinguish five stages in the learning process in a foreign language: 1) setting goals; 2) familiarize students with new material; 3) pre-training; 4) speech practice; 5) summing up. The educational process should be built in such a way that the degree of independence of students gradually increases and by the end of the training the foreign language in the university has moved into their autonomy, and the students themselves would switch from the training activity to the activity of the exercise, taking over all the functions of the teacher. The teacher should formulate the objectives of the lesson (or cycle of studies) not in terms of "learning the vocabulary / grammar", but in terms of speech activity in all its forms. Then the language means will remain means of knowledge and communication. At the same time, when naming the goals of assimilating new

means, he should show the students the prospect of learning: read the text on a subject close to the future professional activity of students or to their study and research activities at the university (participation in the conference, searching for a course or diploma paper work); listen to the message of a well-known foreign specialist in the field of their future profession, etc. For example: a) Today, in the second half of the lesson, we will listen to a report on the use of balance sheet. In order to understand this message, you need to familiarize yourself with the words that you have not yet met, but which are key messages in the message. With their help, you will understand the main thing about this new field of accounting. b) At home you have to read an interesting text about the application of nanotechnology in ... (indicates the scope of application); To understand all the details, you need to learn to distinguish between overlapping structures (or: to guess the meaning of unfamiliar words based on knowledge of the values of their components). In the future, you will be able to use orientation techniques in proposals of this type (or: methods of guessing about the meaning of unfamiliar words when reading texts by profession). In the latter case we have in mind words with affixes that are characteristic of the sublanguage of the specialty. c) A group of students (professors) from ... the institute (called the institute from the country of the studied language) will soon come to our university. Do you wonder what and how students study at this university? What questions do you ask the guests and what questions do you expect from them? Let's practice the questions and try to answer the expected questions (we mean either questions of a certain type, or all types of questions known to students). d) At the end of the semester, we will have a conference on the problem at the institute (this is a problem that is relevant for students of this institution).

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METHODS OF TEACHING LISTENING AND SELECTION OF MATERIAL.

Annotation: The article is devoted to investigation of listening comprehension skill and problems students have in the process of listening. The article deals with the approaches to teaching listening comprehension. Two main strategies of listening comprehension are discussed in the article: top-down and bottom-up strategies, their advantages and disadvantages. The article also discloses the benefits of using the mass media material for this didactic purposes.

Key words and conceptions: *informative listening, bottom-up approach, top-down approach, developing comprehension skills, linguo-didactic use of the mass media, communicative competence.*

Today, in the condition of globalization, English is considered as one of the international languages of science and business at the same time, it is part of the objective reality. At the same time, the ability to communicate in English is an

important component of the social life of a modern person, one of the means of introducing him to the events of the world around him and it is a mediator in international communication. Particular attention in teaching foreign language is paid to communicative competence and such language skills as speaking and listening.

In modern methodology the problem of teaching listening occupies a worthy place. It is necessary to offer forms and methods of teaching aimed at formation of listening comprehension skills of language learners. The use of these methods should be considered with the arising difficulties experienced by the learners.

Listening is one of the most difficult types of speech activity. And according to some researchers, listening is the least investigated skill [3]. First of all, it is the one-time presentation of the listening material. Secondly, the listener is not able to change anything, cannot adapt the speaker's speech to his or her level of understanding. Everyone has his or her own style, sometimes it is too scientific, and sometimes it is emotional, full of idioms and figurative expressions. Thirdly, there are a number of objective difficulties that prevent the understanding of speech from the first time. These difficulties are related to the conditions of listening, individual characteristics of the source of speech, linguistic features of the perceived material.

The first group of difficulties includes external noise, interference, poor acoustics. Studies have shown that if the person speaking is visible, the percentage of listening comprehension will be much higher than in his/her visual absence. Mimicry, gestures, lip movements, and just eye contact contribute to a better understanding of speech. Consequently, the competent use of audio materials in the classroom will help prepare listeners for real-life communication situations and remove possible difficulties. The difficulties of the third group include the use of a large number of unfamiliar words, idiomatic expressions, colloquial formulas, special terms, abbreviations. The knowledge of the speech patterns serving particular situations of communication, the most frequent phraseological expressions and clichés can significantly facilitate the understanding of speech by ear. When selecting a text for listening, its linguistic features, content characteristics and compositional features should be considered. When assessing the mental features of the trainee, first of all, their speech hearing, attention and memory, the ability to speech guessing and probabilistic prediction, the level of development of inner speech are should be taken into consideration.

The process of listening comprehension, according to many researchers, is the most difficult of all the activities for students learning foreign languages. However, this type of activity is particularly important because, first, the process of teaching is conducted in a foreign language and provides training of listening skills; second, as numerous studies show, the improvement of listening skills positively affects the effectiveness and speed of formation of reading, speaking, and, to a lesser extent, writing skills. Anderson claims that there are three stages in listening process. They are perceptual, parsing and utilization [1]. On perceptual stage listener encodes the language he hears, on parsing stage the words

are turned into mental representation, and on the last stage the listener reacts appropriately to what have been heard.

There are two main approaches to teaching listening comprehension. Bottom-up approach - the approach of teaching students to recognize sounds in foreign speech, then lexical units and on this basis to integrate the meaning of the whole statement. Top-down approach which assumes teaching the conscious perception of foreign speech by hearing, when the student relies on both knowledge of the topic of the presented text, background and general knowledge, and knowledge of phonetics, grammar, vocabulary, syntax, discourse structure of a foreign language, speech patterns, intonation patterns.

Top-down approach assumes that by understanding the context of the audio text, students can recognize and highlight key words and phrases of the audio text, as well as guess the meaning of unfamiliar words and thereby fill in gaps of understanding. This approach also includes teaching students to be aware of the stages and mechanisms of listening comprehension and to self-regulate this process. Thus, this approach involves the development of listening skills on the basis of students' acquisition of theoretical knowledge about listening and students' personal involvement in this process.

The disadvantage of the bottom-up approach lies in its very mechanism: students can recognize individual foreign words, but face difficulties at the level of understanding the meaning of a whole sentence or text, as it is often difficult for them to separate the flow of speech into individual words. The second approach removes such difficulties because it prepares students for the perception of foreign speech in advance by familiarizing them with the process of listening, its stages and psychological mechanisms. The most effective way to teach listening is a combination of these two approaches.

In top-down approach listener receives general information of the passage he is listening to. In bottom-up approach listener focuses on individual words and phrases and achieves comprehension by connecting these detailed elements together, thus creating an entire [4].

We, as teachers, need to be aware of the mental processes that lead to better understanding of the text. This will help us decide what to do in the classroom to help students read and listen better.

The following strategies can be applied when teaching listening.

Defining the topic. Good listeners are able to identify the topic of a written or spoken text very quickly. This allows them to process the text more effectively as they read. Before reading or listening, you can ask your students to brainstorm what they already know about the topic, provide characteristics of the genre of the text, or ask what they want to learn from the text/content (if they don't have enough prior knowledge of the topic of the text).

Predict. Listeners sometimes use guesses to try and figure out what the text is about or talking about. Ask learners to anticipate what the story is about, to guess the content at a glance or after listening to a small fragment. Further, listening will help them confirm their expectations. Use contextual and extra-linguistic

information (e.g., pictures, text summary and headings for reading, ask who is talking to whom, about what and why).

Teach key vocabulary beforehand. This helps with bottom-up text processing. However, it is advised not to overuse it, because then students won't learn to guess the meaning of words from the context.

It is useful to use skimming techniques for listening for gist. Good listeners know how to absorb the flow of discourse and understand its overall gist without being distracted by details. By encouraging students to read or listen for gist, teachers help them be prepared to read and listen for more specific information.

Listen for specific information. Students need to know how to ignore any other information and find specific information. You might ask your students, for example, to quickly look up a movie review and find the name of the actor or director.

Listening to understand details. This also includes listening for inferences about the speaker's attitude, intentions, and the like. Such assignments are more demanding and require more intense listening. It may be a good idea to divide the recording into segments, allowing students to consult with each other before checking the assignment with the rest of the students.

One of the most useful resources of material for this kind of activities is considered the mass media. The mass media, with its huge informational and didactic capabilities, is able to bring invaluable benefits in teaching a foreign language, especially listening to the cognitive activity of students. The mass media material promotes teaching various types of foreign language speech activities - reading, listening, speaking and writing.

Nowadays, media are a full-fledged learning tool that allows us to simulate an almost authentic language environment, since it is not only about the presentation of educational material, but also about visualizing the context of the practical use of this material. At the same time, the formation of foreign language communicative competence among students is carried out in a complex manner, with the proper level of motivation and sociocultural "immersion".

Undoubtedly, the main advantage of media resources is relevance, accessibility and authenticity. Despite the fact that modern language learners are considered to be "visuals", which for optimal assimilation of educational material requires a video sequence, audio content has not lost its position. In contrast to the writing and speaking practice of radio provides the development of passive listening comprehension skills. It's a great way to expand the vocabulary [5, 197] and improve intonation and phonetic skills. Using information borrowed from the media in the educational process is a great way to create a language environment with the maximum degree of authenticity of the material used. Television, radio shows and podcasts are useful sources of information about all areas of life in the target language such as economics, politics, culture, etc.

To sum up, benefits of using mass media resources in a foreign language are obvious, its criteria such as multifunctionality, authenticity, informativeness, enriches the educational process. The mass media materials have a huge

sociocultural and didactic potential, widely used in teaching foreign languages teaching. However, the teacher must clearly define the goals, objectives and methods of using such materials in the classroom.

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ONLINE DISTANCE LEARNING – NEW OPPORTUNITY OR “DEAD END”

Abstract. *Distance education is a formal learning activity, which occurs when students and instructors are separated by geographic distance or by time. Learning is supported by communications technology such as television, videotape, computers, e-mail, and mail. Online learning is any learning experience or environment that relies upon the Internet. There are potential benefits of Online Distance learning both for educators and learners. This article aims to identify the main advantages and disadvantages of distance education, both for students and for the educational enterprise.*

Virtual education has expanded rapidly over the past 15 years. Especially, during COVID-19 pandemic, educational institutes across the world had to close or change the means of teaching methods into online format. Moreover, teachers of all levels in education have been committed to giving their best to continue their daily work. Though they faced various challenges while conducting online lessons, they showed excellent example how education must adapt to constant social change. Currently, online distance learning is the fastest growing sector of higher education, gaining popularity both on and off campus. However, the application of distance education by universities and colleges bring issues of quality and effectiveness into

education process if it is compared to conventional educational patterns. This article will look through these challenges and opportunities below.

Educators are not in agreement how to evaluate quality and effectiveness of distance learning. Supporters of online distance learning (Allen *et al.*, 2004; Shachar & Neumann, 2003) argue that learning at a distance can be as effective or even more effective than a face-to-face pattern. It is reported that the delivery media for instructional content is unlikely to dramatically impact the learning outcomes, whereas content, teaching methods, communication, and learner support are extremely important for student satisfaction. Opponents, however, express concerns that students in online environments tend to feel more confused, isolated, and frustrated, and as a result their learning effectiveness and satisfaction can be reduced (Zaborova & Markova, 2016). Such differences in approaches prove that learning effectiveness is a complex concept with multiple dimensions and should be assessed with multiple measures. But each sides comes to mutual point, the effectiveness of any education process depends on learners attitude and intentions (*ibid*).

That is why certain quality indicators must be established to ensure high quality standards in distance tertiary education. Researchers evaluate distance learning quality with student learning outcomes (Ni, 2013), simply saying, students' performance in assessment procedures. Students' performance is impacted by the educators' ability to effectively utilize active learning techniques, integrate high-level interaction and collaboration into the instructional design, and provide high quality and timely learner support and resources. These factors, affecting students' perception of their distance learning experience, need to be understood in order to provide students with a more comprehensive educational experience and greater benefit from this pattern of education.

Traditional or face-to-face instructional environments have been criticized for encouraging passive learning, ignoring individual differences and needs of the learners, and not paying attention to problem solving, critical thinking, or other higher order thinking Traditional or face-to-face instructional environments have been criticized for encouraging passive learning, ignoring individual differences and needs of the learners, and not paying attention to problem solving, critical thinking, or other higher order thinking.

Traditional or face-to-face instructional environments (lessons) have been criticized for encouraging passive learning, ignoring individual differences and needs of the learners, and not paying attention to problem solving, critical thinking, or other higher order thinking. Online distance learning provides opportunities to look at education process from different prospective.

Online instruction is a form of distance education delivered over the Internet. Studies have shown that online instruction offers a major break-through in teaching and learning since it facilitates the exchange of information

Online instruction is a form of distance education delivered over the Internet. Studies have shown that online instruction offers a major break-through in teaching and learning since it facilitates the exchange of information and communication. Modern ICT provide enormous opportunities for effective communication. It is

asserted that in the virtual learning environment communication and interaction can be more student-centered, less intimidating, and encourage greater participation than classroom interactions (Allen *et al.*, 2004; Ni, 2013). Therefore, certain efforts are to be undertaken to utilize the ICT communication potential in virtual learning environment. Guri-Rosenblit (2009) cautions that not every interaction can affect enhanced learning. This can be achieved given the interaction is meaningful, which holds true both for on campus and off campus students. Gibbs and Simpson (2004) advocate for regular, comprehensive, and detailed feedback as the main interactive component of teaching. They conclude that only immediate and specific feedback provided by instructors enables students to gain control over their learning and monitor their own performance. Distance students, due to their backgrounds, may also feel more pressure to collaborate and be part of the team (Valentine, 2002). These collaboration and interaction issues must be thoroughly considered in the instructional design and student support services.

Continuous assessment stimulates a critical grasp of knowledge and deep processing of resources and practice in virtual learning environments. To meet students' learning expectations, instructors are supposed to utilize different forms of assessment, consistent with individual or group based distance learning approaches. However, not every form of assessment is equally productive and motivating. Gibbs and Simpson (2004) found that students often perceive assessment as the indication of their personal ability. Therefore, low grades often damage a student's ability to be effective. Yet, the authors argue that assessment must be more about learning support than measuring learning outcomes. It is suggested that under certain conditions assessment can support and promote effective student learning. To achieve this objective, assessment must be frequent and focused, involve appropriate learning activities, and seriously engage students with demanding practice. In this case, assessment is likely not only to encourage students to allocate more study hours and efforts to assessed tasks, but also orient them to in-depth rather than a surface approach to learning. What is still clear is that learning quality seems to be hardly attainable, unless effective interaction practices between students and instructors are put in place.

Online learning has the potential to tap into markets, both national and international, that cannot be easily accessed with other more traditional forms of course or program delivery. Classes increased in size when the same course was offered at a distance, and students surveyed commented that the online delivery gave them more flexibility, and many said that they would not have been able to have taken the course in an on campus version. Moreover, economic pressures make it difficult for individuals to take several years off from work to attend a university on a full time basis. Now many universities offer the opportunity for students to continue their education while at the same time continue working in their field of business.

Another benefit of the online delivery method is that the associated anonymity can result in greater participation from all students, including "shy" ones. The lack of visual cues allows the instructor to treat all students in the same manner. Learner

identity has emerged as a new strategic learning variable within online learning environments. Learner identity can be used as a deliberate learning strategy as in online role-plays or discussion forums with pseudonym postings. At other times students may use online learning as an opportunity to reconfigure their learner identity.

Several potential limitations are also found in online learning by the students and the instructors. With the development of online courses and programs comes the need to revise current policies and procedures to accommodate the online student and the online process. All this leads to a much-higher-than-anticipated amount of time spent on administrative tasks and, consequently, unanticipated costs.

Presence and expansion of online distance education are one of the characteristics of the information society by which we can estimate the level of its development. Student readiness poses great impact upon the success of an online course or program (Sulcic & Lesjak, 2002). Primarily, students must have the necessary technology available to them (suitable computer and Internet access) before they can benefit from this type of program. In this way, some costs are transferred from the institution to the learner, as the learner must now provide for his or her own learning tools. In addition, as with other forms of distance and distributed education, students must be self-directed learners. Their participation in and completion of online courses is entirely up to them. Online students have the additional burden of dealing with technical delays and difficulties that may occur.

Groups are open continuously to new membership. In addition to new members joining an established group, other online members may log on or log off at any time during a session. Such fluctuations in membership make it difficult for online groups to engage in the typical group phases of warm-up, action, and closure or to maintain the working stage of group development for extended periods. This limitation reduces the efficacy of online support groups as a sole support source for some members.

Members with an expressive or receptive learning disability or with language limitations (such as English as a second language) may be frustrated by the rapid pace and multiple dialogues, and consequently, may be frustrated by text-based communication. Furthermore, members may be challenged in communicating feelings and thoughts clearly to others based on cultural perceptions. In a text-only format with limited interpersonal feedback, communicative misunderstandings are common for all members and this could be exacerbated for the member with limited language skills (Manner, 2004). Orienting the nontraditional student, becoming aware of cultural reluctance about seeking assistance, providing personal feedback, handling issues related to language conventions, embedding important cues, clues and reminders in course materials, and offering other essential supportive methods of instructions are recommended for online programs (ibid).

As with any real-time event, time zone differences are a concern especially with synchronous classrooms. The wider the student demographics, the more complicated the problem becomes. Additionally technical problems are always potentially troublesome in the case of videoconferencing and virtual meetings.

Issues such as sound and video quality can be affected by network traffic, improper set up, and other technical parameters. Infrastructure differences among participants can also come into play, both in terms of local hardware and connection speeds. Furthermore, not everything can be easily updated. Re-engineering audio and video plug-ins can be major time consumers as well as a strain on the budget.

The issue of student retention and completion rates in distance education have been investigated and vigorously argued over for at least the last seven decades. This discussion has intensified since the introduction of e-learning and its progression from the periphery of mainstream and earlier modes of distance education and training to a more central role. Before posting marks and performance results to a forum that is accessible, it is advisable to seek permission of all students. Some people are sensitive to such practices and may view it as invasion of their privacy. If instructors rely too heavily on multiple choice/true/false/other “click the answer” responses, it may not be sufficient to judge students’ depth of knowledge and their ability to respond in length.

Conclusion

Technology is changing the face of education and online learning offers much to learn about and many interesting opportunities. These opportunities may complicate faculty life until members are adequately trained. The online learning was found to be advantageous as it provided flexibility and convenience for the learners. It is believed that e-learning is designed for purposeful and disciplined people, as there is no direct contact with the instructor, which significantly increases the demand to work independently.

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TA'LIM SIFATINI OSHIRISHDA AXBOROT VA TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH

***Annotation.** In this article examines the use of information and communication technologies in education today, its problems and solutions. There are software tools used to improve the quality of education through the use of ICT in education, their types and software used to create content for e-learning, as well as computer software for organizing e-learning.*

Mamlakatimizdagi oliy o'quv yurtlarining bosh maqsadi – hozirgi zamon talablariga javob bera oluvchi yetuk mutaxassislarni yetishtirishdan iborat. Jamiyat doimo kuchli bilim va malakaga ega bo'lgan, shuning bilan birga, ezgu ahloqiy sifatlarni o'ziga singdirgan, mamlakat rivojiga hissa qo'sha oladigan mutaxassislarga ehtiyoj sezadi. Bunday kadrlarni tayyorlashda o'liy o'quv yurtining, xususan, unda ish yuritayotgan kafedraning mas'u'iyati katta. Oliy o'quv yurtlarida yetishtirilayotgan mutaxassisning salohiyati, uning bilimli va yetuk malakaga ega bo'lishi, qolaversa, sohaning rivoji kafedrada o'quv, ma'naviy-tarbiyaviy, ilmiy ishlarning va axborot kommunikatsion texnologiyalarni (AKT) nechog'lik yo'lga qo'yilganligi bilan bog'liq.

Oliy ta'lim tizimida o'quv sifatini ta'minlash va uning samaradorligini oshirishda axborot texnologiyalaridan foydalanish, oliy o'quv yurtlarida uni keng joriy etishning ahamiyati juda katta. Ta'kidlash joizki, hozirgi sharoitda o'liy ta'lim tizimining rivojlanib borayotganligi, oliy o'quv yurtlari o'rtasidagi integratsiyaning mavjudligi ham axborot texnologiyalari tufaylidir. Yangi texnologiyalar kun sayin rivojlanib, axborotlashtirish jarayoni tez sur'atlar bilan o'sib borayotgan hozirgi davrda ta'lim sohasida axborot resurslarini tashkil etish va ta'lim tizimida foydalanishga mamlakatimizda katta e'tibor qaratilmoqda. Bugungi kunda global

iqtisodiyotda kompyuter va telekommunikatsiya texnologiyalari, dasturiy ta'minot mahsulotlarini ishlab chiqarish va ular asosida keng turdagi interfaol xizmatlar ko'rsatishni o'z ichiga olgan axborot-kommunikatsiya texnologiyalari sohasining roli va ahamiyati, ta'lim sohasida axborotlashtirishning milliy tizimini shakllantirish, zamonaviy axborot texnologiyalarini joriy etish va undan keng foydalanish uchun keng imkoniyatlar yaratmoqda.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning "Toshkent faoliyatini yanada takomillashtirish chora-tadbirlari to'g'risida" [1] gi qarorida oliy ta'lim universitetining texnologiyalari muassasalari talabalari o'rtasida axborot-kommunikatsiya texnologiyalari, dasturiy mahsulotlarni yaratish borasida tanlov va olimpiadalar o'tkazish, matematik modellashtirish, algoritmlash, kriptologiya, kompyuter va dasturiy injiniring, telekommunikatsiya va television texnologiyalari, axborot xavfsizligi yo'nalishlarida zamonaviy o'quv adabiyotlarini tayyorlash, ularning multimediali avlodlarini yaratish hamda talabalar, olimlar va pedagoglarning ushbu o'quv adabiyotlaridan erkin foydalanishlari uchun ularni elektron resurslarga joylashtirish masalalariga alohida e'tibor qaratiladi. Ta'lim tizimiga elektron tizimni (ET) joriy etish, birinchi navbatda, jamiyatning intellectual salohiyatiga, jumladan, ta'lim sohasining axborotlashuviga, axborot ta'lim resurslarini ishlab chiqishga bog'liq. Dunyoning rivojlangan mamlakatlarida ta'limni axborotlashtirish, ET joriy etishga alohida e'tibor qaratilmoqda. ET shu jumladan, rivojlantirish, unung samaradorligini oshirish yo'llari izlanmoqda, ta'limda yangi AKTni joriy etish ta'lim sohasidagi islohotlarning diqqat markazidan o'rin olgan. Bugungi kunda, ET tizimini joriy etish O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining "O'quv jarayoniga AKTni joriy etish" boshqarmasi va "Ta'lim muassasalarida elektron ta'limni joriy etish" markazlari rahbarligida oliy ta'lim muassasasida o'qitiladigan asosiy fanlarning mazmuni hamda axborot ta'minotini zamonaviy talablar daejasiga yetkazish bo'yicha jadal ishlar olib borilmoqda.

Ta'limda fan va ishlab chiqarish bilan integratsiyasining asosli mexanizmlarini ishlab chiqish, uni amaliyotga joriy etish, o'qishni, mustaqil masofacy ta'lim tizimi bilim olishni individuallashtirish, texnologiyasini ishlab chiqish va o'zlashtirish, yangi pedagogic hamda axborot texnologiyalari asosida ETdan foydalangan holda talabalar o'qishini jadallashtirish [2] ana shunday dolzarb vazifalar sirasiga kiradi. O'quv jarayonini ET asosida tashkil etish, shu jumladan, o'quv materiallarini bayon etishni takomillashtirish tamoyillariga ma'lum o'zgartirishlar kiritish kerak bo'ladi. Bunda ta'lim jarayoniga zamonaviy axborot texnologiyalarini joriy etish va ulardan foydalanish maqsadga erishishdagi eng samarali yo'ldir [3]. Ta'lim tizimiga elektron axborot ta'lim texnologiyalarini tadbiiq etish, ta'lim muassasalarining moddiy texnik bazasini tanqidiy baholash va takomillashtirishdagi asosiy vazifalar quyidagilardan iborat:

- ETni o'quv jarayoniga tadbiiq etish uchun lozim moddiy-texnika bazasini yaratish;
- o'quv jarayoni uchun ET mo'ljallangan ta'lim texnologiyalarini yaratish va qo'llash;

- talabalarni zamonaviy ET texnologiyalari sohasida bilim va ko'nikmalarini shakllantirish;

- ETni joriy etish orqali ta'lim-tarbiya va o'qitish jarayonining samaradorligini oshirish. Elektron axborot resurslari ta'limga oid axborotlarni yig'ish, saqlash, uzatish, Ichki kontentni boshqaruv tizimlari CMS (Content Management Systems).

Axborotlashtirish sohasidagi davlat siyosati [6], axborot resurslari, axborot texnologiyalari va axborot tizimlarini rivojlanish va takomillashuvining zamonaviy jahon tamoyillarini hisobga olgan holda milliy axborot tizimlarini yaratishga qaratilgan. Dars jarayonini boshqarish va nazorat qilish dasturiy ta'minot yo'qligi sababli dars jarayoni, sinf kompyuterlari va talabalarni boshqa turdagi hisoblash qurilmalarini to'laqonli nazorat qilish muammo bo'lib qolmoqda. Bu turdagi dasturiy vositalarning yo'qligi dars jarayonida foydalanilayotgan kompyuterlar, gadjetlar va boshqa turdagi mobil qurilmalar dars jarayonini olib borishga halaqit qilishi mumkin. Ushbu muammolarni yechish uchun oily o'quv yurtlarida, kafedralarda maxsus dasturlar yaratilishi va amaliyotga tadbiiq etilishi lozim. Ushbu dasturda ta'lim sifatini oshirishda muhim ahamiyat kasb etadi.

Zamonaviy telekommunikatsiya vositalari imkoniyatlari juda keng tizim bo'lib, unga ma'lum bo'lgan kompyuter, multimedia vositalari, kompyuter tarmoqlari, internet kabi tushunchalardan tashqari, qator yangi tushunchalar ham kiradi. Bularga axborot tizimlari, axborot tizimlarini boshqarish, axborotlarni uzatish tizimlari, ma'lumotlar ombori, ma'lumotlar omborini boshqarish tizimi, bilimlar ombori kabilar misol bo'lishi mumkin. "XXI asr axborotlashtirish asri" da ta'lim sohasiga elektron ta'limni joriy etish, har bir ta'lim muassasida :

- o'qitish va o'qish jarayonining;
- ta'lim muassasasi boshqarilishining;
- ta'lim muassasasi faoliyati muhitining axborotlashtirilishini talab qiladi. Ta'lim muassasasida ET muhitini tashkil etish bosqichlari psixologik axborot muhitini yaratishdan boshlanadi [4].

Ta'limning fan va ishlab chiqarish bilan integratsiyasi asosli mexanizmlarini ishlab chiqish, uni amaliyotga joriy etish, o'qishni, mustaqil bilim olishni individuallashtirish, masofaviy ta'lim [5] (MT) tizimi texnologiyasi va vositalarini ishlab chiqish va o'zlashtirish, yangi pedagogik hamda axborot texnologiyalari asosida ETdan foydalangan holda talabalar o'qishini jadallashtirish ana shunday muhim vazifalar sirasiga kiradi.

Dasturda oily ta'lim bo'yicha barcha ilmiy ishlar bazasidan istalgan professor-o'qituvchi elektron shaklda foydalanishi va ilmiy yangiliklardan xabardor bo'la oladi.

Xulosa qilib aytganda, ta'lim jarayonida axborot-kommunikatsiya texnologiyalarni qo'llash, birinchi navbatda, mavjud o'quv va boshqarish texnologiyasini takomillashtirishga olib keladi. AKTdan ta'lim jarayonida foydalanish – ta'lim berishda optimal va qulay shart-sharoit yaratadi, lekin u tegishlicha uslubiy asoslangan va aniq maqsadlarga yo'naltirilgan bo'lishi kerak.

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ИСПОЛЬЗОВАНИЕ КРЕАТИВНЫХ МЕТОДОВ НА УРОКАХ ФРАНЦУЗСКОГО ЯЗЫКУ.

Ключевые слова: обучение иностранному языку, преимущества для обучения, профессиональные дискуссии, коммуникативные навыки.

Неотъемлемой частью процесса обучения иностранному языку является аудирование, применяемое уже на начальном этапе в виде заданий для фонетической зарядки, простых стихов, позже – в виде профессиональных аудиозаписей диалогов, текстов, упражнений. Особое место среди аудиоматериалов занимают песни. Они приносят в класс атмосферу праздника, учащиеся любого возраста с удовольствием открывают язык и культуру страны через песни. В песне можно выделить различные аспекты и компоненты: Применительно к процессу обучения иностранному языку правильнее говорить не просто о песнях, а о песенных материалах. Термин «песенные материалы» более корректен при использовании песни в качестве учебного материала для овладения различными аспектами языка и видами речевой деятельности.

Песни в качестве учебного материала при обучении иностранному языку реализуют обучающую, образовательную и развивающую функции.

- Песни имеют обучающую функцию, поскольку они являются средством более прочного усвоения лексического материала и расширения потенциального словаря учащихся. Они способствуют совершенствованию навыков иноязычного произношения, в них лучше усваиваются и активизируются грамматические конструкции.

- В песнях часто встречаются имена собственные и реалии стран изучаемого языка, что способствует реализации образовательной функции в процессе обучения и формированию социокультурной компетенции обучаемых.

- Песни выполняют развивающую функцию, так как способствуют эстетическому воспитанию учащихся, раскрытию их творческих способностей и развитию у них музыкального слуха. Использование песенных материалов на уроке иностранного языка имеет целый ряд методических преимуществ.

1. Песенные материалы разнообразны не только по содержанию, но и с точки зрения содержащейся в них лингвистической информации. Песни представляют все речевые жанры (рассказ, описание, рассуждение), они содержат прямую и косвенную речь, они демонстрируют образцы разных функциональных стилей речи от разговорного до возвышенного.

2. Один и тот же песенный материал может применяться для достижения различных целей обучения в зависимости от выполняемых на его основе заданий, то есть песни обладают свойством комплексного многоцелевого использования.

3. В отличие от других аудиоматериалов, предполагающих максимум трехкратное прослушивание, песни, как правило, впоследствии разучиваются обучаемыми наизусть.

4. В качестве опоры при обучении могут использоваться различные компоненты песенных материалов (музыка, тексты, легенды). В процессе обучения песенные материалы могут использоваться на всех этапах последовательного овладения различными видами речевой деятельности: рецепция – репродукция – продукция. Соответственно можно выделить следующие виды упражнений: рецептивные, реконструктивные, репродуктивные и продуктивные (творческие). Вот несколько примеров таких заданий.

- Рецептивные упражнения: поиск определенных лексических единиц при прослушивании песни или распознавание конкретных грамматических форм и конструкций в потоке речи.

- Реконструктивные упражнения: восстановление текста песни (вписывание пропущенных слов, заполнение пропусков глагольными формами, запись имен собственных, географических названий ...).

- Репродуктивные упражнения: изложение содержания или запись текста песни (отдельных слов, фраз, целого текста) по памяти.

• Творческие упражнения: написание сочинения на основе одной из фраз (по мотивам музыки, на базе «легенды»), составление диалогов либо инсценировка, написание статьи или рассказа о песни. Творческое использование аутентичных песенных материалов способствует успешному обучению фонетике, лексике, грамматике, аудированию, говорению и письменной речи. Благодаря использованию аутентичных песенных материалов, произвольно или целенаправленно, но достаточно быстро и эмоционально происходит знакомство учащихся с элементами социальной и общей культуры Франции, а также с социокультурными и лингвострановедческими особенностями странфранкофонов.

Используя аутентичные песенные материалы в процессе обучения иностранным языкам необходимо помнить, что их нужно выбирать в соответствии с возрастом обучаемых, этапом обучения, тематикой других учебных материалов и сопровождать учебными заданиями. Следует учитывать также то, что песни – незаменимое средство для создания благоприятного психологического климата и эмоциональной атмосферы на уроке, для снятия напряжения и восстановления работоспособности обучаемых.

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THE APPLICATION OF INNOVATIVE METHODS IN LANGUAGE AND THE ROLE OF COMPUTER TECHNOLOGIES

Currently the english language is gaining popularity all over the world. English language regarded as language of international communication, international, universal, global and lingua franca for an increasingly widening circle of representatives of different countries . English language is sometimes called the new Latin language of academia, however, it should be noted that the influence of the english language is much broader and deeper, because Latin was a “caste language of the educated minority” , while the english language embraces different layers of society and is found in practically all spheres of human activity. Strengthening the position of English language on the world stage, with the rapid development of international contacts in the second half of XX and early XXI

centuries, has set the scientific community the question of the spread of English language and its role in intercultural and interethnic communication, so that there are various theories regarding the status of English language, its role and functioning in the modern world

In today's ever-changing world the term of "innovations" has been of rather broad use in the very diverse spheres of human action, and education - an integral part of life of contemporary society - is not an exception. Every individual has a different interpretation of applying innovations in educational procedure, but, mostly, this term is supposed to be associated with information technology: computers, laptops, tablets and other digital devices widely available in schools, in people's homes and in their pockets. Indeed, present-day students do not know a world without the computer, particularly, if it is related to the study process. This can be easily proved via observing how modern language classes are led and lessons are delivered to students learning foreign languages. It is becoming more obvious that language instructors are likely to be required not only proficient coaching skills, but also knowledge of working with digital tools so as to understand the place of technology in supporting learning. Students, nowadays, have a greater tendency to be more visual learners in comparison with previous generation since their world is rich in visual stimuli. A learner's comprehension of a certain lesson is better when he or she is presented a diagram or video by a teacher, and more important is that the addition of interactivity into the equation becomes by far the most interesting method for learners, as they simply enjoy visualizing and interacting and hence acquire the lesson better. The cost-effectiveness and wide availability of new technology have become a reason for teaching to undergo a huge change the implications of which are on the verge of being clear. A short list of some key technology in education is to include:

Interactive whiteboards (IWBs); The Internet; Research tools: search engines, corpora, etc.; Powerpoint and other presentation software; Tablet computers and netbooks; iPods, music and podcast players; Shared learning and social media: wikis, blogs, Twitter, Facebook; Virtual Learning Environments (VLEs) eg. Moodle Virtual worlds.

Today does not seem to be possible to build a successful career without knowledge of the English language. It actualizes the formation of creative qualities of a future teacher of English language. Knowledge of English language is in modern society an essential part of personal and professional life. Language is seen as a tool that allows a person to better navigate the world. In the process of learning English for future professionals need in varying degrees to form communicative competence. A person with communicative competence allows it to interact with other people in the household, educational, industrial and other spheres of life, using various symbolic systems, including language, which occupies a dominant position. English language among young people of Uzbekistan is a popular language. The young generation aspires to learn, primarily, English language as a foreign language. English language is perceived as language developed in western countries. Western style of life, culture is demonstrated through media such as TV

programs, popular music, movies, and are one of the factors of increasing interest to the English language. Social network communication via the Internet with people from other countries also facilitates the use of the English language. Young people tend to identify themselves with the West. English is also economically advantageous language. In order to get a high-paying prestigious job in many cases requires knowledge of the English language. Insufficient of theoretical elaboration of questions of methodology of teaching English language for professional activity is reflected in the practice of teaching. In particular, the existing textbooks and books in English language for future teachers is made without regard to the specific professionally-oriented activities, without regard to the specific professional terms, include material not relevant to the topic and purpose of the lessons and proposed exercises and assignments did not constitute an integrated system aimed at the formation of communicative competence necessary for future teachers.

Successful learning is only possible if the teacher fails to arouse the interest to the subject and systematically support it. In this connection there is the task of a comprehensive and careful study of ways of obtaining information. As currently active is the transition to the information society, informatization of education is considered as a necessary condition for the development of the personality at the present stage. It is important that in the lessons English language learners felt the beauty of a foreign language. This may be achieved by the use of different active forms and methods of work. Note that difficult at first glance, tasks attracted students with its novelty, uniqueness, originality. In the process of education and upbringing of the modern generation one of the main aspects in addition to emotional development is the increase of the intellectual potential of students. Currently, English classes students are given a very large amount of information, influencing the process of training. The researchers raise the question: to use or not to use a computer in lessons? Clearly, the computer reveals to student and teacher to see new opportunities, find new ideas and solve complex problems.

It is worth pointing out that the place of the Internet denoting a generic name for the global network, and the World Wide Web is truly significant as innovations in the current educational procedure introducing alterations to the maintenance of lessons, especially language classes, organized within the frames of traditional learning classrooms. Apart from what is known as 'distance learning', 'e-learning', 'online courses', current technology provides only a hint of what is yet to come. In terms of education and tutoring, it can be defined as teaching in virtual worlds, Virtual classroom; Virtual field trip; Virtual simulations; Virtual task-based learning. According to Jim Scrivener, the above mentioned options imply the following: virtual classroom involves renting by a teacher virtual land and buying ready-made buildings and furniture where thousands of free items are available too. This is to be used as the meeting place for discussions and lessons, and this virtual classroom does not have to recreate the look of a real-world one. There could be rocks and deck chairs on the banks of tropical lake instead of traditional board, desks and chairs. Virtual-field trip is connected with an interesting location to visit before the lesson, and the preparation of questions requiring explorations, observation and

communication. The answers are supposed to be compared and discussed between a teacher and students, students themselves afterwards in the classroom area. When virtual worlds lend themselves to simulations, it is defined by J. Scrivener as virtual simulations which he finds especially useful for ESP (English for specific purposes) students where there is a chance for the educator to set up all the situations and challenges that are so hard to do in real life. The option that is a game-like challenge and can be hugely involving is virtual-task based learning - creating a certain location and setting students a specific task that requires them to talk together, research, search out resources, come to agreement and create the outcome.

Also, it is essential to take into consideration that the concept of 'innovative methods in the process of language tutoring and learning' is not associated solely with the use of mobile technology and electronic devices. It can be more widely interpreted as working out novel teaching approaches of more effective language lessons delivery and applying different methodology. To exemplify, there are presented some tools, techniques and activities that can be utilized while a second language acquisition and training: Flashcards; Picture stories; Story telling; Songs and music (gapped text, song jumble, song alone); Fillers (revision dictation, Yes and No questions); Lexical games (word seeds, word dominos, word thieves, word jumbles, crosswords, chain dictation); Dictation (keywords dictation, collocation dictation); Sound-effects recordings (story building, verb hunting); Poetry (reading poems, writing poems); Drama (role play, simulation, drama games, guided improvisation) Projects. Observing the efficiency of those methods most of which are novel to language instructors, we can outline that the possibilities of traditional classroom teaching, lectures, conferences, one-to-one lessons, interactive games should not be dismissed, since virtual worlds are so new that there is little agreement yet on what type of methodology is the most appropriate for language teachers and learners. The implementation of an efficient language lesson delivery remains requiring a teacher to align traditional methods productively with those of the contemporary world.

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**ИСПОЛЬЗОВАНИЕ ДЕЛОВЫХ ИГР КАК СРЕДСТВО
ПРОФЕССИОНАЛИЗАЦИИ ОБУЧЕНИЯ СТУДЕНТОВ-
ЭКОНОМИСТОВ**

Аннотация. В данной статье рассматриваются необходимость использования деловых игр при изучении иностранных языков, который стимулирует овладения студентами-экономистами иностранным языком для профессионального общения в сфере международного бизнеса, торговли и внешнеэкономической деятельности.

Ключевые слова: обучение, деловая учебная игра, коммуникативная и профессиональная компетенции.

Глобализационные процессы в современном деловом мире стимулируют необходимость овладения студентами-экономистами английским языком для профессионального общения в сфере международного бизнеса, торговли и внешнеэкономической деятельности.

Поскольку будущие специалисты будут общаться со своими партнерами по телефону, будут задействованы в дискуссиях и переговорах, участвовать в деловых встречах и презентациях, то для моделирования таких ситуаций необходимо проводить деловые игры во время обучения. Это позволит в учебных условиях развить у студентов инструментальную мотивацию к овладению умениями иноязычной профессионально ориентированной коммуникации средствами иностранного языка. Максимальное приближение обучения к реальным производственным и деловым ситуациям в процессе игры также будет способствовать выработке у студентов адекватного ситуации коммуникативного поведения и правильного выбора языковых и речевых средств выражения мысли на иностранном языке. Поэтому вопросы подготовки и проведения деловых игр являются актуальными для методики обучения профессионально ориентированного иностранного языка.

Проблемы игровой организации учебного процесса изучали M. Ellis, C. Johnson, K. Jones, G.P. Ladousse, W. Rivers и др. По мнению многих исследователей, деловые игры расширяют диапазон тем для общения, придают процессу иноязычной коммуникации большего динамизма и экспрессивности.

Деловая игра моделирует будущую профессиональную деятельность студентов, учит их, как действовать в тех или других реальных ситуациях. В контексте обучения студентов иностранному языку деловая игра развивает умения иноязычного общения, формируя таким образом не только профессиональную компетенцию, но и коммуникативную. В деловых играх, за А.А. Вербицким, воссоздаётся предметное и социальное содержание будущей профессиональной деятельности студентов, формируется система отношений, характерная для специалистов соответствующей отрасли. Исходя из этого, можем заключить, что в рамках учебного процесса с помощью деловых игр студенты наполняют иноязычное общение предметным содержанием, интегрируют свои профессиональные навыки с иноязычными речевыми навыками, овладевают умениями строить социальные взаимоотношения, учатся преодолевать конфликтные ситуации и адекватно реагировать на меняющуюся обстановку.

Исследователи выделяют несколько этапов организации и проведения деловой игры. Мы считаем, что реализация игры проходит в три этапа: подготовительный, собственно игра, заключительный. Целью подготовительного этапа, который ещё называют информационно-мотивационный, объяснительный этап, является определение условий совершения речевых и процессуальных действий, выработка оптимальных способов общения и употребления в речи

учебного материала, согласование форм взаимодействия и взаимоотношений коммуникантов, то есть участников игры. На подготовительном этапе важным видом работы является ознакомление студентов с теоретическим материалом темы, поиск дополнительной информации или статистических данных, утверждение общих для всех правил поведения. Например, для организации деловой игры при изучении темы «Общее собрание акционеров компании» студенты должны знать, какие типы собраний проводятся в компании и чем характерно ежегодное собрание акционеров, какие права и обязанности как участников, так и председательствующего на собрании; важно также выяснить так называемые организационные вопросы (аренда помещения, проверка технических средств), усвоить правила написания протокола или даже объявления о собрании. На подготовительном этапе проходит обсуждение всех этих вопросов, вырабатывается линия поведения в зависимости от ситуации, происходит отбор участников и распределяются роли, рассматриваются варианты решения проблем. В процессе такой деятельности имеет место не только усвоение студентами определённых профессиональных аспектов своей будущей работы, но и автоматизация иноязычных речевых навыков говорения, что становится практической целью обучения иностранного языка с помощью деловой игры. Целью основного этапа – собственно игры – является решение определённого вопроса, связанного с будущей профессиональной деятельностью студентов, достижение положительного результата. На этом этапе участники игры реализуют свои речевые намерения согласно заранее определённым ролям, творчески раскрывают свои профессиональные и коммуникативные способности, формируют свои социальные взаимоотношения в заданных условиях игры. Собственно игра позволяет студентам на фоне решения типичной деловой проблемы актуализировать в памяти и автоматизировать в говорении активную терминологическую лексику, закрепить речевые образцы и модели деловой коммуникации, овладеть умениями аргументирования, убеждения, логического умозаключения, отстаивания своей точки зрения. В процессе игры участники преодолевают психологические барьеры, такие как неуверенность в себе, боязнь сделать ошибку, что в конечном итоге положительно сказывается на уровне сформированности у них иноязычной коммуникативной компетенции.

Целью заключительного этапа деловой игры является контроль, анализ и обобщение достигнутых результатов. На этом этапе оценивается личный вклад каждого участника игры, анализируется его роль, объясняются причины возможных неудач или трудностей, с которыми столкнулись студенты в процессе игры. Это позволяет студентам осмыслить ход и результаты своей деятельности, предупредить возможные типичные ошибки в последующем. Во время обсуждения проведённой игры студенты рассматривают противоречия и ищут оптимальные варианты их преодоления, акцентируют свое внимание на качестве как

профессионального исполнения ролей, так и на правильности языкового оформления своих высказываний. Для обобщения достигнутых результатов игры студенты пишут, например, письменный отчет о проделанной работе или заметку в газету, где вносят свои предложения, делают критические замечания.

Таким образом, в деловых играх посредством моделирования и разыгрывания деловой активности в учебных условиях формируется иноязычная коммуникативная и профессиональная компетенции студентов, что обеспечивает студентам высокую квалификацию и повышает их конкурентоспособность на рынке труда в современных условиях. Деловые игры имеют большой развивающий потенциал, мотивируют студентов к порождению собственных иноязычных высказываний на деловые темы в ситуациях, приближённых к реальным, поэтому такой вид учебной деятельности является эффективным средством профессионализации обучения иностранного языка студентов-экономистов.

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INTERCULTURAL COMMUNICATION AND LEARNING FOREIGN LANGUAGES

Annotation. *This article is devoted to linguistic and regional problems. The problems of this discipline, in our opinion, are interesting in the process of teaching and learning foreign languages. The article proposes a research approach to the study of linguistic and regional studies as an educational linguistic discipline aimed at summarizing and systematizing the data of native speakers about the history, culture, nature and social organization of their country.*

The close relationship and interdependence of teaching foreign languages and intercultural communication are so obvious that they hardly need lengthy explanations.

Each foreign language lesson is a crossroads of cultures, it is the practice of intercultural communication, because each foreign word reflects a foreign world and

a foreign culture: behind each word there is an idea of the world conditioned by national consciousness.

New times, new conditions required an immediate and radical revision of both the general methodology and the specific methods and techniques of teaching foreign languages. An unprecedented demand demanded an unprecedented supply. Unexpectedly for themselves, teachers of foreign languages found themselves in the center of public attention: impatient legions of specialists in various fields of science, culture, business, technology and all other areas of human activity demanded immediate teaching of foreign languages as a tool of production. They are not interested in either the theory or the history of the language - foreign languages, primarily English, are required by them exclusively functionally, for use in various spheres of society as a means of real communication with people from other countries.

The main principles of the non-philological direction can be formulated as follows:

1) to study languages functionally, in terms of their use in various spheres of society: in science, technology, economics, culture, etc.;

2) to summarize the vast practical and theoretical experience of teaching foreign languages to specialists;

3) scientifically substantiate and develop methods of teaching language as a means of communication between professionals, as a tool of production in combination with culture, economics, law, applied mathematics, various branches of science - with those areas that require the use of foreign languages

4) study languages in a synchronous way, against a broad background of the social, cultural, political life of the peoples who speak these languages, that is, in close connection with the world of the language being studied;

5) to develop a model for training teachers of foreign languages, specialists in international and intercultural communication, specialists in public relations.

Thus, the motives for learning the language have completely changed, in connection with which it was necessary to radically restructure the teaching of foreign languages, introduce the specialty "linguistics and intercultural communication" and begin training teachers of a new type.

The main task of teaching foreign languages at the present time is teaching the language as a real and full-fledged means of communication. The solution of this applied, practical problem is possible only on a fundamental theoretical basis. To create such a base, it is necessary: 1) to apply the results of theoretical works on philology to the practice of teaching foreign languages,

2) theoretically comprehend and generalize the vast practical experience of teachers of foreign languages.

The traditional teaching of foreign languages in our country was reduced to reading texts. At the same time, at the level of higher education, philologists were trained on the basis of reading fiction; non-philologists read ("thousands of words") special texts according to their future profession, and the luxury of everyday communication, if there was enough time and enthusiasm for both teachers and

students, was represented by so-called everyday topics: in a hotel, in a restaurant, at the post office and etc.

The study of these famous topics in conditions of complete isolation and the absolute impossibility of real acquaintance with the world of the language being studied and the practical use of the knowledge gained was a matter - at best romantic, at worst - useless and even harmful, annoying (the topic "in a restaurant" in conditions of food shortages, the topics "at the bank", "how to rent a car", "travel agency" and the like, which have always been the main content of foreign courses of English as a foreign language and domestic, written according to Western models).

Thus, almost exclusively one function of the language was realized - the function of communication, the informative function, and then in a very narrow form, since out of the four language skills (reading, writing, speaking, listening comprehension), only one developed, passive, focused on " recognition, reading.

Teaching foreign languages on the basis of only written texts reduced the communicative capabilities of the language to a passive ability to understand texts created by someone, but not to create, not to generate speech, and without this real communication is impossible.

At present, this is precisely why at the higher school level we understand teaching a foreign language as a means of communication between specialists from different countries not as a purely applied and highly specialized task of teaching physicists the language of physical texts, geologists — geological, etc. A university specialist is a widely educated person, with fundamental training. Accordingly, a foreign language of a specialist of this kind is both an instrument of production, and a part of culture, and a means of humanizing education. All this assumes a fundamental and versatile training in the language.

The level of knowledge of a foreign language by a student is determined not only by direct contact with his teacher. In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, establish a connection between the teaching of foreign languages and life, and actively use foreign languages in living, natural situations. These can be scientific discussions in the language with the involvement of foreign experts and without it, summarizing and discussing foreign scientific literature, reading individual courses in foreign languages, participation of students in international conferences, work as a translator, which is precisely in communication, contact, ability to understand and convey information. It is necessary to develop extra-curricular forms of communication: clubs, circles, open lectures in foreign languages, scientific societies of interest, where students of various specialties can gather.

So, highly specialized communication through written texts by no means exhausts the knowledge of the language as a means of communication, a means of communication. The maximum development of communication skills is the main, promising, but very difficult task facing foreign language teachers. To solve it, it is necessary to master both new teaching methods aimed at developing all four types

of language proficiency, and fundamentally new teaching materials that can be used to teach people to communicate effectively. At the same time, of course, it would be wrong to rush from one extreme to another and abandon all the old methods: from them it is necessary to carefully select all the best, useful, and tested by teaching practice.

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PROBLEMS OF DIALOGUE AND DIALOGIC SPEECH IN THE ASPECT OF LINGUISTIC PRAGMATICS.

C. Morris established the differences between syntactics, semantics and pragmatics. Syntactics explores formal connections between linguistic signs, semantics establishes a correspondence between the state of things in the world and their verbal description, while pragmatics deals with the use of language to influence communicants in the process of their communication, i.e. communicative activity [Morris, 1983: 42]. Or, in other words, if syntax explains how a statement is arranged, how a person speaks (in terms of external forms of language), and semantics shows what he says, then pragmatics seeks to reveal under what conditions and for what purpose a person speaks in this case [Gak , 1982: 11].

The emergence and development of pragmatics is associated with the study of speech activity, with the analysis of the mechanisms of speech, with the social aspects of speech acts, [on this see: Montague, 1968; Stalnaker R.C., 1972; Cooper, 1974; Fillmore, 1974; Fraser, 1977; Griffin, 1977; Smith and Wilson, 1979; Levinson, 1983, etc.] Special attention, according to Z.Ya.Turaeva deserve pragmatic factors of a wide range, for example, such as: the social and individual psychological characteristics of the participants in the act of communication, the presupposition of the general fund of knowledge about the world, etc. [Turaeva, 1986: 126].

M.A. Krongauz understands pragmatics as a cognitive, social and cultural study of language and communication [Krongauz, 2001: 349]. A distinctive feature

of pragmatics as one of the categories of semiotics is that at the center of it is the personality of the speaker himself. Therefore, pragmatics is extremely sensitive to any changes that occur with this personal sphere of the speaker, it is formed by the subjective principle that each speaker brings to the communication process. To designate the personal sphere of a participant in communication in linguistic pragmatics, the terms “negative” (individual) person and “positive” (public) person are used, i.e. the desire of an individual to be part of a social group, to follow the norms and rules established in it, to receive approval and support from other members of this group [Yule, 1996].

One of the interesting modern concepts of pragmatics was developed by Yu.S. Stepanov. He defines it as a discipline whose subject is the text in its dynamics - a discourse correlated with the main subject, with the "Ego" of the entire text, with the person creating the text [Stepanov, 1981]. Linguists talk about a special functional-pragmatic paradigm, in which the problem of language learning in action is brought to the fore, and the text in dynamics (generation and understanding) becomes the main unit of research [Baranov, 1993: 3].

Semantics, paradigmatics, syntactics and pragmatics form an inseparable unity, and the common property of the language - its subjectivity - is recognized as a link. The center of the subjectivity of language is the category of the subject, considered as the central category of modern pragmatics.

The pragmatic component neutralizes impersonal language structures in communication and allows the speaker to appeal to those structures that are most appropriate for a given communicative environment.

Semantics manifests the relationship of signs to what they mean, pragmatics - the relationship of the addresser to the signs that semantize what was said. Since the relationship of signs to the designated is also determined by the experience, knowledge, and representation of those speaking about reality, i.e., it is an “emanation” of the human spirit [Humboldt, 2000: 49], it became possible to study the semantic potential through the prism of pragmatics. The semantics of language units is established as a result of identifying the pragmatic range of these units in real speech use, within a variety of speech contexts. The introduction of human characteristics to the semantic level allows us to talk about the pragmatic aspect of linguistic semantics. Linguistic meanings are pragmatic through and through: with a person, with a speech situation, not some especially highlighted expressive elements are associated in the language, but the meaning of a huge number of words and grammars. Linked to pragmatics and reference. All meanings are subjective, anthropocentric and ethnocentric [Paducheva, 1997: 5 - 6].

The pragmatic orientation of the semantics of language units is especially clearly manifested in the conditions of their functioning in a phatic dialogue. Phatic dialogic speech is characterized by the absence of informatively important information for communicating and serves to establish social contact of the latter. This fact determines the special pragmatic load of the replicas of the phatic dialogue and the desire of the communicants to be as polite as possible. I.T. Piirainen distinguishes between a “negative form of politeness”, which is aimed at courtesy

and unloading of a dialogue partner, and a “positive form of politeness”, manifested in the expression of sympathy, attention and curiosity towards the interlocutor [Piiirainen, 1996: 101].

The situation of phatic communication, leaving aside everything that is of vital interest to those who communicate, serves certain socio-psychological goals. Depending on the situation of communication, the following functional varieties of the communicative goal of phatic dialogue can be distinguished:

- *the desire for verbal communication as a manifestation of human socialization;*

- *psychological impact on the emotional state of the recipient [Lznabaeva, 1985: 85].*

The choice of the topic of the phatic dialogue depends on the purpose of the phatic speech. The desire for socially oriented communication determines the greatest variation in the topics of dialogic interaction of this kind. Obviously, the topic of the dialogue must be acceptable to both participants. In the UK, for example, at present, the range of topics of phatic communication includes the weather, sports, transport punctuality, gardening, wildlife [Drazdauskene, 1970: 8; Aznabaeva, 1985: 87; Emelyanova, 2001: 71], these themes are mainly characteristic of phatic dialogue in other countries as well.

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ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ С ПРИМЕНЕНИЕМ ИНФОРМАЦИОННО-КОММУНИКАТИВНЫХ ТЕХНОЛОГИЙ

В буквальном переводе мультимедиа означает: "многие среды". Владение методикой использования мультимедиа даст возможность: – усилить мотивацию обучения; – усовершенствовать систему управления обучением на разных этапах урока; – повысить уровень подготовки обучающихся , причем в различных областях знаний; – показать возможности использования вне учебной деятельности; – улучшить качество обучения.

Компьютерные обучающие игры – компьютерные программные средства, которые применяются в процессе обучения иностранному языку и имеют как обучающий, так и развлекательный характер одновременно. Данные игры направлены на моделирование и проигрывание ситуаций общения для формирования коммуникативной и социокультурной компетенции. Игры могут быть тренирующими, обучающими, развивающими, комбинированными. *Мультимедиа* – это взаимодействие визуальных и аудио эффектов под управлением интерактивного программного обеспечения

В англоязычной литературе выделяются пять видов учебных Интернет – ресурсов: hotlist, treasure hunt, subject sampler, multimedia scrapbook, webquest.

Хотлист от английского «hotlist» «список по теме» представляет собой список Интернет сайтов (с текстовыми материалами) по изученной теме. Хотлист не требует времени на поиск необходимой информации. Всё, что нужно, - это лишь ввести ключевое слово в поисковую систему Интернета и вы получите нужный хотлист.

Мультимедиа скрепбук – «мультимедийный черновик» представляет собой своеобразную коллекцию мультимедийных ресурсов. Там содержатся ссылки не только на текстовые сайты, но и на фотографии, аудиофайлы и видеоклипы, графическую информацию и очень популярные сегодня анимационные виртуальные туры.

Трежа хант – «охота за сокровищами» содержит ссылки на различные сайты по изучаемой теме. Каждая из ссылок содержит вопросы по содержанию сайта.

Сабджек сэмпл – содержит ссылки на текстовые и мультимедийные материалы сети Интернет и направлен на обсуждение социально – заострённых и дискуссионных тем.

Вебквест – «Интернет – проект» - это сценарий организации проектной деятельности учащихся по любой теме с использованием ресурсов сети Интернет. Он включает в себя все компоненты четырёх указанных выше материалов и предполагает проведение проекта с участием всех учащихся.

Кроме того, средства ИКТ можно классифицировать по области их методического назначения:

1. Обучающие – формирование знаний, умений, навыков учебной или практической деятельности;
2. Тренажеры - обработка разного рода умений и навыков, повторение или закрепление пройденного материала;
3. Демонстрационные - визуализация изучаемых объектов, явлений, процессов с целью их исследования и изучения;
4. Имитационные - представление конкретного аспекта реальности для его изучения;
5. Лабораторные - проведение удаленных экспериментов на реальном оборудовании;
6. Информационно-поисковые и справочные – формирование умения и навыков по систематизации информации;
7. Моделирующие - моделирование объектов, явлений и процессов с целью их исследования, и изучения;
8. Расчетные – ведение расчетных операций в автоматизированном режиме;
9. Учебно-игровые - создание учебных ситуаций, в которых деятельность обучаемых реализуется в игровой форме.

Главная преобразующая функция современных информационных технологий в отношении английского языка заключается в том, что в возникшей виртуальной среде английский язык становится повсеместно востребованной формой *lingua franca* (*lingua franca* – неродной язык для

повседневного общения), а поликультурный мир – окружающей реальностью всех интернет-пользователей.

Интегрирование обычного урока с компьютером позволяет преподавателю переложить часть своей рутинной работы на компьютер, делая при этом процесс обучения более интересным и интенсивным. Однако, несмотря на все преимущества информационных технологий, они не могут полностью заменить учителя иностранного языка. Нельзя забывать о воспитательных функциях преподавателя, которые не могут быть реализованы ИКТ. ИКТ – это способ поддержки познавательной деятельности обучающегося. Портативные средства ИКТ помогают понимать иноязычную речь без визуальной информации и без ограничения временных рамок. Новые медиа могут быть использованы также как помощник в учении, если соответствующее программирование обеспечивает обогащение уровня знаний или учебного материала.

IKKINCHI SHO'BA

SUN'IY INTELEKT DAVRIGA TARJIMA: TURLI YONDASHUVLAR INTEGRATSIYASI, TARJIMANI PEDAGOGIK VOSITAGA AYLANTIRISH.

Х. А. Саримсоков

ЎЗМУ

МАМЛАКАТИМИЗ ХУДУДИДА ЖИСМОНИЙ ТАРБИЯГА ОИД ТЕРМИНЛАРНИНГ ШАКЛЛАНИШ КЕТМА-КЕТЛИГИ.

Аннотация

Ҳозирги замонда спорт ва саънат бутун дунё халқлари учун муҳим аҳамият касб этмоқда. Шунинг учун ҳам унда фойдаланилаётган турли хил терминлар ҳеч қандай таржималарсиз кириб келиши ҳар бир миллатнинг ўзига хос бўлган муомила маданиятига таъсир кўрсатишини айтиб ўтишимиз мумкин.

Калим сўзлар; ижод, тарбия, камон, спорт, империя, достон, тиббиёт, эволюция, тараққиёт.

Annotation

Nowadays sport and art are considered very important things over the world. Therefore, we can say that the various terms used in it without any translations and this procedure influence every nation's treatment culture.

Keywords; creativity, education, bow, sport, empire, epic, medicine, evolution, progress.

Аннотация

В наше время спорт и искусство считаются очень важными вещами во всем мире. Поэтому мы можем сказать, что различные термины, используемые в нем без каких-либо переводов, и эта процедура влияют на все народы обращения культуры.

Ключевые слова; творчество, образование, лук, спорт, империя, эпос, медицина, эволюция, прогресс.

Ҳар қайси тилнинг ҳозирги шаклга келиши учун, албатта, замон ва маконнинг ўз ҳиссаси бор. Тарихга назар ташласак, Г.А. Ҳидоятлов ўз асарида “Ўзбекистон, серқабилла диёр бўлиб, уларнинг ҳар қайсисининг тараққиёт йўли узок ўтмишга бориб тақалади. Аждодларимиз босиб ўтган ижтимоий жамият, тахминан, 700 минг йилни ўз ичига олади”, -деб баён этган.

Спортга оид терминларни қадимги даврларда ота-боболаримиз фойдаланилган сўзлар билан алмаштириш имкониятига эгамиз. Бундай жараён миллий муомила маданиятимизни жозибалироқ кўринишга олиб келади. Булардан келиб чиққан ҳолда биз қадимдан шаклланиб келган миллий сўзлардан кенгроқ фойдаланишимиз зарур бўлади. Чунки бизнинг нутқимизга четдан кириб келаётган сўзларнинг айнан маъносини тушуниб – тушунмасдан муомила жараёнида фойдаланиш салбий таъсир кўрсатмоқда.

Н. Маҳмудовнинг “Ўзбек тилшунослиги тарихи” китобига асосланиб жисмоний тарбия ва спортга оид атамалари тарихини кетма кетлик билан қуйидаги даврларга таснифлаган ҳолда, ушбу мақолада кўрсатдик.

Халқ оғзаки ижоди даври: Туркий қабилалар милоддан аввалги уч мингинчи йилдан анча олдинроқ жаҳонда ўз мақеини эгаллаган қабилалардан бири бўлган. Грек сайёҳи Дионисий Периэгит: “Сўғдиона ортида, Яксарт (Сирдарё) оқими бўйлаб ўқ узар, ўқи беҳуда кетмайдиган, дунёдаги энг моҳир ўқчи саклар яшайди”- деб ёзиб қолдирган. Бундан кўриниб турибдики, жисмоний тарбия ва спортга оид атамаларнинг шаклланиш илдизлари ана шу даврлардан бошланган.

Халқ дostonларида деярли ҳаммасида, бир хил такрорланиб, кўчиб юрувчи ифода ва тасвирлар мавжуд. Масалан, нард, камондан ўқ узиш, улоқ каби спорт турларини кўплаб дostonларда ошиқ машуқига етиш учун шундай шартларни бажариш лозим бўлган.

Араб истилоси даври: Бу давр олимлари бир вақтнинг ўзида бир қанча соҳаларни ўрганиш орқали турли соҳаларга ўз хиссалрини кўшишган ва уларнинг спорт соҳаси бўйича билдирган кўпгина фикрлари бугунги кунда ҳам ўз долзарблигини йўқотган эмас. Шундай олимлардан Абу Али Ибн Синодир. Олим нафақат тиббиёт соҳасида, балки бошқа фан соҳаларида ҳам катта мерос қолдирди. Ибн Синонинг “Қонун фит-т-тиб” китоби асримизнинг бошларига қадар Оврупанинг энг ривожланган университетларида асосий қўлланма сифатида фойдаланиб келинган.

Қорахонийлар даври: Тилшунослик тарихида Маҳмуд Қошғарийнинг илмий ижоди Қорахонийлар даврига тўғри келади. Олим “Девону луғотит турк” асари билан тилшунослик тарихида салмоқли ўрин эгаллайди. Бизга маълумки, М. Қошғарий номи туркий тил грамматикасини ишлаб чиққан биринчи тилшунос олим сифатида тилга олинади. Олимнинг асарида туркий тилдаги сўзлар араб алифбоси билан ифодалаб берилган. Маҳмуд Қошғарийнинг асарини ўрганиб чиққанимизда 140дан зиёд спорт атамаларини бизгача етиб келишида бекиёс тарихий манба эканлигига амин бўлдик.

Мўғуллар истилоси даври: Ушбу давр да барча соҳалар сингари тилшунослик соҳасида ҳам бўшлиқ пайдо бўлиши кутилган эди, бироқ мўғуллар истилоси туркийзабон элатларнинг маданиятига таъсир эта олмади. Аксинча, туркий халқлари мўғуллар маданиятига кучли таъсир этди. Ўзбек тилининг улкан маданий мероси, муаллифи номаълум бўлган, “Ат-туҳфатуз закияти филлуғатит туркия” (“Туркий тил ҳақида ноёб туҳфа”; қисқача “Ал туҳфа”) мўғул истилоси даврига мансубдир.

Темурийлар даври: Ўзбек халқи тилшунослиги тарихида темурийлар даври бекиёслиги билан ажралиб туради. Соҳибқирон Амир Темур ўз даврининг етук билимдони бўлгани учун ўз атрофига олим-у фузалоларни тўплади, бу даврда илм-фан, маданият, санъат гуллаб яшнади ва турк (ўзбек) тилини форс тили билан тенг даражага чиқишига шарт-шароит яратиб берди.

Темурийлар саройида ўсиб – улғайган Алишер Навоий бу даврда ўзбек адабий тилининг етакчисига айланди. Олим бутун фаолиятини давомида ўзбек тилини нуфузини баланд кўтаришга интилди.

Хонликлар даври: Хонликлар даврида ўзбек тилшунослиги оғир дамларни бошдан кечирди. Ўзаро зиддиятлар ва тожу – тахт учун

курашларнинг кучайиб бориши соҳага эътиборни сусайтирди ва Марказий Осиё Хонликларида барча соҳа сингари дунёвий билимларнинг кўзга кўринган етук вакиллари кашф этилмади ва ижтимоий маданият инкирозга юз тутган эди. Ўша даврда мамлакатимиз худудида жойлашган учала хонликдан бизгача Абдулғозий Баҳодирхоннинг иккита тарихий “Шажараи тарокима”, “Шажараи турк” асарлари мерос бўлиб етиб келди. Олимнинг ҳар икки китоби туркий халқлар ва уларнинг тиллари ҳақида маълумот берувчи асар ҳисобланиди.

Чор Россияси ва Собиқ шўролар даври: Чор Россияси чуқур тайёргарликдан сўнг Марказий Осиёга ўз юришини бошлайди ва қийинчиликларсиз худудни эгаллаб олади. Натижада, маҳаллий худудда мавжуд илмий, бадиий адабиётларнинг салмоқли қисми Рус империясининг ҳисобига ўтиб кетади. 19 асрнинг охири 20 асрнинг бошларида ижтимоий-маданий вазият оғир аҳволда қолган бир пайтда, Марказий Осиёда зиёлилар ўз-ўзини англаш хисси кучайди. 16 асрдан бошланган маънавий ва маданий инкироз туфайли унутилаётган илмий маънавий меросимизни тиклаш харакати бошланди ва етакчи сифатида жаидчилар кенг майдонга чиқишди.

Жисмоний тарбия ва спортда ҳам бошқа соҳаларда бўлгани каби ранг баранг турлари бор ва ҳар бир турнинг ўзига хос вазифалари мавжуд. Ушбу мақолада, мамлакатимиз худудида жисмоний тарбия ва спорт терминологияси шаклланиши тараққиётига оид қилинган бадиий ва илмий ишлар даврий кетма-кетлик орқали ифодаланади.

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ARTIFICIAL INTELLIGENCE AS A TOOL FOR TRANSLATOR

Abstract. *This article deals with the problem of modern ways to overcome the language barrier in communication between people. One of the most effective methods is machine translation, which uses specialized computer programs to translate from one language to another. However, due to the excessive complexity of natural languages, machine translation has become one of the most difficult tasks in modern culture, science and technology. This issue has been little studied and requires further research.*

Keywords: *neural network, machine translation, automated translation, human-machine interaction, artificial intelligence, post-machine editing, rubric*

Introduction

In the era of global informatization, language becomes the main tool for transmitting information. The question arises which modern methods of overcoming the language barrier in communication between people are the most effective, and it is machine translation, which uses specialized computer programs to translate from one language to another, that becomes one of these tools.

However, due to the excessive complexity of natural languages, machine translation has become one of the most difficult tasks in modern science and technology. Translation into the digital age is a complex system of contradictory relationships in the binomial "human-smart machine". Digitalization is changing the traditional way of translation, but is an inevitable trend in its development, and also poses a threat to this type of activity. Therefore, it is necessary to analyze the shortcomings identified in the provision of translation by computer technologies.

Most often, machine translation is a word-for-word translation using a dictionary, the resulting text of the translation is distorted and incorrectly split, and the quality of the translation leaves much to be desired. Today, neural machine translation using an artificial neural network is becoming more widespread. This system, like a person, uses deep learning and is characterized by more complex behavior, the quality of the translation is higher, the structure is correct, the translation text is characterized by greater integrity, accuracy, consistency and understandability for the user. To date, this technology has been adopted by companies such as Google, Facebook, Microsoft, Apple, IBM, Baidu, Youdao, Sougou, iFLYTEK, and Tencent.

It must be understood that in the future translators will not be replaced by machines and robots, translators will be replaced by those translators who use machines and understand the principles of interaction with a machine and artificial intelligence.

A text translated by a machine is not perfect for a number of reasons, including the problems of polysemy of words, their rhyming and word play, as well as phonetic, grammatical, structural and lexical problems. First of all, it is worth noting that machine translation is characterized by a high speed of service provision, it allows you to translate a large amount of text in a short time, which is impossible for human translation. Secondly, such a translation is characterized by its cheapness. The cost of machine translation is lower than that of a professional translator. Thirdly, high controllability. Machine translation is not limited by time and place, does not require prior arrangements, can be performed at any time, its process is simple and fast, and the total time spent on translation can be controlled. At the same time, sometimes you need to quickly translate a simple text, and the requirements for the quality of the translation are not high, in this case machine translation is better suited. In addition, in some cases, it is only required to understand the meaning of the source text, and not to get a complete translation, therefore, from the point of

view of requirements, understanding the meaning is more important than the consistency, semantic unity and beauty of the language.

Professional translators are highly qualified professionals urgently needed by businesses. The Technology-Driven Information Age Language Services Talent Building System includes five modules: Language Skills, Professional Knowledge, Project Management, Information Technology, Professional Achievement.

The digital nature of translation activity puts forward new requirements for the system of translator's abilities. Translators must not only have traditional translation abilities, but also have skills related to translation technologies, including computer skills, big data and supercomputing skills, information retrieval and digital literacy skills, terminology management skills, and even certain programming skills.

During the preparation of translators to ensure successful interlingual communication in the digitalization of most types of human activity, it is necessary to comprehensively consider the issue of changes in the content of the education of translators, which involve not only an effective dialogue between human intelligence (translator) and artificial intelligence, but also the features of electronic media.

Human and a computer should complement each other's advantages. A computer can help reduce the time it takes to find and process information. Computer-aided translation software provides many convenient and fast interactive tools. At the same time, the role of a person in the translation process remains leading. If the meaning of individual words is incorrect, you can use the keyword search function. You can search for examples of sentences containing any of the selected words and fragments, and find typical examples of sentences containing the word or fragment in the sample library and the system library as translation links.

Computer translation software usually comes with dozens of professional lexicons and millions of start-up resources, which can quickly improve students' translation level as well as improve translation efficiency.

While there are numerous learning resources on translation technologies available on the Internet, the distribution of these resources is rather uneven: they lack organization and vary in quality.

Some progress has been made in different countries in the creation of textbooks on translation technologies, but at the same time some problems have been identified. Firstly, the content is outdated and the knowledge system is not comprehensive, secondly, the emphasis is on the introduction and the lack of sufficient actual cases of translation and practical operations, thirdly, it does not tightly integrate the development requirements of the language service industry for professional abilities, fourthly, the form of presentation is limited to paper books in which there are no references to digital resources.

When compiling technical textbooks on translation, you should focus on the following points:

- a complete knowledge system reflecting modern translation technologies;
- using authentic translation examples to demonstrate practical steps;
- formulation of the professional abilities of the language industry

Human-computer interaction is an irreversible development trend in the modern language services industry, and the role of translation technologies in helping the development of the language services industry will become increasingly important. A translator of the digital age must have competencies such as:

- professional “translational reading”;
- "home-machined" text processing for AP;
- post-machine editing of texts;
- a professionally oriented course in a specific subject area;
- search, processing and verification of information in the “big data” system, etc.

At present, the intervention of machine translation eliminates low-level translators, but the market still needs a large number of translators who can do interpretation and translation, be able to do "in-machine" text processing for automatic translation and post-machine text editing, review and proofreading, translation project management etc.

In addition, the market requires a large number of professional translators who translate well and have relevant professional knowledge in special areas (such as telecommunications, medicine, law, engineering, etc.). Finally, highly qualified translators are needed who can handle two-way interpreting.

The key to the training program should be the opportunity for students to undergo professional internships and practice at the enterprise. This way of developing the training of translators will allow each university to better understand the features and capabilities of its teachers and students; monitor major job markets and future service targets, and become more aware of the specific demands placed on graduates in the professional world in order to design more targeted training programs.

Conclusion

In the digital age, due to the increasing number of Internet users, one of the challenges facing translators and translation researchers is to unleash the productive potential of the global digital community and create new forms of language expression and activity.

With the continuous development of digital technologies, the form of translation activity will continue to change and be updated. At first glance, the digital revolution is destroying the image of traditional translation in the form of printed text, but at a deep level it is causing a stratification and reconstruction of the traditional paradigm of translation practice and translation research. In the information age, it is necessary to learn how to use new ideas and methods to speak, think and study translation.

Translation activity is an art based on science, developing technology. The modern era is marked by the transition of mankind to a new phase of development and new challenges that make us think about the future of a number of very different types of professional activities. Translation is no exception [3]. In the short term, machine translation will not replace human translation. Specialist translators and researchers of certain languages are still in demand on the market. At the same time,

the potential and revolutionary importance of artificial intelligence in the field of translation should not be underestimated. On the contrary, with the development of technology, machine translation will become an effective auxiliary tool for translators in their work: the text is first translated by the machine, and then edited and polished by the translator. This will significantly increase the efficiency of the translator's work.

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NEOLOGIZMLARNI EKSTRALINGVISTIK OMILLARINI KELIB CHIQUISHI

Annotation. The purpose of the article is to determine the main extralinguistic and intralinguistic factors of the appearance of neologisms in English language. The bulk of the examples are provided by cases found in modern English Internet discourse.

Key words: new vocabulary; causes of neologisms; scientific and technical progress; borrowings; globalization; Internet development; word formation.

Yangi voqelik, ob'ekt va tushunchalarni ifodalash uchun tilda so'zning yo'qligi. Hayotning turli sohalarida doimiy ravishda paydo bo'layotgan yangiliklar va yangi hodisalar insonlarni nominatsiya (ushbu hodisalarga nom berish zarurati) muammosiga duchor qilmoqda. Yangi leksik birliklar eski so'zlarni qayta ko'rib

chiqib, tildagi mavjud soʻzlardan yangi soʻz birikmalarini shakllantirib, mavjud morfemalar va soʻzlar qismlarining birlashishi orqali ham hosil boʻladi. Masalan, kompyuter texnologiyalari sohasining rivojlanishi bilan paydo boʻlgan bunday neologizmlarni koʻrishimiz mumkin:

Sharenting (share – baham koʻrish + parenting – ota-onalik qilish) - sharenting (bolangizni ijtimoiy tarmoqlarda namoyish qilish). “What does ‘sharenting’ pictures of our children online reveal about us?” (Bolalarimizning ‘sharenting’ rasmlari biz haqimizda nimani ochib beradi?) [The Guardian, 02.12.2018]¹

Catfishing (cat – mushuk + fishing – baliqchilik) ketfishing (ishqiy munosabatda boʻlish maqsadida odamlarni aldash uchun ehtiyotkorlik bilan yaratilgan onlayn identifikatsiya). “Tinder will begin rolling out its ID verification feature to all users globally, the company has announced, as a way to combat ‘catfishing’.” (“Tinder dunyodagi barcha foydalanuvchilarga ‘ketfishing’ qarshi kurashish uchun oʻz ID tekshirish xususiyati tarqatishni boshlaganini kompaniya eʼlon qildi.”) [The Independent, 17.08.2021]²

Iqtisodiyot, siyosat, ilm-fan va texnikaning rivojlanishi. Tilning soʻz boyligi, sintaksisi va stilistikasidagi oʻzgarishlarga siyosat va iqtisodiyotning rivojlanishi yoki ilmiy-texnika taraqqiyoti sabab boʻlishi mumkin. Ilmiy-texnik taraqqiyot neologizmlarning ekstralingvistik omili hisoblanib, shuningdek, inson hayotida yangi voqeliklarning paydo boʻlishi bilan bevosita bogʻliqdir. Ammo uning yuqorida aytib oʻtilgan omildan farqi shundaki, ilmiy-texnik taraqqiyot natijasida hosil boʻlgan koʻplab soʻzlar atamalar sifatida tilda paydo boʻladi va har doim ham umumiy adabiy tilning bir qismiga aylanmaydi. N.I. Kuznetsova oʻz tadqiqotlarida adabiy tilni atamalashtirilishiga moyilligini qayd etdi. Ilmiy texnologiya sohasiga tegishli koʻplab soʻzlar metonimik yoki metaforik koʻchirish orqali hosil boʻlgan: memory “komputerda maʼlumotlarni saqlash manbai xotirasi”; virus “komputer virusi”; the device reads data “maʼlumotlarni oʻquvchi qurilma” [97].³ Dunyoning bir qator tillarida ilm-fanning rivojlanishi bilan sodir boʻlgan oʻziga xos “terminologik portlash” ham zamonamizning til jarayoni dinamikasi hisoblanadi. 2012 yil uchun ODE lugʻatida lugʻatshunoslarning hisob-kitoblariga koʻra, ingliz tilining texnik leksikasi 500 ming atamaga ega ekanligini aytishdi.⁴ Payack, JJ. P. oʻzining “Million soʻz va statistika” (A million words and counting) kitobida kelajakda ingliz tilini rivojlantirish uchun beshta rejani sanab oʻtdi.⁵ Ushbu rejadani biri juda hayoliy boʻlib, dunyoni egallab olgan komputer ishqibozlari ingliz tilini shu qadar oʻzgartirib yuboradilar, hatto komputer texnologiyalari bilan yaxshi tanish

¹ <https://www.theguardian.com/lifeandstyle/2018/dec/02/what-does-sharenting-pictures-of-our-children-reveal-about-us>

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³ Кузнецова, Н.И. Терминологизация общенародной лексики (на материале глагольной лексики в научно-технических текстах по радиоэлектронике) [Текст] / Н.И. Кузнецова // Вестн. ВГУ. Серия: Филология. Журналистика. – 2006. – № 2. – С. 96–99.

⁴ Mair, C. Twentieth-Century English: History, Variation and Standardization. – Cambridge: Cambridge University Press, 2009. – 264 p.

⁵ Payack, JJ. P. A million words and counting. How global English is rewriting the world. – New York: Citadel, 2008. – 224 p.

bo'lmagan oddiy odamlar uchun tushunarsiz bo'lib qoladi. Kitob muallifi hozirgi ingliz tilida ham bunday o'zgarishlarning tendentsiyasi bo'layotganligini ta'kidladi. Komputer sohasidagi ko'plab neologizmlar nafaqat mavjud bo'lgan 26 ta ingliz alifbosidagi harflar yordamida, balki raqamlar, tinish belgilari, qisqartmalar orqali shakllantirilgan: n00b "komputer o'yinlarida yangi kelgan shaxs", 101 "kirish"; Web 2.0 'Veb 2.0'; IMHO "mening fikrimcha" shular jumlasidan[189].⁶

Fracklog (frackling – gidravlik sindirish (slanets neftini qazib olishning asosiy texnologiyasi) +backlog-zaxira). "A 'fracklog' of pre-drilled shale wells is rapidly shrinking as oil prices rise, signaling that producers are ready to put drilling crews back to work as the industry rebounds from its pandemic-driven downturn." (Neft narxining ko'tarilishi bilan oldindan burg'ilangan slanets quduqlarining 'fraklogi' tez qisqarib bormoqda, bu ishlab chiqaruvchilar sanoat pandemiya sababli tanazzuldan tiklanishiga burg'ulash brigadalarini ishga qaytarishga tayyor ekanliklaridan dalolat beradi.)[The Financial Post, 25.03.2021]⁷

Droneport (drone – dron + airport – aeroport) – dronlar uchun aeroport (uchuvchisiz uchish apparatlari) olis hududlarga dori-darmonlar bilan birga yuklarni etkazib berish. "Ledgard and Foster's 'droneport' concept was exempt from this critique, because it was conceived as an organic network, for locals to use as they saw fit." (Ledgard va Fosterning 'Droneport' kontseptsiyasi ushbu tanqiddan ozod qilindi, chunki u mahalliy aholi xohlaganicha foydalanishi uchun organik tarmoq sifatida o'ylab topilgan.)[The New Yorker 16.09.2019]⁸

Ko'pincha, ushbu faoliyat sohasidagi yangi so'zlar va iboralar oxir-oqibat tilning faol lug'atiga aylanadigan atamalar hisoblanadi. Gazeta, radio va televidenie orqali kelayotgan texnik yangiliklar haqidagi ma'lumotlar muqarrar ravishda ma'lum bir soha mutaxassislariga emas, balki keng auditoriyaga qaratilgan bo'lsa ham, muqarrar ravishda juda ko'p miqdordagi maxsus so'z boyligini etkazib beradi.

Globalashuv va ona tilida so'zlashuvchilar doirasining kengayishi. Asr boshidagi ob'ektiv voqelik globalashuv davrining boshlanishidan dalolat beradi. Zamonaviy inson hayotining barcha soha va jabhalari ushbu davrga xos bo'lgan integratsiya va birlik tamoyiliga asoslangan. Shubhasiz, dunyoda universal jamiyatni mustaqil faoliyat ko'rsatishi uchun yagona xalqaro tilga muhtoj. Hozirgi davrda ingliz tili millatlararo muloqot tili sifatida o'z mavqegini jiddiy ravishda mustahkamladi. Ushbu holat milliy tillarning rivojlanishiga ta'sir qila olmadi. Dunyoda globalashuv va axborot texnologiyalarining jadal rivojlanishi bilan ingliz tiliga bo'lgan talab sezilarli darajada oshdi. Ko'pgina tadqiqotchilar kichik xalqlarning tillarining yo'q bo'lib ketishi, Angliya-Amerikanizmning ustunligi, adabiy me'yorlarning yo'q bo'lib ketishi, ona tilining sifati yomonlashishi va boshqa bir qator hodisalar haqida xavotir bildirmoqdalar. Shunday qilib, lingvistik jihatdan, globalashuv nafaqat ekstralingvistik omil rolini o'ynaydi, balki tillarning mavjudligiga ta'sir qiladi, yagona global tilning keng qo'llanilishiga va til funksiyalarining farqlanishiga olib keladi. XX asrning ikkinchi yarmida boshlangan

⁶ Payack, JJ. P. A million words and counting. How global English is rewriting the world. – New York: Citadel, 2008. – 224 p.

⁷ <https://financialpost.com/pmn/business-pmn/vanishing-fracklog-shows-u-s-shale-patch-getting-back-to-work>

⁸ <https://www.newyorker.com/magazine/2019/09/23/jonathan-ledgard-believes-imagination-could-save-the-world>

globalizatsiya natijasida ingliz tilida soʻzlashuvchilar sonining keskin ortishi, yangi soʻz turkumining paydo boʻlishiga olib keldi.

“Globallashuv” atamasini dastlab R. Robertson tomonidan kiritilib, ushbu hodisani u ayrim mamlakatlarda iqtisodiy, siyosiy, madaniy omillarning ijtimoiy voqelikka taʼsirining kuchayishi jarayoni sifatida aniqladi.⁹

Turli xalqlar ingliz tili meʼyorlarini oʻz mentalitetiga mos ravishda oʻzgartirib, yangi soʻzlar yarata boshladilar. Shunday qilib, frantsuzlar va nemislarning ingliz tilidagi soʻzlarni oʻzlariga xos tarzda ishlatishga boʻlgan maftunkorligi ushbu soʻzlar guruhi uchun maxsus belgilarning paydo boʻlishiga olib keldi: franglais (français – frantsuz tili + anglais – ingliz tili), Danglish (Danish – golland tili + English – ingliz tili), Germlish (German – nemis tili + English – ingliz tili).

Globallashuv va raqamlashtirish jarayoni tilning lugʻatiga sezilarli oʻzgarishlar kiritmoqda. Koʻpincha bu jarayonlar ona tilida soʻzlashuvchilarning inson hayotining turli sohalarida (fan, madaniyat, siyosat, huquq, iqtisodiyot, sanoat sohalarida) maʼnolarni “umumlashtirish”ga intilishi tufayli neologizmlarning paydo boʻlishiga olib keladi. Bunday qadriyatlar umumlashtirilishi jamiyat ichida ham, madaniyatlararo darajada ham, ayniqsa, zamonaviy axborot texnologiyalaridan foydalanish intensivligida ham muloqot samaradorligiga xizmat qilishi mumkin, chunki “...yangi texnologiyalar jamiyatni oʻzgartirishga, global qishloqni shakllantirishga, sayyoramizning kommunikatsion siqilishiga va dunyoning yangi qiyofasini shakllantirishga olib keladi”.¹⁰

Xulosa qilib shuni aytmoqchimanki, yangi soʻzlarning paydo boʻlishi har qanday tilning lugʻat tarkibining muhim xususiyati hisoblanadi. Uning doimiy yangilanib borish jarayoni uning rivojlanishi va takomillashuvidan dalolat beradi.

Ushbu ekstralingvistik sabablarning barchasidan yangi lugʻatning paydo boʻlishiga “siyosat, iqtisod, fan va texnika taraqqiyoti” eng koʻp taʼsir koʻrsatadi.

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СУҒУРТА ТЕРМИНЛАРИНИНГ ШАКЛЛАНИШИДА МОРФОЛОГИК ХУСУСИЯТЛАР

XIX-асрда дунё тилшунос олимлари тилларнинг морфологиясига кўра, ҳозирги классик таснифини ишлаб чиқдилар. Уларнинг таҳлилларига кўра, баъзи тиллар бири-биридан ажралиб туриши, бошқалари бошқалари агултинатив бўлиб, сўзларнинг таркибий қисмлари осон бўлинадиган морфемаларга эга бўлган, қолаверса, баъзи турлари эса флектив ёки фуционаллик хусусиятига эга бўлган, чунки уларнинг флектив морфемалари бир-бирига “бириккан”.

Тарихий манбаларган таянсақ, морфология сўзи структур тузилишига кўра, **морф** – “шакл” ва **λόγος** – сўз билим маъноларини англатган. Биринчи маълумотга асосида *тилнинг морфологик қурилиши* деб олинса; иккинчи маълумот асосида *сўз шакллари ҳақидаги таълимот* дея қайд этиш илмий жиҳатдан морфология терминининг маъносини очиб беради. Бундан ташқари, биринчи маъно асосида объектни англатса, иккинчи маъно асосида тилшуносликнинг шу объектни ўрганувчи бўлимини билдиради.

Дунё тилларининг морфологик таснифи асосан тўрт шаклий кўринишга эга, жумладан, 1) аморф тиллар; 2) агглютинатив тиллар; 3) флектив тиллар; 4) полисинтетик тиллардир. Замонавий тилшунослик соҳасида тилларнинг морфологик таснифи, дунё тилларини муайян морфологик хусусиятларига кўра гуруҳлаш аҳамиятлидир, қолаверса, таснифий таҳлил этиш ҳозир ҳам ўз эътиборини йўқотмаган.

Тил муайян яхлит бир тизимдан иборат бўлгани каби, унинг морфологияси ҳам ушбу тизимдаги ўзига хос тизимни ташкил этади. Жумладан, тизим таркибидаги морфологик тизим ҳам ўзига хос микро тизимлардан ташкил топади. Мазкур микро тизимларнинг таҳлили, шарҳи, баёни ва ҳар бирининг моҳияти тилшунослик нуқтаи назаридан яхлит ҳолда ёритилиши, тилнинг морфологик қатламини ўрганиш демакдир.

Морфологик бирлик нутқ фаолиятидаги энг кичик маъно англатувчи бирлик ёки элементдир. Мазкур элементларнинг нутқ бирлигидаги оҳанг шакли *морф*, аксинча, тил бирлигидаги ёзма шакли *морфема* дейилади¹¹. Маъно жиҳатдан морф ва морфема жуда яқин бўлсада ҳамма ва тенг келавермайди. Бу фикрлар морфологик хусусиятлар таркибида ўзакни ҳам, қўшимчани ҳам тадқиқ этиш имконини беради ва улар ўзак морфема ва аффиксал морфема деб юритилади.

Инглиз ва ўзбек тилларида сўз ясалишини икки хил усули мавжуд бўлиб булар айрим тулшунослар тоионидан турли хил аталади. Жумладан, фаол ва нофаол, сермахсул ҳамда кам махсул, актив ёки пассив номлари билан ясалиш усуллари дир. Морфологик усул, айнан, сермахсул усуллар таркибига киради.

Суғурта соҳасига оид инглиз тили терминларининг шаклланишида аффиксация сўз ясовчи (префикс, суффикс, инфикс ва циркумфикс) усулидан ташқари, терминлар шаклини тартиба солишда, уларнинг таркибида турли лисоний элементлар (масалан: морфемик, морфологик, семантик ва синтактик) мавжуд.

Morphological derivation – морфологик деривация усули. Инглиз тилида сўз яшашнинг сермахсул усулларида яна бири бўлган бу усулда аввалдан мавжуд сўзлар таркибига (сўзнинг *олд*, *ўрта*, *орқа* қисмларига) қўшимчалар қўшиш орқали янги тил бирликлари вужудга келади. Бу усул *аффиксация* – *affixes* деб ҳам аталади. Ж.Юль: “ушбу усул орқали ясалган инглизча сўзларнинг микдорий кўрсаткичи бениҳоя катта...”, - деб таъкидлайди¹². Инглиз тилида аффиксация усулида “суффикс ва префикслар, яъни сўз ясовчи формантлар ўзида тилнинг энг кичик (минимал) сўз ясовчи, қурилиш элементларини акс эттиради”¹³. Мазкур усул инглиз тилида фаол қўлланувчи бўлиб терминларнинг ясалишида муҳим яшаш усули ҳисобланади. Кўплаб чоғиштирма тулшуносликка доир тадқиқотларда аффикслар билан қўшимчалар ўртасидаги фарқ етарлича очиб берилмаганлиги боис, бу масала бугунги кунгача баҳсталаб, мавҳум бўлиб қолмоқда. Шу ўринда таъкидлаш жоизки, аффикслар орқали янги сўзлар (терминлар) ясалади, қўшимчалар орқали эса грамматик формалар ҳосил қилинади.

Инглиз ва ўзбек тилларида якка морфемик элементдан таркиб топган қуйидаги суғурта терминлари мавжуд:

Инглиз тили мисолида, **arson** - арсон (*муайян мулкнинг қасддан ёқиши*); **limit** - чеклов (*тўловнинг максимал микдори*); **claim** - хабар (*суғурталовчига зарар қопланиши шартларига асосан берилган хабар ёки эслатма*); **quote** - квота (*ариза берувчининг тақдим этган маълумотлари асосида бериладиган суғурта нархининг сметаси*); **lapse** - муддати тугаган (*шахснинг суғуртасиз юрган даври*); **title** - суғурта гувоҳномаси (*суғурта берилганлиги тўғрисида расмий гувоҳнома*). Гарчи суғурта терминлари ўзбек тили лексик қатламига

¹¹ Ирисқулов М. Тулшуносликка кириш. – Тошкент: Ўқитувчи, 1992. –38 б.

¹² Yule G. The Study of Language. – Cambridge University Press. – 2010. –P. 340.

¹³ Кубрякова Е.С. Семантика производного термина//Внутренняя структура языка. - М.: 1972.-154 с.

XX аср бошлари шиддат билан кириб келган бўлсада, ўзбек тилларида якка морфемик элементдан ташкил топган терминлар мавжуд. Масалан, *маблағ* (сумма) - *sum*; *бож* - *duty*; *тизим* - *system*; *даража* - *rate*; *қарз* - *debt*; *муддат* - *term*, *натижаси* - *result*; *имтиёз* - *bonus* кабилар критилади.

Префиксация – *prefixes*. Инглиз тили суғурта соҳасига оид терминларнинг ҳосил бўлишида мазкур модел орқали янги тил бирликларини ясаш муҳим саналади. Олд қўшимчалар ўзак (морфема, асос)ка қўшилиши натижасида янги тил бирликларининг ҳосил бўлишини қуйидаги мисолларда кузатишимиз мумкин.

<i>Prefixes</i>	<i>маъноси</i>	<i>Намуна</i>	<i>ўзбекча маъноси</i>
<i>anti-</i>	<i>қарши</i>	<i>anti-theft</i>	<i>ўғирликка қарши</i>
<i>mis-</i>	<i>хато, ёмон</i>	<i>misrepresentation</i>	<i>нотўғри маълумот</i>
<i>re-</i>	<i>қайта</i>	<i>Release</i>	<i>барча мажбуриятларни бажариш тўғрисидаги шартнома</i>
<i>un-</i>	<i>но, кам</i>	<i>Uninsured</i>	<i>носуғурта, суғурта қилинмаган</i>
<i>under-</i>	<i>да, остида</i>	<i>underinsured</i>	<i>суғурталанган</i>
<i>Sur</i>	<i>қўшимча</i>	<i>Surcharge</i>	<i>қўшимча тўлов</i>

Суффиксация – *suffixes*. Тилшунослик соҳасида сўзнинг асоси ортига қўшилган қўшимчалар суффикслар деб аталиши барчага маълум. Инглиз тили суғурта соҳасига оид терминларни шаклланишида ҳам суффиксация жуда фаол ҳисобланади. Улар сўз асосига қўшилиб янги сўзларни ҳосил қилувчи модел номи билан ҳам қўлланилади. Соҳага оид терминологик бирликлар орасида бу модел билан ясалган сўзлар таркибида суффиксларни қуйидагича таснифлаш мақсадга мувофиқ.

От ясовчи қўшимчалар: **-age:** *damage*- зарар; *coverage* - зарани қоплаш; **-ee:** *bailee* - гаровда қўйилган омонат; *arrestee*-ҳибсга олинган шахс; **-er:** *binder* - вақтинчалик келишув; *broker* - бирор буюртмачи учун пуллик хизмат кўрсатувчи шахс ёки ташкилот; *boiler* - ташкилот қозонхоналарини, иситиш тизими қопловчи суғурта тури; **-ent:** *agent* - (соҳада ишловчи) ҳодим; **-or:** *obligor* - (қонуний) кафил; *solicitor* - адвокат; **-ion:** *collision* - бурч, масъулият; **-ism:** *professionalism* - профессионализм; **-tion:** *expiration* – (белгиланган, яроқлик) муддат; **-y:** *burglary* - ўғирлик (ни қоплаш).

Сифат ясовчи қўшимчалар: **-ful:** *skillful* - маҳоратли (мижоз ёки ҳодим); **-able - ible:** *flexible* – мослашувчан (қулай суғурта); **less:** *useless* - бефойда (натижаси бермайдиган); **-al:** *optional* – ихтиёрий (суғурта, полис).

Равиш ясовчи қўшимчалар: **-ly:** *partly* – қисман (зарарни бир қисмини қоплаб берувчи тўлов); *perfectly* - мукамал, етарлича яхши (бахтсиз ҳодиса

зарарини тўлиқ қоплаш); *bodily* - моддий (ёрдам), танага тегишли (жароҳатни қоплаш); **-ry: machinery** - асбоб ускунага доир (зарарни қоплаш).

Ўзбек тилида ҳам *суффиксация* усули фаол сўз яшаш усулларида бири бўлиб, соф ўзбекча кўшимчаларни ўзбекча асосга қўшиш ёрдамида ёки ўзбекча кўшимчаларни бошқа тилдан олинган сўзга қўшиш усулидир. Мазкур услуб суғурта соҳасига оид терминологик birlikларни яшашда инглиз тилига нисбатан маҳсулдор саналади. Ўзбек тили суғурта соҳасида соф ўзбекча кўшимчаларни ўзбекча асос сўзга қўшиш ёрдамида ёки ўзбекча кўшимчаларни бошқа тилдан олинган негизга қўшиш орқали соҳага оид терминологик birlikларни яшашда маҳсулдор саналади. Қуйида от сўз туркумига оид лексик birlikларни яшалишини кузатишимиз мумкин.

-чи: *ҳисобчи, суғуртачи*; ўзлашма негиз таркибида: *декларация* (инг.)+чи, .

-лик, (-лиқ): *эгаллик, пуллик, қалтислик, босқинчилик, ногиронлик.*

-гич, (-кич, -гич): *кўрсаткич.*

-м, (-им, -ум): *унум, қисм, ечим.*

-в, (-ув,): тўлов, чорлов, келишув, қоплов.

-(у)вчи, (-(ло)вчи): *баҳоловчи, бошқарувчи, суғурталовчи.*

Infixes – инфиксация. Инглиз тилида инфикслар нисбатан каммаҳсул сўз ясовчи усул ҳисобланади. Мазкур усул яшалишига кўра, сўзнинг асослари ўртасига қўшилувчи лисоний элементлардир. Ушбу кўшимчалар нутқ бирлиги кўринишида юзага келади. Инглиз тилида аксарият ҳолларда мавжуд инфикслар мулоқотда кенг қўлланиб, ҳис-ҳаяжон, ғазаб, ҳақорат, ҳайрат каби эмоционал ҳолатларни ифодалаш учун қўлланилади. Гарчи инфикслар ушбу тил сатҳида мавжуд бўлсада, соҳа терминлари таркибида деярли учрамайди. Масалан: *Fan-**bloody**-tastic!*; *Foot-**bloody**-ball!*; *Un**fuckin**believable!*¹⁴

Юқорида қайд этилган мазкур терминлар таркибидаги инфиксларнинг асосий вазифаси кишининг эмоционал ҳолатини ифодалашга қаратилган ва стилистик бўёққа эга лексик birlikлардир.

Таҳлилларимиз шунга кўрсатмоқдаки, *инфиксация* усули орқали сўз яшаш ҳозирги ўзбек адабий тилида деярли учрамайди шунинг учун инфиксация икки тилнинг микрокатегориал алломорфик хусусиятидир.

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БАДИЙ УСЛУБ МАТНИНИНГ ЛИНГВОСЕМИОТИК
ТАҲЛИЛИ МАСАЛАСИНИНГ ҲОЗИРГИ ЗАМОН ФАНИДАГИ
ТАЛҚИНИ

***Annotation:** The rules of grammar and orthoepy are not always followed in a living colloquial language or vernacular, emotional vocabulary and phraseology, elements of dialect, professional vocabulary, jargons, vulgarisms, etc. are widely used; Literary language, on the other hand, is a poetic language based on lively spoken language, closely connected with literary language, understandable to all, embellished by masters of words.*

***Key words:** linguistics, literature, aesthetics, history, stylistics, fiction*

Бадий асар тили, бадий нутқ стилистикаси ҳақида гап кетганда, Р.Қўнғуров, И.Қўчқортоев, Қ.Самадов, Б.Йўлдошев, Х. Дониёров ва С. Мирзаев, Л.Абдуллаева, Э. Қиличев, П.Қодиров, С.Каримов, Б.Умуркулов, Х.Абдурахмонов ва Н.Маҳмудов каби кўплаб олимларнинг номлари тилга олиш мумкин.¹⁵

Ўзбек тилшунослигида муайян бир ижодкорнинг тилдан фойдаланиш маҳорати, ёзувчининг у ёки бу тил сатҳи бирликларини қўллашдаги ўзига хосликларини муфассал кўрсатиш қувонарлидир. Айни пайтда айтиш лозимки, бадий тилни ўрганишда кўпроқ; лексик бирликларнинг стилистикасига эътибор қилинганлиги кўзга ташланади. Масалан, тилшунос Л.Абдуллаева ўзбек бадий адабиёти тилининг лексик стилистикаси муаммолари ҳақида фикр юритган. Э.Қиличев эса бадий тасвирда иштирок этадиган лексик воситалар, уларнинг ифода имкониятлари билан боғлиқ масалалар устида тўхталган. Кўришиб турганидай, ўзбек тилшунослигида бадий асар тилининг стилистикаси буйича анча-мунча иш қилинган. Аммо бу йуналишдаги тадқиқотлар доираси нечоғлик катта бўлишига қарамасдан, улар адабиётимиз тарихида алоҳида ўрин тутадиган жиддий асарларнинг барчасини қамраб олган деб бўлмайди. Бунинг устига мазкур тадқиқотларнинг илмий савиясини ҳам бир хил деб айтиш кийин. Шунингдек, кўпинча муайян тил бирлиги ёки ходисаси яхлит эстетик бутунлик сифатидаги бадий асарнинг бир унсури тарзида эмас, балки умумий мазмундаи узиб олиган

¹⁵ Ю.Д. Апресян и другие. Новый объяснительный словарь синонимов русского языка. М., 1997. Ахманова О. С. Словарь лингвистических терминов. М., 1966, с. 114.; Potter S. Modern Linguistics. Lnd., 1957.-241p. Ullman 1957 - S. Ullman. Semantics. An introduction to the science of meaning. Oxford, 1957.; L. Souček. Structure of substandard words in British and American English. Bratislava, 1967. Kempson R.M. Semantic theory. Cambridge: Cambridge University Press, 2001.-241p. Chanyoo N. A Corpus-Based Study Of Connectors And Thematic Progression in The Academic Writing of Thai EFL students: // University of Pittsburgh: 2013. – 146 p. Апресян Ю.Д. Избранные труды Т.1. Лексическая семантика. Синонимические средства языка. - М.: Языки русской культуры. 1995 – 472 с.

ҳолда таҳлил этилган, баъзан сўз ёки бошқа бирликнинг тўғри-нотўғри қўлланилганлиги атрофидаги бадииятга алоқасиз баҳсларга катта ўрин берилган.

Маълумки, асримизнинг бошидаги ўзбек тили ва унинг услубига форсий, арабий, усмонли турк, татар тилларининг таъсири керагидан ортиқ эди. Инсон ўзлигини ифодалашда айтилган такомил йўли жараёнларида тилдан фойдаланишнинг, мазкур нутқ парчаларини бир-бири билан бириктиришнинг шундай усуллари ҳам кашф этганки, натижада бадий нутқ дейиладиган мўъжизакор бир воситанинг муаллифига айланган. Ана шундай гўзал нутқнинг бетакрор шакллари, намуналари сифатида юзага келган сўз дурдоналари – афсоналар, асотир, дostonлар, эртаклар, мақолу маталлар, топишмоқлар, кўшиқлар, шеърлар, драмалар, ҳикоя, қисса ва романлар инсоният бадий даҳосининг ноёб шаҳодатномалари сифатида яшаб келмоқда, яратилмоқда ва албатта бундан кейин ҳам яратилади.

Бу соҳир нутқнинг синоатларини тилшунослик, адабиётшунослик, эстетик, тарих каби фанлар, таъбир жоиз бўлса, қўлни қўлга бериб, бирликда, ҳамкорликда тадқиқ этади. Аммо бадий адабиёт дейиладиган ана шу ўзига хос майдондаги тилнинг ҳаётини ўрганиш борасида, гарчи бу муаммони ўрганишнинг ибтидоси энг қадимги даврларга бориб тақалсада, мунозараю муҳокамалар, баҳслар ҳеч қачон тинган эмас.

Адабиётнинг сўз санъати эканлиги, унинг бирламчи унсури тил эканлиги ҳақидаги ҳақиқатни ҳеч ким ҳеч бир замонда инкор этган эмас. Кишилиқ тарихида адабиёт аталмиш дунёни образли идрок этиш санъати яратилибдики, бу санъатнинг ифода воситаси бўлган сўз, тилни тугал талқин этмоқдай машаққатли юмуш инсон тасавури ва тафаккурини муттасил банд этиб келади. Демак, бадий тил ҳар қандай адабий асарнинг спецификасини белгилайдиган энг асосий кўрсаткичлардан бири ҳисобланади.

Бу ҳолат бадий асарлар, публицистик мақолалар, умуман газеталар тилида ҳам акс этади. Бу табиий равишда ҳар қандай адабий-бадий матннинг тушунилишини қийинлаштирар, уларнинг таъсир кучини сусайтирар эди.

Г.Келдиёрованинг ёзишича¹⁶ бадий асар тилини ўрганишга эътибор ХХ асрнинг 30-йилларидан янада кучайгани, шу борада жаҳон, рус тилшунослигида, кейинроқ эса, ўзбек тилшунослигида ҳам жиддий тадқиқотлар яратилганлигини эътироф этади. Масалан, В.Матезиус ва Р.О.Якобсон ташаббуси билан 1926 йилда Прага лингвистик тўғараги ташкил топган бўлиб, тўғаракнинг асосий масалаларидан бири тилга функционал жиҳатдан ёндашиш бўлган, Чех олимлари К.М.Долгов, В.Матезиус, Я.Мукаржавскийнинг¹⁷ тадқиқотлари бадий адабиёт тилини ўрганиш, бадий тил ва поэтик тил, тил ва услуб муаммоларига бағишланган.

Жаҳон ва рус тилшунослигида бадий асар тилини тадқиқ қилишга бағишланган йирик тадқиқотлар мавжуд. Уларда бадий асар тилининг

¹⁶ Келдиёрова Г.С. Ҳозирги ўзбек бадий тадқиқи. Тошкент 2009. 15 б.

¹⁷ Мукаржавский Я., Долгов К.М. Новая философская энциклопедия. М: Мысль, 2010.-281 с.

асослари, унинг ўзига хос хусусиятлари тўғрисида диққатга сазовор фикрлар ўртага ташланди. Чех олимларидан Л.Долежел ва К.Гаузенбласлар “Бадиий адабиёт стилистикасининг ядроси, бадиий адабиётнинг тил услубини тадқиқ қилувчи лингвистик стилистикадир”¹⁸, -деб ҳисоблайдилар.

Бадиий асар тилини ўрганиш ҳақидаги фан рус тилшунослигида акад. В.Виноградов номи билан боғлиқ. Унинг таъкидлашича, “бадиий адабиёт тилини тадқиқ қилиш тилшунослик ва адабиётшуносликка яқин, бироқ уларнинг ҳар иккисидан ажралиб турувчи махсус филологик фаннинг предмети бўлиши лозим”.

Н.П.Потацкая “Бадиий адабиёт тилининг эстетик вазифаси билан тилнинг эстетик вазифаси билан тилнинг экспрессив – стилистик воситалари вазифаси принципиал фарқланмаслиги боис, бадиий адабиёт тилини ўрганадиган фанни бир-биридан ажратиш ноўрин”, -деб ҳисоблайди.¹⁹

Муайян бирор тил стилистикасининг ривожланишида миллий бадиий адабиёт тилининг аҳамияти катта эканлиги бадиий асарлар тилини ўрганиш ва таҳлил қилишнинг ҳам назарий, амалий масалалари тадқиқотчиларни ўзига жалб қилиб келаётгани маълум. Чунки миллий адабий тилнинг тараққиёти учун бадиий адабиёт тили энг асосий манбалардан бири бўлиб, у тилнинг бойлигини ва умумхалқ тилининг ифода воситаларини кўрсатишга хизмат қилади.

Бу тушунчалар бир бирини тўлдириб, айти пайтда бир-биридан озуқа олиб яшайди. Назарий манбаларда уларнинг кўйидаги хусусиятлари қайд этилади:

1. Адабий тил грамматик меъёрларга бўйсундирилган қатъий талаффуз нормаларга эга бўлган, жонли халқ тилидаги ҳар хилликларни бир хилликка олиб келган тилдир;

2. Жонли сўзлашув тили ёки умумхалқ тилида грамматика ва орфоэпия қоидаларига доим ҳам амал қилинавермайди, эмоционал лексика ва фразеология, шева элементлари, касб-хунар лексикаси. жаргонлар, вульгаризмлар ва бошқалардан кенг фойдаланилади;

3. Бадиий тил эса жонли сўзлашув тилига асосланган, адабий тил билан чамбарчас боғланган, ҳаммага тушунарли бўлган, "сўз усталари томонидан пардозланган, сайқал берилган поэтик тилдир". Рус тилшуноси Л.В.Щерба ўз тадқиқотларида биринчилардан бўлиб бадиий асарлар тилини ўрганиш масаласини алоҳида муаммо сифатида кўтариб чиқади²⁰.

А.Пешковский ҳам эътиборни бадиий асар тилини ўрганишга қаратди: "Гўдак катталар нутқини тушуниши, ўқиши орқали гапиришни ўрганганидек, ижодкор ҳам ўз хусусий услубига фақат ўзгалар услубини тушуниш, ўқиш орқали эга бўлади. Шунинг учун мен услубни ўрганишда "матннинг чуқурлаштирилган услубий таҳлили"ни асосий ўринга қуяман"²¹. Ўзбек филологиясидаги ёзувчи тили услуби, бадиий асар тили бўйича қилинган

¹⁸ Dolezel L. Narrative modes in Czech literature. Penn State University Press 1977.- 102 P

¹⁹ Потацкая Н.П. Стилистика современного Французского языка. Высшая школа, 1977. -19 с

²⁰ Щерба Л.В. Языковая система и речевая деятельность. Л.,1974

²¹ Пешковский А.М. Избранные труды. Учпедгиз, 1959.-54 с.

тадқиқот ишларида бадиий адабиёт тили муаммолари борасида турлича қарашлар мавжуд. Б.Умуркулов соҳадаги ишларни 3 гуруҳга бўлади:

- 1) умумий масалаларга доир ишлар;
- 2) лингвистик аспектда ўрганишга доир ишлар;
- 3) адабиётшунослик аспектида ўрганишга доир ишлар.²²

Б.Умуркуловнинг монографиясида алоҳида қайд этилган, лекин гуруҳ сифатида кўрсатилмаган бир қатор тадқиқотлар борки, булар бирор конкрет ижодкорлик тилдан фойдаланиш маҳорати ҳақида баҳс юритади. Бундай ишларда бадиий асар тилининг адабиётшунослик ва тилшунослик омиллари баровар текширилади. Шунингдек, монографиясида ҳозирги ўзбек шеърини тилининг лексик манбалари, поэтик лексика, анъанавий поэтизмлар, сўз вариантлари ва уларнинг эстетик қиммати каби масалалар тадқиқ этилган.

Демакки, бадиий матн поэтикасига лингвистик ёндашув, яъни лингвопоэтика бошқа ёндошувларни асло инкор этмайди, балки мазкур ёндашувнинг етакчилигини кўрсатади, холос. Аммо баъзи тадқиқотчилар лингвопоэтиканинг фақат тилшуносларга тегишлилигини, бадиий нутқни тадқиқ этиш учун тегишли тажриба ва керакли қуролга фақат тилшунослар эга бўлганлиги учун уни фақат тилшунослар ўрганиши лозимлигини айтадилар. Лекин бундай кескин талаблар жиддий илмий эътирозларга сабаб бўлган.

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THE IMPACT OF TECHNOLOGICAL DEVELOPMENT ON THE USE OF NEOLOGISMS

The author of the article focuses on the impact of technical development on the use of neologisms. The object of the research is the lexical system of modern English, types of neologisms, methods of their formation and distribution. Studying

²² Умуркулов Б. Ўзбек бадиий насрининг луғавий услубий шаклланиш асослари. ЎзФА тил ва адабиёт ва фолклори институти 2020. 78б.

the mechanisms of formation of neologisms in connection with conceptual changes in human consciousness in line with the constant development of technologies and scientific advances, it is possible to extract more informative use of neologisms in everyday life.

Keywords: *neologism, development, mass media, science, technology, relevance.*

В данной статье рассматривается влияние технического развития на применение неологизмов. Объектом исследования является лексическая система современного английского языка, виды неологизмов, способы их формирования и распространения. Изучая механизмы формирования неологизмов в связи с концептуальными изменениями в сознании человека, в связи с постоянным развитием технологий и научных достижений можно понять большую значимость применения неологизмов в повседневной жизни.

Ключевые слова: *неологизм, развитие, СМИ, наука, техника, актуальность*

English today is widely spoken and used for international communication. It constantly develops its internal and external resources, adapting to various changing circumstances due to its dynamic nature and the development of modern society. Various changes and achievements in social, cultural, political and scientific life give rise to new forms and content, improving and expanding the expressive means of language and its structure through their structural complication or simplification. Language is the first to respond to changes in various areas of human life and activity.

This article focuses on neologisms as an integral part of a modern English dictionary. The modern period is characterized by active development and changes in the social, political and scientific spheres of human life. Naturally, they are accompanied by changes in the English language, which should reflect objective reality. Effective communication is impossible without knowledge of current trends and development trends in various spheres of human activity, which immediately affect the language.

The object of the research is the lexical system of modern English, types of neologisms, methods of their formation and distribution. This research work covers some aspects of such a complex phenomenon as neologism, an attempt is made to identify the main features, that is, those that are of paramount importance for communication and social activity. The introduction of new words in the technological, scientific, social and political spheres requires close attention in order to find out their true and real meaning, their scope and boundaries.

There are new items and devices that come into the daily lives of many people. Thus, it is important to find and identify the sources of the origin of neologisms in order to determine their types, their importance and distribution. So, the sources of neologisms can be divided into two types of different nature of their origin. These groups or sources are linguistic and extralinguistic. The first type gives the correct form of the word through the process of building words and borrowing.

The social sphere gave the names of new phenomena. These neologisms relate to various aspects of human life and activity, including work, leisure activities, hobbies, etc. - consumerism, webinar, wardrobe malfunction, Santorum, return to the saddle, end of the hawk, and others. In the economic sphere, many lexemes have appeared, denoting different brands, logos and trademarks, which even without mention are in memory, but there are still many words that have a broader meaning and denote a certain product group or commercial activity - self-service laundry, vacuum cleaner, adhesive plaster and others.

The scientific and technical areas are very close to each other, not only in an ontological sense, but also in terms of changes that are introduced almost every day with each new invention, discovery or innovation. Many of them have entered our daily lives and activities and have become quite trivial. Here are just a few of them - the Internet, the World Wide Web (www), a blog, an intranet, a forum, etc. Being a social phenomenon, language enriches its vocabulary by developing various aspects of human life and activity. The main sources are the media, the Internet, computer technology, sociology as the most developing areas of human life.

Each new event is reflected in the language, and through which it comes into use. We studied the mechanisms of formation of neologisms in connection with conceptual changes in human consciousness in connection with the constant development of technology and scientific advances. The systematic study of newly emerging words improves the process of memorizing vocabulary and contributes to the expansion of vocabulary, thereby preparing a person for life in the modern world. The practical value of the collected materials can be used in the compilation of dictionaries and improving students' skills in working with the dictionary.

The relevance of this topic is that neologisms are very important in our life, especially now, because science and technology are constantly developing, new directions are being developed in the field of literature, art, music, etc. And there are many new words created in different areas of human activity. Sometimes people do not even know the meaning of certain abbreviations, because they are new. Indeed, sometimes with abbreviations such as MMA, a non-abbreviated form can be so specialized that it is unknown to most people - a point that quiz compilers who regularly catch people with well-known abbreviations and other types of neologisms.

Introducing a new perspective on doctrines, especially religious themes, is perhaps the biggest challenge for professional technical interpreters. New facilities and processes are constantly being created in technology. New ideas and variations of feelings come from the media. Terms from the social sciences, slang, a dialect included in the main course of the language, translatable words, make up the rest. A few years ago, it was said that three hundred new words had been counted in four consecutive numbers of the French weekly express newspaper. It was stated that each language acquires three thousand new words every year.

In fact, neologisms cannot be quantified, as many of them fluctuate between acceptance and oblivion, and many are short-lived individual creations. What is obvious is that their number increases dramatically, and as we become more

and more linguistic and shy, articles, books, specialized and general dictionaries dedicated to them appear more and more often. Since they usually arise first in response to a specific need, most of them have one meaning and therefore can be translated out of context, but many of them soon acquire new (and sometimes lose old) meanings in the target language.

The vocabulary groups listed above are also often found in headlines and newspaper articles. The main features of news messages are in their syntactic structure. The reporter must be brief, he naturally tries to squeeze all his facts into the allotted place. This tendency predetermines a peculiar composition of short news and syntactic structure of sentences. The size of short news varies from one sentence to several (short) paragraphs. And in general, the shorter the news, the more complicated its syntactic structure. The following grammatical features of short news items are of prime importance and can be considered as their grammatical parameters.

Just think how many times you have come across a completely new expression that you have not heard before and thus have not recognized its meaning. In this regard, even experienced users of the language sometimes find themselves at the same level as beginners. Neologisms illustrate that language is a dynamic structure that we would like to prove mainly on its ability to reflect the current situation. The language serves not only to describe already known facts, but also is able to give new additional meanings to existing words and invent new word forms. Its use in specific situations even affects the thoughts, attitudes, opinions, behavior of people, etc.

It is important to understand the difference between tabloids and commercial handouts in terms of lexical use, content and style. Next, we are going to identify neologisms and point out problems that are closely related to this, at first glance, non-problematic matter. Quite a lot of space was given to the means of vocabulary growth and especially to productive word-building processes, since they constitute the core of the study.

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НЕМИС ВА ЎЗБЕК ТИЛЛАРИНИ ЧОҒИШТИРИБ ЎРГАНИШГА
ДОИР БАЪЗИ МУЛОҲАЗАЛАР

***Annotatsiya:** Ушбу илмий мақолада немис ва ўзбек тилларини чоғиштириб ўрганиш жараёнида уларнинг фарқ жиҳатлари, қиёсланаётган тил бирликларининг муқобилининг бор-йўқлиги, кўп ёки кам қўлланиши ҳақида мулоҳазалар келтирилган.*

***Annotation:** The principles of the study of German-Uzbek phonological, syntactical, morphological units (the parts of speech) in foreshortening of the global comparative interpretation in modern contrastive linguistics are observed in the given article.*

Чоғиштира лингвистика икки ва ундан ортиқ тилларда мавжуд бўлган ўхшашликларни эмас, балки улардаги фарқ жиҳатларини ўзаро таққослаб ўрганади. Чоғиштира лингвистикага доир тадқиқот ютуқларини чет тилини ўқитиш жараёнида қўллаш самарали натижаларга олиб келади [Kühlwein 1990: 241]. Чоғиштирув асосидаги тадқиқотлар қуйидаги 5 сатҳда амалга оширилади: Фонологик ва фонетик сатҳ; Морфологик сатҳ; Синтактик сатҳ; Ономосиологик сатҳ; Таржима муаммолари.

Морфологик сатҳда икки ёки ундан ортиқ тилларнинг морфологик бирликлари, шу жумладан *сўз туркумларини чоғиштира равишда ўрганишининг асосий принциплари* қуйидагича:

- Икки ёки ундан ортиқ тилларнинг барча сўз туркумларини глобал (ёппасига) ва тизимли равишда қиёслаб ўрганиш;
- Икки ёки ундан ортиқ тилларнинг бирор бир сўз туркумини қиёслаб тадқиқ қилиш [Юсупов 2007: 66-68].

1980-2000 йилларда морфологияда парадигматик моделлар назарияси ишлаб чиқилди. Сўз шаклларидаги морфемаларнинг нисбий жойлашувини умумлаштриб ўрганиш таклиф қилинди (Дж. Байби). Морфологик бирликларни тадқиқ қилишда *грамматик типология* янада рифожланди ва *грамматикализациялар* назарияси вужудга келди [Плунгян 2000: 22-23].

Морфемаларни таснифлаш – шаклий ва семантик мезонлар асосида амалга оширилади, масалан:

- немис тилидаги {KIND}, {TISCH} ва {GELB}, ўзбек тилидаги {БОЛА}, {ЭШИК} ва {ЯШИЛ} морфемалари сўз маъноларига эга ва улар

мустақил сўзлардир. Бу каби морфемаларни биз *эркин лексик морфемалар* деб атаёмиз.

- немис тилидаги {DER}²³, {UND} ва {ÜBER}, ўзбек тилидаги {АММО}, {ВА} ва {ЛЕКИН} морфемалари грамматик маънога эга ва улар гапда эркин қўлланилади, шу сабабли улар *эркин грамматик морфемалар* деб аталади.

- немис тилидаги {-er} морфемаси, ўзбек тилидаги {-роқ} морфемаси грамматик маънога эга, лекин фақат бошқа морфемалар билан бирикувда қўлланилади ва шу сабабли улар *боғланган грамматик морфема* деб аталади.

- немис тилидаги {-t} морфемаси, ўзбек тилидаги {-япти} морфемаси феъл-кесим қўшимчаси сифатида феълга боғлиқ масалан, *geht (кетаяпти)*, *springt (сакраяпти)*, *singt (куйлаяпти)*. Ушбу мисолларда бу морфемалар ҳозирги замон, 1-шахс бирлик формасини кўрсатиш учун қўлланилган.

- немис тилидаги {-et} ва {-e} морфемалари феъл-кесимнинг *wartete* формасида бири, яъни {-et} имперфект, иккинчиси –{-e} эса 3-шахс бирлик кўрсаткичи сифатида қўлланилади. Ўзбек тилидаги феълнинг муқобил формаси, яъни 3-шахс бирлик формасидаги яқин ўтган замон феъли (*кетди*) – {-ди} морфемаси ёрдамида ҳосил бўлади ва ҳоказо.

Немис тилидаги *сўз туркумлари* ўзгарувчан (улар қуйидагилар: *от, артикль, феъл, сифат, олмош, сон, равиш*) ва ўзгармайдиган (*предлог, юклама, боғловчи, ундалма, тақлид сўзлар*) бўлади.

Немис тилидаги *сўз туркумларининг* сони лингвистлар томонидан турлича таъкидланган. Баъзи олимлар 4 та *сўз туркуми* мажудигини исботламоқчи бўлсалар, бошқалари эса 5 дан 14 тагача *сўз туркумларини* ажратиб кўрсатадилар.

Ўзбек тилида ҳам бу борада ягона фикр мавжуд эмас. Ўзбек тилида *сўз туркумларининг* сони 8-10 гача белгиланган. Қуйидаги жадвалда немис ва ўзбек тилларидаги *сўз туркумларининг* сони ва уларнинг номлари келтирилган:

²³ Ўзбек тилида артикль *сўз туркуми* мавжуд эмас ва шу сабабли бу каби *сўзларни* чоғиштириб ўрганишда аналогия (муқобиллик) мезони асосида иш юритилади. Немис тилидаги артиклар бош келишиқдан бошқа барча келишиқларда қўлланганда ўзбек тилидаги муқобилига эга, масалан, Genitiv, Maskulina {DES} морфемасининг ўзбек тилидаги муқобили {-нинг} морфемаси (қаратқич келишиги қўшимчаси) дир.

	Ўзгарувчан (турланувчи ва тусланувчи) сўз туркумлари							Ўзгармайдиган сўз туркумлари						
Немис тилида	das Substantiv	der Artikel	das Verb	das Adjektiv	das Pronomen	das Numerale	das Adverb	die Präposition (предлог)	die Partikel	die Konjunktion	die Interjektion	die Lautnachahmungen	–	– (die modalen)
Ўзбек тилида	От	–	Феъл	Сифат	Олмош	Сон	Равиш	–	Юклама	Боғловчи	Ундов сўзлар	Тақлидий	Кўмакчилар	Модал сўзлар

Ўзбек тилида артикль сўз туркуми, жинс категорияси мавжуд эмас ва кўплик шаклини ҳосил қилиш немис тилидагидан кўра анчагина осон, қиёсланг: *одам* (Singular, ‘*der Mann*’), *одамлар* (Plural, ‘*die Männer*’) лекин: *учта одам* (Plural, ‘*drei Männer*’).

Немис тилида рефлексив феъллар ўзига хос равишда, яъни *sich* дейктик протемаси ёрдамида ҳосил қилинади (масалан: *sich anziehen*). Ўзбек тилида ҳам рефлексивлик ифодаси мавжуд ва бундай ҳолларда морфемалардан фойдаланилади (масалан: *kiy-moq* (‘*anziehen*’) *kiy-in-moq* (‘*sich anziehen*’).

Немис тилида кўплаб олд кўшимчалар қўлланилса, соф ўзбек тили олд кўшимчаларга эга эмас ва немис тилидаги олд кўшимчаларнинг ўзбек тилидаги муқобили сифатида келишик кўшимчалари хизмат қилади.

Немис тилидаги 6 та (*Präsens, Präteritum, Perfekt, Plusquamperfekt, Futurum I, Futurum II*) замон шакллари мавжуд. Ўзбек тилида эса улар 11 та, яъни: 1) *ҳозирги-келаси замон феъли*, 2) *ҳозирги замон давом феъли*, 3) *ўтган замон нисбат феъли*, 4) *тарихий ўтган замон феъли*, 5) *узоқ ўтган замон феъли*, 6) *ўтган замон ҳикоя феъли*, 7) *тугалланмаган ҳикоя феъли*, 8) *ўтган замон давом феъли* (-*yotgan edi* шакли), 9) *ўтган замон давом феъли* (-*moqda edi* шакли), 10) *келаси замон давом феъли*, 11) *келаси замон мақсад феъли*.

Немис тилида 3 та нисбат категорияси (Aktiv, Passiv, Stativ²⁴), 3 та майл

²⁴ Баъзи грамматика китобларида Stativ шаклига яна қуйидагилар ҳам киритилган: Infinitiv I Stativ: *gebaut sein*. Infinitiv II Stativ: *gebaut gewesen sein*.

категорияси (Indikativ, Konjunktiv, Imperativ), феълнинг тусланмайдиган 4 та номинал шакллари, яъни: Infinitiv I ва Infinitiv II, Aktiv ва Passiv²⁵ мавжуд. Ўзбек тилида эса 2 та нисбат категорияси²⁶ (Aktiv (aniqlik nisbati), Passiv (majhullik nisbati), 3 та майл категорияси (Indikativ (aniqlik mayli), Konjunktiv (hohich-istak mayli), Imperativ (buuruq mayli) ва турли инфинитив ва сифатдошлар ёрдамида ҳосил бўладиган феъл гуруҳлари ҳақида таъкидлаш мумкин.

Синтактик сатҳда, хусусан эргаш гапли кўшма гапларнинг муқобиллари борасида ҳам, тафовутлар мавжуд. Жумладан, немис тилидаги тўсиқловчи (чекловчи) эргаш гаплар²⁷нинг ўзбек тилида муқобили учрамайди, чунки улар бошқа ном билан аталган²⁸, яъни немис тилидаги тўсиқлов-чеклов мазмунини ифодаловчи эргаш гаплар – ўзбек тилида сабаб ёки натижа, баъзи ҳолларда шарт ёки пайт эргаш гап сифатида намоён бўлади, қиёсланг:

Ich gehe in den Vortrag, *insofern (als) eine interessante Frage behandelt wird.* – Мен маърузага бораман, *чунки у қиқзиқ мавзуга бағишланган.* (Маъруза қиқзиқ мавзуга бағишланганлиги *сабабли*, мен ушбу маърузага бораман.)

Soweit ich die Lage beurteilen kann, sie ist schädlich... – Шароитни баҳолаган *ҳолда* таъкидлашим жоизки, аҳвол чатоқ...

Insofern der Architekt seinen Gönnerinnen das beste wünschte, war es ihm angenehm, sie in der guten Gesellschaft des schätzbaren Gehilfen zu wissen. (J. W. Goethe) – *Меъмор ўз ҳомийларига самимий тилаклар тилаган ҳолда* уларни ўзининг қадрдон шериклари қаторида кўришдан завқланди²⁹. (Й.В. Гёте)

Шундай қилиб, чоғиштирма тадқиқотларнинг ютуқ ва натижаларини ўз навбатида чет тилларини ўқитиш жараёнида қўллаш муҳим ҳисобланади.

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²⁵ Infinitiv Präsens (Infinitiv I) des Aktivs und des Passivs: *tragen/getragen werden*. Infinitiv Perfekt (Infinitiv II) des Aktivs und des Passivs: *getragen haben/getragen worden sein*.

²⁶ Ўзбек тилида ҳам статив шаклининг баъзи элементлари кузатилади, лекин улар пассив шакли деб аталган, қиёсланг: *qurilgan bo'lmog, qurilgan bo'lganda edi*.

²⁷ die Restriktivsätze (Einschränkungssätze).

²⁸ Uskenbaev O'.Yu. Kontrastive Linguistik. Deutsch-usbekische kontrastive Syntax: Oliy o'quv yurtlari chet tillar (filologiya) fakulteti talabalari uchun o'quv qo'llanma. – Toshkent: Fan va texnologiyalar Markazining bosmaxonasi, 2010. – 121 b.

²⁹ Таржима бизники. – (У.Ў.)

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“ПАЙТ” КОНЦЕПТИНИНГ УМУМИЙ ФРАЗЕОЛОГИК МОДЕЛИ

Немис ва ўзбек тилларидаги пайтни ифодаловчи фразеологизмлар – тасвирловчи, изоҳловчи, англашга ундовчи, экпрессив, эмоционал, тавсифловчи каби вазифаларни амалга ошириб, турли когнитив моделлар ҳосил қила олиш имкониятларига эга.

Немис ва ўзбек тилларидаги пайтни ифодаловчи фразеологизмлар нафақат тасвирловчи, изоҳловчи, англашга ундовчи каби асосий вазифаларни, балки экпрессив, эмоционал, тавсифловчи вазифаларини ҳам амалга ошириб, улар лингвистик нуқтаи назардан эмоционаллик, экпрессивлик, образлилик, тавсифийлик каби коннотатив³⁰ компонентларни шакллантириш учун хизмат қилади. Фразеологик мазмуннинг коннотатив компонентларини шакллантириш – бу муайян мантиқий ва психологик жараён бўлиб, лингвистик асосга эга. Бу жараён биз томондан мантиқий-семантик (когнитив) моделларга жамланган. Фразеологизмларнинг ”пайт” маъносини англаувчи мантиқий-семантик моделлари бир томондан фразеологик материални тизимлаш ва умумлаштиришга ёрдам беради, иккинчи томондан эса – фразеологик образлиликнинг шаклланиш жараёни ва қоидаларини акс эттиради.

Немис ва ўзбек тилларидаги пайт маъносини ифодаловчи фразеологизмларнинг мантиқий-семантик модели истиора(метафора)га, метонимияга ва аралаш кўчма маъно ҳосил қилувчи стилистик турларга хос кўчма маъно ҳосил қилиши ҳам мумкин. Пайт маъносига эга бўлган фразеологизмларнинг кўп қисми истиора ҳисобланади.

Метафора онтологик жиҳатдан инсон фаолияти билан боғлиқ бўлган, тафаккурнинг табиий тил орқали ифодаланган маҳсулоти сифатидаги мураккаб ва ўзига хос феномендир. Унинг универсал хусусияти борлиқ ва пайтда, тил структурасида ва унинг вазифаларида намоён бўлади, чунки бу каби тилнинг стилистик воситаси ёрдамида ёрқин ва эса қоларли даражадаги образлар яратилади, у бир вақтнинг ўзида номинация воситаси ҳам ҳисобланади ҳамда муайян этноснинг “борлиқ тасвирини” ва миллий этник

³⁰ *Коннотация* – тил бирликлари семантикасига узвул ёки окказионал тарзда кирувчи семантик мавжудлик бўлиб, у нутқ субъектининг борлиққа эмотив – баҳолаш ва услубий белгиланган муносабатини (тил бирлигининг кўчма маъносини) ифода этади. Анъанавий тилшуносликда коннотация изоҳи, шарҳи худди шу тарздаги прагматик баҳо воситасида тушунилади. Қаранг: <http://de.wikipedia.org/wiki/Konnotation> – 22.06.2012.

стереотипларни аккумуляция ва трансляция қилиш воситаси ҳам ҳисобланади³¹

Метафора лингвистлар томонидан фақатгина стилистик фигура ёки троп сифатидагина қаралмаяпти. У инсоннинг концептуал омили билан ҳам боғлиқ бўлиб, нафақат тил воситаси, балки тафаккур ва ҳаракат-ҳодиса билан ҳам боғлиқ³² Инсон турли воқеликларни турли ассоциациялар билан боғлаб, турли мисоллар ҳосил қилади ва метафора орқали ифодалайди, масалан: *вақт – энг яхши табиб – die Zeit heilt alle Wunden*. Метафора ҳақидаги назария когнитив феномен ҳисобланаиб, воқеликларни онгга (тафаккурга) боғлаб тадқиқ қилишни тақозо қилади.

Концептуал метафоралар назариясига асосан (Lakoff/Johnson³³) метафора – тушунчалар асосидаги когнитив амалиёт, концептуализация воситаси деб тушунтирилади. Бу амалиёт бизга борлиқни тушунчалар шакллари асосидаги терминлар ёрдамида англашимизга ёрдам беради. “Метафора бизнинг ҳар кунлик ҳаётимизда мавжуд, бизнинг тилимиз, тафаккуримиз, ҳатти-ҳаракатларимиз, бизнинг англаб, онгли ҳаракат қиладиган концептуал тизимимиз – ҳаммаси ўзининг келиб-чиқишига кўра метафорадир”³⁴ Инсон онгида нафақат алоҳида олинган номларга, балки бир бутун концептуал шаклларга кўчма маъно берилади, Шундай қилиб, *метафора – бу тил билан ифодаладиган, мазмун билан боғлиқ бўлган когнитив шаклга кўчма маъно бериш демакдир*.

Борлиқ тасвирининг фрагментлари метафора орқали ифодаланиши ва метафоранинг ҳосил бўлиши жараёни ва концептуал метафораларнинг ифодаланиши йўллари тадқиқ қилиш натижасида, таъкидлаш жоизки, универсал метафоралар тури хил бўлади, улар турли тил ва маданиятларда турлича намоён бўлади ва шу асосда метафора маданий жиҳатдан ўзига хос хусусиятга эга. Масалан, *вақт – энг яхши табиб* метафораси турли тил ва маданиятларда учрайди, лекин *буни вақт кўрсатади* метафораси рус ва ўзбек тиллари ва халқлари учунгина хос. Концептуал метафоралар тизимини ўрганиш орқали олимлар фундаментал маданий қадриятлар ушбу маданиятнинг метафоралар тизими ва асосий тушунчалари билан ўзаро боғлиқ, метафоралар билан дунёни англаш ва билиш каби лингвомаданий умумийлик мавжуд деган фикрга келдилар³⁵ Таъкидлаш ўринлики, бирор бир концепт учун асосий деб танлаб олинган метафора ушбу концептнинг фақат бир қисмини тасвирлайди холос, концептнинг бошқа қисми эса очик қолаверади. “*Вақт – пул*”, “*уруш – жанжал*” каби метафоралар қанчалик

³¹ Eismann, Wolfgang: Jenseits der Weltbild-Phraseologie: Vergessene psychoanalytische Perspektive in der Phraseologie // Phraseologie Amor. Aspekte europäischer Phraseologie. Festschrift für Gertrud Greciano zum 60. Geburtstag. Hohengehren 2001. S. 107-122. S. 108.

³² Кубрякова Е.С. Проблема представления знаний в современной науке и роль лингвистики в решении этих проблем // Язык и структуры представления знаний. Сборник научно-аналитических обзоров / Отв. ред-ры: Ф.М. Березин, Е.С. Кубрякова. М.: ИНИОН, 1992. – 162 с. С. 34.

³³ Lakoff G., Johnson M. Metaphors We Live by. – Chicago, London: The University of Chicago Press, 1980. P. 242.

³⁴ Roos, Eckard: Idiom und Idiomatik: ein sprachliches Phänomen im Lichte der kognitiven Linguistik und Gestalttheorie. Aachen, 2001 Roos, Eckard: Idiom und Idiomatik: ein sprachliches Phänomen im Lichte der kognitiven Linguistik und Gestalttheorie. Aachen, 2001. С. 126.

³⁵ Rohrer T. To Plow the Sea: Metaphors for Regional Peace in Latin Amerika // Metaphors and Symbolic Activity, 1991, v. 6. P. 163-181.

тилимиз учун одатий ҳол бўлиб қолса ҳам, уларнинг биринчи компоненти бошқа метафорик образ орқали ифодаланиши ҳам мумкин. Метафораларни тадқиқ қилиб, қуйидаги тушунча ҳосил қилиш мумкин: ментал (концепт) нарса – моддий (тил) орқали тасвирланади.

Иккинчи томондан, тил воситаларинг муайян концепт билан муносабатга киришуви натижасида моддий нарсани (тил бирлигини) ментал (концепт ва унинг метафораси) нарса ёрламида тадқиқ қилиш мумкин.

Концептуал тизимнинг истиорали эканлигини инобатга олиб ва метафоралар инсон тажрибалари билан боғлиқ эканлигини эътироф этиб, инсон ижоди эса онгимиздаги когнитив моделлар орқали ифодаланишини таъкидлаган ҳолда, шу нарсани тасдиқлаш ўринлики, муайян концептлар учун, масалан “ПАЙТ” концепти учун бирорта аниқ истиорага оид тасвир (образ) хизмат қилади. Ушбу концептуал метафоралар – тил омили билан тафаккур ўртасидаги муносабатларни ўрганувчи фан соҳасига айланиши мумкин.

Концептуал ва лингвистик метафораларни бирини иккинчисидан ажратиш метафоралар назариясида муҳим аҳамият касб этади. Лексик семантика нуқтаи назаридан метафорага оид кўчма маъно ҳосил қилинишининг механизми ва натижалари маъно ва мазмунлар концепцияси билан боғлиқ. “Агар бирламчи (тўғридан-тўғри) номинация жараёнида денотатив³⁶” маънонинг кўчиши амалга ошса ва янги маънога янги денотат мос тушса, метафора ҳосил бўлиши натижасида, яъни, иккиламчи номинацияда эса иккита денотат ҳосил қилинади³⁷. Н.Д. Арутюнова таъкидлашича, метафора – бу аниқ бир нарса ёки ҳодисанинг ўзига хослигини белгилаш ва ифодалашдир. “Метафора – бу барча мустақил ва ёрдамчи сўларнинг маъносини кўчириш воситаси, шунинг учун тилни “хиралашган” метафоралар луғати дейишга ҳамма асослар бор”³⁸ Шунга қарамасдан метафораларни ўрганишдан асосий мақсад, уларнинг тилга эмас, онга, тафаккурга тегишли эканлигини исботлашдир. “*Вақтинг кетди, бахтинг кетди*” дейилганда бахтли бўлиш учун вақтдан унумли фойдаланиш кераклиги уқтирилмоқда.

Н.Д. Арутюнова ёзади: “Бутун олам метафоралардан иборат экан деган фикр ҳам ҳосил бўлади. Бу ерда ва у ерда, ҳамма жойда дунёда ва концептлар маконида ниманидир тасвирлаш, ниманидир кўчма маъносини ифодалаш ҳаракати ҳукм сурмоқда”³⁹

Юқоридаги фикрни инобатга олиб, немис ва ўзбек тилларидаги “ПАЙТ” концептининг умумий фразеологик моделини *вақт – бу ҳаракатдир* деб белгилаш мумкин. Бу моделни биз учта образли майдонга бўлишни таклиф қиламиз, яъни: *die Zeit fließt – вақт сувдек ўтиб кетмоқда*,

³⁶ Денотация – тил бирлигининг бирор-бир контекст ёки ситуацияга боғлиқ бўлмаган аслий (луғатларда кўрсатилган) маъноси. (Denotation – Bedeutung einer sprachlichen Einheit, die vom jeweiligen Kontext und der Situation unabhängig ist.) Қаранг:

<http://de.wikipedia.org/wiki/Konnotation> – 22.06.2012.

³⁷ Скляревская Г.Н. Метафора в системе языка. СПб., 1997. С. 34.

³⁸ Арутюнова Н.Д. Алогичность метафорических полей //Русский язык сегодня: Сб. научных статей / Отв. ред. Л.П. Крысин. М.: Азбуковник, 2003. С. 24.

³⁹ Арутюнова Н.Д. Алогичность метафорических полей //Русский язык сегодня: Сб. научных статей / Отв. ред. Л.П. Крысин. М.: Азбуковник, 2003. С. 20.

die Zeit dreht sich im Kreise – вақт айлана бўйича ҳаракатда, *die Zeit steht still* – вақт тўхтаб қолди. Юқоридаги таъкидланганларни қуйидаги жадвал ёрдамида намоёиш қилиш мумкин:

**“ПАЙТ” концептининг умумий фразеологик модели
ва ушбу моделнинг учта образли майдони**

<p>1-образли майдон: <i>die Zeit fließt</i> – вақт сувдек ўтиб кетмоқда</p>	<p>2-образли майдон: <i>die Zeit dreht sich im Kreise</i> – вақт айлана бўйича ҳаракатда</p>	<p>3-образли майдон: <i>die Zeit steht still</i> – вақт тўхтаб қолди</p>
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Агар пайтни ҳаракат деб англасак, у ҳолда бу майдоннинг ядросини қуйидаги метафоралар ташкил қилади: *вақт ўтмоқда* – *die Zeit vergeht*, уларнинг асосини *бир зумлик, тез ўтиб кетишлик* образи ташкил қилади ва улардан ҳар икки тилга хос қуйидаги сўз шакллари ҳосил қилинади: *ўтган, ўтаётган, ўтиб кетаётган, vergangen, vergänglich, Vergangenheit, Vergänglichkeit*. Ушбу майдоннинг ядросига яна қуйидаги метафоралар тегишли: *die Zeit läuft* – *вақт тез ўтиб кетмоқда, der Lauf der Zeit* – *вақтнинг тез ўтиши*. Лекин, *die Zeit fließt* – *вақт сувдек оқиб ўтиб кетмоқда* каби метафора периферияда жойлашган ва шу сабабли луғатларда кўрсатилмаган. Метафоранинг периферияда жойлашганлиги, уларнинг кам қўлланишини англатмайди, уларнинг ажратилганлиги – эмоционаллиги ва экспрессивлигидандир. Қуйидаги, *die Zeit fließt* – *вақт сувдек ўтиб кетмоқда* метафорасидаги вақт сувнинг оқишига қиёсланапти, вақтнинг ва сувнинг оқишини инсон тўхтата олмаслиги образли равишда ифодаланапти. Тахмин қилса бўладики, концептуал метафоранинг образлик даражаси қанча юқори бўлса, у ядродан узоқликда жойлашган бўлади. Бундай майдоннинг перифериясида *вақт учиб ўтмоқда* – *die Zeit verfliegt* каби метафоралар ҳам жойлашган. Немис тилининг бу майдонида *die Zeit wandelt, die Zeit entflieht* каби ўзбек тилида учрамайдиган метафоралар мавжуддиги кузатилди.

Агар *вақт – ҳаракат* демакдир – *die Zeit ist Bewegung* метафораси атрофидаги метафораларни кузатсак, у ҳолда мантиқий равишда *die Zeit dreht sich im Kreise* – *вақт айлана бўйлаб ҳаракат қилмоқда* каби стилистик тил воситасини аниқлаймиз. Бу тил воситалари иккинчи майдонни ҳосил қилади. Бу ерда вақт ўтиши сув оқиши билан эмас, балки айлана (чархпалак) бўйлаб ҳаракат билан образли равишда ифодаланмоқда. Лекин “ҳаракат” концептида ҳаракат бир йўналишда амалга оширилиши лозимлиги кўрсатилгани йўқ. Масалан, *эрта* ва *кеч* вақтнинг ўзаро алмашинуви инсоннинг биринчи кузатув тажрибалари сарасига қиради.

Учинчи майдон *die Zeit steht still* – *вақт тўхтаб қолди* илгариги *вақт – ҳаракатдир* деган иборани рад этмайди, балки “ҳаракат” метафорик майдонга тегишли эканлигини билдиради, чунки ҳар икки феъл – *тўхтаб қолмоқ* ва *stehenbleiben* мазмунида ҳаракат семаси мавжуд.

Юқоридаги учта майдонга кирмай қолган, сўзнинг кўчма маъносида қўлланилган маъноли истиоралар ҳам мавжуд, масалан: *байрамга яқин қолди, янги аср бўсағасида, vor der Tür, an der Schwelle* ва шу кабилар. *Бўсағасида* сўзи ёрдамида ҳосил қилинадиган истиора синтактик жиҳатдан бирикма ҳосил қилади, мазмун жиҳатдан эса *янги давр, янги ҳаёт* бошланишини англатади, масалан: *янгилашиш, баҳор фасли бўсағасида; XXI аср бўсағасида*. Ҳатто борлиқ мазмунини англатувчи *йўлда, ер юзида, майдонда* каби сўзлар ҳосил қилган қурилмалар ҳам борлиқ ва вақтга оид бўлган метафора ҳосил қила олади. Немис тилидаги *an der Schwelle* предлогли қурилма метафора ҳосил қилганда, ўзбек тилидан фарқ қилиб, фақат салбий маънодаги образли бирикма ва мазмун ҳосил қилади, масалан: *an der Schwelle des Todes*.

Истиора асосида ҳосил қилинган фразеологизмни тушуниш – сўзнинг ўз маъноси ва ибораларнинг қайси бир қисми асоциатив тарзда кўчма маъно беришини англашдан иборат. Метафора биз учун

иккиламчи номинация каби тил ҳодисаси эмас, балки илгариги номланган ҳодисанинг коннотация воситасидир.

Реал ҳаёт ва борлиқда мавжуд бўлмаган абсурд воқеликларнинг ифодаси алогизмлар деб аталади, масалан: *туянинг думи ерга текканда, ҳапшанба кун*, *wenn der Fuchs und der Hase einander «Gute Nacht» sagen, wenn Pfingsten und Ostern auf Tag fallen*. Таъкидлаш лозимки, барча алогизмлар – метафора ҳисобланади. Қарама-қарши маънолар ифодаси, бадий усул сифатида фразеологизмлар орқали амалга оширилади. Образлилик асоси мавжуд бўлган алогизмлар ёрдамида ҳосил қилинган фразеологизмлар образли, эҳтиросли, баҳоловчи хусусиятга эга.

Туянинг думи ерга текканда (туянинг думи ерга тегмайди), тошбақа толга чиққанда (тошбақа тол(дарахт)га чиқаолмайди), *ҳапшанба кун* (ҳафтанинг ҳапшанба кун мавжуд эмас) ва немси тилидаги *wenn der Hahn Eier legt* (хўрозлар тухум қўйганда) каби ирреал ҳолатлар “*ҳеч қачон*” мазмундаги актуал пайт маъносини шакллантиради, бу каби барча омиллар мантиқан асосланган ва моҳияти очиб берилган бўлади.

Бу каби фразеологик бирикмаларининг умумий кўчма маъноси билан прототип мазмуни ўртасидаги қарама-қаршилик сифат қарама-қаршилиги деб аталади ва анъанавий оксюморонга мос тушади.

Кўз очиб юмгунча – ohne mit dem Wimper zu zucken, ўқдай учиб келмоқ – wie eine Rakete, чақмоқ чаққундек тезликда – blitzschnell каби фразеологизмларнинг образли шаклида гиперболага оид метафора ўрин олган ва мантиқий жиҳатдан тезликнинг одатдан ташқари кўпайтириб, оширилишини ифодалаш – “*жуда ҳам тез*” каби мазмунга олиб келади.

Вақтни чўзиш – das Spiel verzögern, кечаги кунни изламаоқ – den gestrigen Tag suchen, вақтни бекорга ўтказмоқ – die Zeit totschiagen каби образли шакллар ҳам метафора ҳисобланади, мазкур фразеологизмларда инсон томонидан вақтга таъсир ўтказилиши ғояси мавжудлигини кўрсатишга ҳаракат қилинган. Лекин пайт маъносидаги борлиқ тасвирини ифодалаовчи фразеологизмларда инсон вақтдан тирик мавжудотга нисбатан муамола қилаётгандай, лекин инсон ташаббус кўрсата олмайдиган пассив мавжудот сифатида тассаввур ҳосил қилади. *Вақтни чўзиш – das Spiel verzögern, кечаги кунни изламаоқ – den gestrigen Tag suchen, вақтни бекорга ўтказмоқ – die Zeit totschiagen* каби истиораларда инсоннинг вақтни чўзиши, воқеликлар пайти устидан ҳукмронлик қилишига бўлган ноўрин ҳаракат ифодаланган.

Лисоний жиҳатдан икки компонентли когнитив модель асосида қурилган метафорага хос маъно кўчириш метонимияга хос маъно кўчиришдан ўзининг бағоят эмоционаллиги, экспрессивлиги ва баҳолаш имкониятлари билан фарқ қилади. *Вақтни чўзиш – das Spiel verzögern, кечаги кунни изламаоқ – den gestrigen Tag suchen, вақтни бекорга ўтказмоқ – die Zeit totschiagen* каби фразеологизмларнинг ички шакли перзонификация билан боғлиқ. Биз *вақтни чўзаётган, кечаги кунни излаётган, вақтни бекорга ўтказаятган*, вақтга бўйсинишни истамаётган инсонни кўз олдимизга келтирамиз.

Ҳозирги замон тилшунослигида метафора, символ ва образни ажратиш муаммоси мавжуд. Кўпгина тадқиқотчилар символ образ билан бевосита боғлиқ деган фикр билдиради. Символ – белги, метафора каби моддий нарса, лекин метафорадан фарқли ўлароқ, бимунча чуқур, кенг ва кўп қиррали. Масалан, немис ва ўзбек тилида (*вақт*) *soam* сўзи тақдир билан боғланган. Бу ҳолат қуйидаги фразеологизмларнинг образли шакли орқали намоён бўлади: *ўладиган вақт-soam* – *die Todesstunde*, *ҳисоб-китоб вақти* – *die Stunde der Rache, die Stunde der Vergeltung*, *ажримлик вақти* – *die Stunde der Einsamkeit*, *хору-зорлик вақти* – *die Stunde der Not*, *ҳавф-хатарли вақтда* – *die Stunde der Gefahr*, *унутиб юборганлик вақти* – *die Stunde der Vergessenheit*, *келишув, муросаи-мадора вақти* – *die Stunde der Demut*.

Символ ва метафора фразеологизмларнинг пайт мазмунини ифодаловчи образли асоси ҳисобланиб, авваломбор ёрқин, таассурот қолдирувчи, кўрғазмали, ҳиссиётли образларни яратиб, борлиқнинг лисоний-даврий тасвирини моделлаштиришга ёрдам берган ҳолда эстетик вазифани бажаради. Маълум бўладигани, инсон пайтни турлича ҳис қилади ва бу нарса борлиқнинг лисоний-даврий тасвирида намоён бўлади. Баъзи кимсалар *нима бўлса бўлар, бўладига нарса барибир бўлаверади* – *was sein soll, schickt sich wohl* деса, бошқа баъзи инсонлар эса фалсафий фикр юритиб: *тонг отгунча* – *über Nacht kommt Rat* дейдилар, яна кимдир *ишни охиригача етказиб қўймоқчи бўлса* – *die Sache zu Ende führen*, яна бири дейди: *ҳечдан кўра кеч* – *für den schlimmsten Fall wird es schon gehen*. Инсон қайси миллатга тегишли бўлишидан қатъий назар, унинг борлиқдаги воқеликни руҳан қабул қилиши – унинг пайтга мунсабати ўзгариши билан боғлиқ. Пайтни қабул қилиш асосида антитеза ётибди, бу антитеза ҳиссиётни, эҳтиросларни, у ёки бошқа воқеликларга баҳо бериш кабиларни ифодалайди, антитеза пайт параметрларини тавсифловчи лексик оппозицияларда ўз аксини топган.

Инсон *вақтдан фойдаланиши* – *die Zeit beherrschen* (балки инсон *вақтдан унумли фойдаланаяпман деб ўйлаши мумкин*), *вақтни йўқотиши* – *die Zeit vergeuden*, *вақтни тежаши* – *die Zeit sparen*, *вақтни ўтказиши* – *die Zeit verbringen*, *вақтни чўзиши* – *sich die Zeit vertreiben* ва ниҳоят *вақтни кетказиши* (*вақтинг кетди* – *бахтинг кетди*) – *die Zeit totschiagen* мумкин. Инсон вақтни ўзига нафақат бўйсиндириши, балки ундан фойдаланиши мумкин: *вақтни чўзиши* – *in die Länge ziehen*, *вақтдан шошилиб фойдаланиши* – *zur Eile drängen*, *вақтни орқага суриши* – *auf die lange Bank schieben*, (*бировнинг*) *вақтини олиши* – *Zeit in Anspruch nehmen*, лекин, *вақт нафақат тез ўтади* – *die Zeit ist nicht zu erreichen*, балки уни (*вақтни*) *қувиб, етиб бўлмайд* – *die Zeit ist unerbittlich*, *вақт етмайди ҳам* (*вақтим йўқ*) – *die Zeit fehlt*.

Баъзан *ҳали вақт келгани* (*бўлгани*) *йўқ* – *es ist noch nicht soweit*, чунки *вақт биз томонда, у биз учун ишляпти* – *die Zeit arbeitet für uns* деб айтиш мумкин; лекин, бошқа бир ҳолларда: *вақт бизга қарши ишлайди* – *die Zeit arbeitet gegen uns*. Вақт доимий қадриятлани эслатгундай бўлиб, инсонга нисбатан фойдали бўлиши мумкин: *вақт кўрсатади* (*даволайди*) – *die Zeit heilt alle Wunden*, *вақт ҳаммасини ўз ўрнига қўяди* – *die Zeit stellt alles zurecht*.

Шундай қилиб, метафора каби тил воситаси бўлмиш пайт маъносига эга бўлган фразеологизмларда ёрқин образлилик, эмоционаллик, баҳоловчи хусусиятлари, “образли қисмлари”га эга бўлган коннотатив маъно бериш имкониятлари мавжуд. Улар пайтни фалсафий жиҳатдан чуқур тасаввур

қилишга ундайди, борлиқнинг лисоний-даврий тасвирини шакллантиришда иштирок этади. Фразеологизмларнинг метафорик кўчма маънони ифодаловчи юқорида келтирилган когнитив моделлари фразеологик образ орқали фразеологик материални умумлаштириш ва тизимга солишга ёрдам беради ва борлиқнинг лисоний-даврий тасвирининг шаклланишини кўрсатади.

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СЕМАНТИЧЕСКИЙ АНАЛИЗ МАРКЕТИНГОВЫХ ТЕРМИНОВ

Аннотация В статье представлен результат семантического анализа маркетинговых терминов. Семантический анализ позволил распределить выделенные термины на несколько лексико-семантических групп.

Ключевые слова. маркетинговые термины, термины-слова, термины-словосочетания, модели образования, однокомпонентные, многокомпонентные, общеэкономические термины.

Изучение лингвистических свойств терминологий и терминосистем, формирующих разные виды языков для специальных целей, играет важную роль для развития терминоведения. Маркетинговая лексика представляет один из видов специализированных языков, однако как отдельная терминосистема, она является еще недостаточно изученной. Опубликованные ранее работы чаще рассматривали биржевую терминосистему, как часть общеэкономической или финансовой терминологии. В настоящее время, когда интерес к торговле на маркетинге возрастает, увеличивается лексический запас единиц, появляется значительное число интернационализмов необходимо проведение комплексного исследования биржевых терминов. Отдельное внимание стоит уделить единицам, вошедшим в употребление недавно и еще не имеющих устоявшихся дефиниций.

Изучение семантических характеристик производных терминов позволило определить, что большую часть единиц составляют обозначения *профессий* людей, работающих на бирже или как-то связанных с ней – financier, trader, broker, insider, bidder словообразовательно обозначенных отглагольным суффиксом **-er**. Другие семантические группы:

- *элементы маркетинговой деятельности* – router, routing, volatility, installment, regulation, depression, management, micromanage, monetize;

- *способы ведения маркетинговой торговли* – peppering, scalping, rigged, subcontract, subcontracting, merger, co-locating, offering. Следующей по объему группой биржевых терминов является совокупность

- *непроизводных терминов-слов*. У 20 единиц морфологическая структура является простой, не осложненной никакими словообразовательными элементами. Например, *crash, stock, line, bid, flash*, и др. Среди представленных терминов выделяются следующие семантические группы:

- *виды денежного капитала* – stock, share, assets

- *элементы биржевой деятельности* – bid, tick, line, offer, demand, value, glitch, bonus, books, consortium, crash, corrupt, flash, options

- *виды операций на бирже* – arbitrage, licence, trade.

Как видно из проведенного семантического анализа, в состав непроизводных терминов-слов входят единицы, уже вошедшие в общеэкономический пласт лексики.

К *сложносоставным терминам* относятся 11 единиц, среди которых выделяются слова, состоящие из двух основ (stockbroker, windfall и др.) и слова, образованные способом сращения (start-up, broker-dealer и др.). Здесь также можно выделить суффикс **-er**, входящий в состав одной из основ и обозначающий *участников маркетинговой торговли* – stockbroker, headhunter, broker-dealer. В эту же группу входит – middleman, обозначающий “посредника”. Также можно выделить группу *терминов*, репрезентирующих *элементы маркетинговой торговли* – trademark, start-up, front-running, outage, windfall, loophole, kickback. *Аббревиация* представлена лишь четырьмя

единицами, каждая из которых является собой усечение трехсловного сочетания – SEC, ETF, SIP, SIP-generated. Две аббревиатуры имеют устоявшиеся дефиниции в словаре биржевой терминологии: *SEC* – Securities and Exchange Commission – Комиссия по ценным бумагам и биржам (США)[6], *ETF* – exchange-traded fund – a fund that follows the level of share prices on a stock market, and that is also traded on a market [5] – «биржевой индексный инструмент, биржевой инвестиционный фонд» [4], *SIP* – Securities Information processor – «процессор информации о ценных бумагах» [1]. Однако у оставшейся единицы – *SIP-generated* – не представлена устоявшаяся дефиниция в экономических или биржевых словарях, поэтому можно предположить, что данная единица является окказионализмом, созданным автором именно для этой книги. Таким образом, несмотря на разнообразие представленных терминов, среди них выделяются похожие семантические группы – виды капитала, участники биржи, элементы биржи, виды операций на бирже. Далее перейдем к анализу терминов-словосочетаний, которые, согласно В. П. Даниленко, подразделяются на *разложимые* и *неразложимые* (фразеологизмы) [3]. В свою очередь разложимые подразделяются на свободные (оба слова термины) и несвободные словосочетания (одно слово не является термином) [3, с. 25]. Из всей совокупности выделенных терминов 121 единица относится к группе терминов-словосочетаний. Данная группа составляет 67,9% от общего числа биржевых терминов. Наибольшей по объему подгруппой являются *разложимые терминологические сочетания* – 99 единиц. При этом 71 единица относится к несвободным словосочетаниям, а 28 единиц составляют свободные словосочетания. Проведем семантический анализ разложимых и неразложимых терминов-словосочетаний. Всю совокупность разложимых терминов можно разделить на следующие семантические группы:

- *виды рынков* – financial market, stock market, automated stock market, bond market, currency market, public market, public stock market, equity market, public company, options market, stock exchange
- *участники рынка* – brokerage customer, product manager, financial intermediary, currency trader, money manager, day trader, current salesman, public corporation, prime broker, third party, investing public, risk-taking intermediary, estate broker, mutual fund, money management firm, hedge fund и др.
- *высокочастотная торговля* – high-frequency trading, high-frequency trading firm, high-speed trader, high-speed trading firm, high-speed route
- *виды закладных* – subprime bond, subprime mortgage bond, subprime mortgage securities, subprime mortgage collateralized debt obligation, subprime loan
- *виды операций на рынке* – order entry, pay a rebate, channeling capital, public offering и др.
- *элементы маркетинговой торговли* – proprietary trading, spread trading, futures contract, trading pit, trading floor, trading station, stock market

regulation, ticker tape, microwave tower, market power, cost-benefit analysis, reserve price, company meeting, consolidated tape и др.

- *виды маркетинговых приказов* – market order, limit order, retail stock market order, customer's stock market order и др.

- *виды собственности* – material property, intellectual property.

- В группу неразложимых терминов входит 22 единицы-фразеологизма, среди которых выделяются следующие семантические группы:

- *участники рынка* – flash boys, market maker, highest bidder

- *виды организаций на бирже* – boiler room, bucket shop, prop shop, pump-and-dump penny stock brokerage firm

- *абстрактные понятия* – big push, perfect market, golden goose, flash crash, paper trail, dark pool, flash trap, predatory trading, too-big-to-fail, falling stock, dot-com bubble.

Исходя из полученных данных, можно сделать вывод о том, что в маркетинговой терминологии присутствует большое количество единиц из общеупотребительного пласта лексики. Например, такие слова как paper, note, floor, limit и др., которые, когда не входят в состав словосочетаний, не являются терминологическими единицами. Среди выделенных словосочетаний присутствует небольшое количество терминов, обозначающих абстрактные понятия. Можно предположить, что данные единицы появились с целью придания маркетинговой терминологии большей эмоциональной окраски. Отсюда такие словосочетания как – perfect market «идеальный рынок», predatory trading «хищнический трейдинг», golden goose «курица, несущая золотые яйца», flash crash «черный вторник» и др. [2, 11].

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INGLIZ VA O'ZBEK TILLARIDA GAP QURILISHINING O'ZIGA XOS XUSUSIYATLARI

Annotasiya. Ushbu maqolada gap qurilishini ingliz, o'zbek tillaridagi o'xshash, farqli jihatlarini cho'g'ishtirma tahlili bayon etilgan. Shuningdek, grammatik qurilishining o'ziga xos tafovutlari tilshinoslik mezonlari asosida yoritilgan.

Kalit so'zlar: Gap qurilishi, so'z tartibi, sintaksis, grammatika, morf, morfologiya.

Annotation. This article provides a comparative analysis of the similarities and differences between sentence structure in English and Uzbek. Also, specific differences in grammatical structure are highlighted on the basis of linguistic criteria.

Keywords: Speech construction, word order, syntax, grammar, morph, morphology.

Аннотация. В данной статье проводится сравнительный анализ сходств и различий в структуре предложений в английском и узбекском языках. Также выделяются специфические различия в грамматической структуре на основе лингвистических критериев.

Ключевые слова: построение речи, порядок слов, синтаксис, грамматика, морфология, морфология.

Barcha dunyo tillarining o'ziga xos shakliy tamoyili, gap qurilishi uchun so'z tartibi va o'zining grammatik qoidalari mavjud. Gap qurilishi asosan Tilshunoslikning sintaksis bo'limida o'rganiladi. Sintaksis (yunoncha syntaxis – tuzis, qurish demakdir) atamasini ikki ma'noda tushunish mumkin: tilning sintaktik qurilishi ma'nosida va tilning sintaktik qurilishini o'rganadigan grammatikaning bir qismi ma'nosida. Sintaksis so'z birikmalari, gap va gap bo'laklarini o'rganadi. Gap fikr ifoda etadi. So'z birikmasi esa fikr emas, balki so'z kabi tushuncha ifodalaydi. Ma'lumki, so'z birikmasi ifodalagan ma'no so'z ifodalagan ma'nodan ko'ra xususiyoq (aniqroq) bo'ladi. Demak, sintaksisning eng asosiy birligi gapdir. Shu bilan birga ingliz va o'zbek sintaktik qurilish xusussiyatlari tilshunoslik sathida alohida lisoniy ahamiyatga ega. Gapda so'zlar ma'lum qoidalar asosida bir-biri bilan bog'lanadi, ya'ni sematik-sintaktik aloqaga kirishadi. Sohoni chuqur tadqiq etish orqali ingliz va o'zbek tillarida yuqorida aytib o'tilgan noo'xshashliklar ko'rsatib berilgan.

O'zbek tilida gapda so'zlar tartibi quyidagicha joylashadi:

Ega-ikkinchi darajali bo'laklar (aniqlovchi to'ldiruvchi hol) - kesim.

Misol uchun: Jamshid taksiga o'tirib mehmonxonga yaqinlashganda xojasidan bir narsani so'rab olmaganini fahmladi. (Shaytanat romani)

Bu gapni tahlilga tortadigan bo'lsak, gapning **egasi** (Jamshid) ya'ni bosh bo'lak gapning boshida kelmoqda. Egadan keyin **to'ldiruvchi** (Taksiga), **hol** (

mehmonxonaga, yaqinlashganda), **to'ldiruvchi**(xojasidan, narsani so'rab olmaganini), **kesim** (fahmladi) shaklida tuzilgan.

Agar biz bu holatni ingliz tili bilan chog'ishtirib tahlil etadigan bo'lsak ular o'rtasidagi farq yaqqol namoyon bo'ladi.

Ingliz tilida gap qurilishi o'zbek tilidan farqli o'laroq ega va kesim joylashuvi o'ziga hosdir. Ingliz tilida gap quydagicha tuzilishga ega:

Ega- kesim- ikkinchi darajali bo'laklar.

Subject+ verb+objekt ject

Aynan shu tuzilish bo'yicha gapni tahlil orqali ko'rib chiqsak.

Masalan: When Jamshid approached the hotel in a taxi, he realized that he had not asked his master for anything. (Shaytanat novel)

O'zbek tilidagi kabi ega gap boshida keladi ya'ni **Jamshid**. Lekin bu ikki tildagi asosiy farq kesimdir. O'zbek tilida kesim gap oxirida kelsa, ingliz tilida gap boshida, egadan so'ng joylashadi. Yuqoridagi gapda ko'rishimiz mumkin **approached** fe'li egadan keyin ikkinchi darajali bo'laklardan avval kelgan. Ya'na bir e'tiborni tortadigan jihati shundaki, o'zbek tili ifodalangan gap murakkab sodda gap bo'lgan bo'lsa, ingliz tiliga o'girilganda murakkab qo'shma gapga aylandi. Shu narsani inobatga olishimiz ham kerak, ingliz tilida paytni bildiruvchi hol gapda egadan ham oldin yoki gapning eng oxirida kelishi mumkin.

Jumladan: Tomorrow we will go to the cinema.

We will go to the cinema tomorrow.

Ammo o'zbek tilida hol o'zing maxsus grammatik o'rniga ega:

Misol qilib aytishimiz mumkin: Biz kecha do'stlarim bilan teatrda bordik. (kun.uz)

O'zbek tilida ham holni gap boshida qo'llashimiz mumkin ammo bu ayrim gaplarda nutqiy g'alizlikni yuzaga keltiradi.

Quyidagi gapni solishtirib ko'rish mumkin: Kecha biz do'stlarim bilan teatrda bordik. (kun.uz)

Bir o'rinda bu to'g'ridek ko'rinadi chunki yuqorida ko'rsatilgan gapda hol so'z urg'usini olganligi sabab aynan paytga nisbatan kuchliroq talaffuzni keltirib chiqaradi.

Ingliz va o'zbek tilida gap qurilishida nafaqat ularning tartibi balki so'zlar soni va morfemalar ham farq qiladi. O'zbek tilida gaplar yoyiqroq va ko'p bo'g'inli so'zlar va so'z tarkibidagi murakkab, sodda morfemalar bilan ifoda etilsa. Ingliz tilida gaplar biroz yig'iqroq ya'ni ixcham ifoda etiladi. Biz bu holatni bu ikki tilda ham bir xil mazmunga ega gap orqali tahlil qilishimiz mumkin.

Misol qilib oladigan bo'lsak: Hozirgi kunda insonlar ish topishda qiyinchiliklarga duch kelishmoqda. (Ingliz tili grammatikasi).

Nowadays people are facing difficulties to find jobs. (Ingliz tili grammatikasi).

Yuqoridagi gaplarni tahlilga tortadigan bo'lsak:

Gaplarning ikkisida ham so'zlar miqdori teng, lekin o'zbek tilidagi so'zlarning barchasi ma'no anglatish va so'roqqa javob bo'lish hususiyatiga ega. Ingliz tilida ifoda etilgan gapda 2 ta so'z (**are, to**) ma'no anglatmaydi. Bundan kelib

chiqadiki, bir xil mano anglatadigan ikki tildagi gaplarning grammatik va leksik tuzilishi turlichadir. Ikkala gapda ham hol gap boshida kelgan lekin o'zbek tilida payt holi 2 so'z bilan ifodalansa ingliz tilida bitta so'z ya'ni **Nowadays** orqali aks etgan. Shunisi e'tiborliki, o'zbek tilida paytni ifodalash uchun foydalaniladigan **da** kelishik qo'shimchasi, ingliz tilida gap bo'laklari orasida qatnashmagan. Gapda harakat nomi yasashga hizmat qiluvchi qo'shimcha o'zbek tilida so'z tarkibiga qo'shib yozilgan: **topish** ya'ni **topmoq** fe'liga ish harakat nomi qo'shimchasi qo'shib yozilgan ammo ingliz tilida bunday holat kuzatilmaydi. Ingliz tilida harakat nomi yasash uchun so'zdan oldin **to** infinitive qo'shib yoziladi: **to find- ish topmoq**.

Hattoki ko'plik qo'shimchasini yasash ham turlichadir. O'zbek tilida ko'plik **lar** morfi orqali ifodalansa, ingliz tilida ko'plining ikki xil shakli mavjud. Ular **s, es** -lardir. Shunga qaramay Ingliz tilida ko'plik so'zlarda o'zak o'zgarishi orqali ham yasaladi.

Masalan: person- people.

Bu holatni yuqoridagi gap ichida kuzatishimiz mumkin. Lekin o'zbek tilida ko'plik faqat bir usulda yasaladi: inson- insonlar.

Bir biriga qardosh bo'lmagan tillarning grammatik qurilishi va shakliy tamoyillari turlichadir. Shu sababdan ularda o'xshash jihatlarni topish kamdan kam hollarda va keng miqyosdagi ilmiy izlanishlardagina yuzaga keladi. Bu tezisda ingliz va o'zbek tillarining gap qurilishini chog'ishtirish orqali tillarning bir biriga o'xshamagan ichiki tuzilishini yorib o'tilgan.

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ФЕМИНИТИВ В КИТАЙСКОМ ЯЗЫКЕ.**

Annotation. Article is based on materials of Russian and Chinese languages; the actual problem of modern sociolinguistics is considered the use of feminitives and gender-neutral words denoting professions.

Keywords. Feminitives, gender-specific vocabulary, element "women", Chinese.

Аннотация. В статье на материале русского и китайских языков рассматривается актуальная проблема современной социолингвистики-использование феминитивов и гендерно-нейтральных слов, обозначающих профессий.

Ключевые слова. Феминитивы, гендерно-ориентированная лексика, ключ «женщина», китайский язык.

Исторически сложилось так, что долгое время многие виды деятельности были преимущественно мужскими, поэтому названия для них в первую очередь мужские: архиепископ или, скажем, кочегар. Но, например, у слов «кухарка», «няня», «горничная», которые обозначали традиционно женские виды деятельности, нет мужских вариантов, и тоже приходится выходить из положения, изобретая слова типа «нянь». Для каких-то видов деятельности использовались равноправные варианты мужского и женского рода, как «певец» и «певица». Получается, для одних слов есть феминитивы, для других — нет, и есть большая серая зона, в которой феминитивы то ли есть, то ли нет: например, они будто имеют негативный оттенок, как, скажем, «директриса». Многим кажется, что в этом слове звучит какая-то ирония.

Например, Ирина Фуфаева, кандидат филологических наук, научный сотрудником лаборатории социолингвистики РГГУ писала в своей работе о феминизмах «Как называются женщины»: «Большинство из нас неосознанно считают образцом язык трудовой книжки. Именно отсюда ощущение, что может быть только «учитель», но никак не «учительница», что нет такой профессии — «художница» и что «директриса» — это что-то оскорбительное. Здесь уже проблема в нашем отношении с государством, в том, почему слово, отсутствующее в официальных документах, теряет свой статус.»⁴⁰

Феминитивы — имена существительные женского рода, которые обозначают женщин, образованы от однокоренных существительных мужского рода, обозначающих мужчин, и являются парными к ним.⁴¹ Обычно феминитивы обозначают профессии, социальную принадлежность, место жительства.

Во многих современных языках феминитивы являются естественной их частью. Однако китайский язык в целом не является гендерно-ориентированным, приводит к крайне слабому распространению феминитивов. На практике их почти нет: пол человека, о котором идёт речь, определяется контекстом. 喜欢看书—«кто-то любит читать книги». Этот кто-то легко может быть и мужчиной, и женщиной:

- 他 tā 喜欢看书 — он любит читать книги;
- 她 tā 喜欢看书 — она любит читать книги.

Обычно для того, чтобы обозначить женский пол субъекта, китайцы просто подставляют иероглиф 女 nǚ (женщина, девушка). То же самое с мужчинами, подставляется 男 nán (мужчина, мальчик). Отдельные феминитивы встречаются только в названиях творческих профессий — например:

- 女作家 nǚzuòjiā — авторша;

⁴⁰ Фуфаева И. «Как называются женщины. Феминитивы: история, устройство, конкуренция». М.: АСТ-эл книги. 2020

⁴¹ <https://proza.ru/2019/10/04/26?>

- 女雕塑家 nǚdiāosù – скульпторша.

Иероглифу и по совместительству смысловому элемент 女 nǚ ‘женщина’ имеет достаточно широкий диапазон употребления, он участвует в образовании около 100 иероглифов разной степени распространенности. Интересным также представляется тот факт, что иероглиф 男 nán ‘мужчина’ не является таким же часто встречающимся ключом, употребляясь гораздо реже и имеющим только один смысловой компонент - ‘мужской’.

С ключом “женщина” есть несколько основных групп иероглифов, означающих:

1. Зло. Многие иероглифы, имеющие негативную коннотацию в китайском языке, имеют в своём составе ключ ‘женщина’. В этом явлении прямым образом проявляется один из аспектов традиционного отношения к этому полу. Женщина представляется существом, которое способно втянуть других в крупные неприятности - думали китайцы. Мы же сейчас может только удивлять неpolitкорректности данного тезиса, а в подтверждение вышесказанного приведём примеры: 耍 shuǎ ‘издеваться’; 嫌 xián ‘подозревать’, ‘ненавидеть’; 妖 yāo ‘зловещий’, ‘коварный’; 奸 jiān ‘зло’, ‘порок’.

2. Красота. То, что женщины представляют собой «прекрасный пол», известно не только у нас в стране. В китайской картине мира нашел широкое отражение факт отождествления женщины и красоты в виде целого ряда иероглифов с соответствующими значениями: 姚 yáo ‘красивый, очаровательный’; 妙 miào ‘красивый, прекрасный’; 娟 juān ‘прелестный, красивый’; 婷 tíng ‘красивый, привлекательный’; 娇 jiāo ‘красивый, женственный’; 妆 zhuāng ‘прихорашиваться’.

3. Семья. Итак, здесь мы имеем дело с женщиной, как хранительницей очага и домашнего уюта. Доказательством того, что традиционно забота о семье была функцией «слабого» пола, приведём несколько иероглифов: 安 ān ‘спокойствие’; 性 xìng ‘фамилия’; 娶 qǔ ‘жениться’.

4. Родственники женского пола. Термины родства у жителей поднебесной представляют собой весьма запутанную систему, однако чётко прослеживается закономерность: все иероглифы, обозначающие родственниц - представительниц слабого пола, имеют в своём составе ключ женщина 女. Это может быть 妈 mā ‘Мама’; 姐 jiě ‘старшая сестра’; 奶 nǎi ‘Бабушка’ и другие.

Что касается профессий, то в русском языке профессий женского рода гораздо больше. Многие из них образовались от мужских аналогов путем аффиксации. А в китайском языке к названиям традиционно мужских профессий (обычно это руководящие должности) иероглиф 女 подставлять не принято. Зато есть слово 老板娘 lǎobǎnniáng: «хозяйка», «владелица». Обычно его используют для обращения к владелице малого бизнеса.

В конечном счёте переводчику нужно учитывать особенности целевого языка и культуры целевой страны. Если при русско-китайском переводе нужно адаптировать слово «управляющая», в результате получится 经理 jīnglǐ («управляющий менеджер»).

Проблема феминитивов не собственно лингвистическая, тут вмешиваются экстралингвистические, то есть внеязыковые, обстоятельства, а именно борьба женщин за свои права, которая не так давно вступила в новую фазу. Сама эта борьба не имеет прямого отношения к языку, но свое выражение нашла и в нем тоже.

В современном обществе достаточно остро стоят вопросы гендерного равенства, толерантности и корректности любых высказываний в медиaprостранстве.

Китай же является страной достаточно консервативной, в которой феминистические движения только зарождаются или пока находятся на достаточно слабых позициях.

Не исключено, что с развитием теоретической базы феминизма в Китае идет и формирование терминологии в этой сфере.

Язык все время меняется, каждый его носитель становится фактически и соавтором. Да, есть словари, но и они не успевают за изменениями, которые происходят в языке. Новые слова образуются разными способами и под влиянием разных условий. И многие слова мы свободно используем, они не режут слух и не вызывают споров.

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**THE HISTORY OF PHRASEOLOGICAL UNITS AND ITS
DEVELOPMENT STAGES**

Annotation: This article describes the origin, development of phraseology, etymology and its characteristics.

Key words: Phraseological units, semantics, language system, stability, expressiveness, didacticism, aphoristic.

Аннотация: В данной статье рассказывается о происхождении, развитии фразеологии, этимологии и ее характеристиках.

Ключевые слова: Фразеологизмы, семантика, система языка, устойчивость, выразительность, дидактизм, афористичность.

Аннотация: Ушбу мақолада фразеологиянинг келиб чиқиши, этимологияси ва хусусияти ёритилган.

Калит сўзлар: фразеологик бирликлар, семантика, тил тизими, барқарорлик, экспрессивлик, афористик.

Phraseological units play an important role in each language. Their specific structure attracts many modern scientists. Fixed phrases are part of the culture and we need to know their structure and semantics, because without this knowledge it is very difficult to understand the mentality of native speakers. Thus, the topicality of the research is caused by the need of profound study of such important linguistic phenomenon as phraseological unit.

Many linguists such as M. Lomonosov, A. Potebnya, A. Shakhmatov were interested in studying of phraseological units. They thoroughly investigated the syntactic nature of phrases and highlighted stylistic and semantic features of stable words.

Each nation has its own phraseological units that give them a special favor. Phraseological units are a treasure trove of language that expresses the history, culture and way of life of any nation. They are figurative and spacious language units that most clearly capture the images created by man. The phraseological units give the language specialty and uniqueness, they contain special symbols and associative links fixed in the consciousness of native speakers, because they are not created in the process of speech, and are used in it in a ready-made form. The phraseological units visually represent the way of life, geographical position, history, traditions of this or that community united by one culture. The set of phraseological units images those subjects and phenomena which a person often faced in his life, namely those which caused special emotions and feelings. Phraseological combinations consist mainly of word combinations, in other words, phraseologies are a separate unit of language and it includes figurative, fixed phrases that are structurally equivalent to a free link or sentence, fully or partially semantically reconstructed. Most of the phraseologies were created by the people in both English and other languages, their authors are unknown and their sources

are not clear. In this sense, the phraseologist A.V. Kunin justified opinions that the author of most English phraseologies is unknown and they were created by the people. However, the origins of some phraseological units can be traced. In this sense, phraseology is a microsystem that is part of the general system of language, and this system reflects the heritage and values of the past, passed down from generation to generation. Many of the phraseological units that make up a system are a source of enrichment for a particular language. Phraseological system consists of phraseological units, the relationship between their main components. Phraseologisms are connections of words that consist of more than one word and are stable in meaning and form. Phraseologisms are used in a figurative sense, in figurative expressions, and have norms and methods of historical use, the meaning of which is clarified in a particular speech process. Phraseologisms are different from sentences that are a unit of speech when they are in the form of a phrase or a sentence. As a lexical unit, they are in many ways close to words, and many of the characteristics of words are also characteristic of phraseology. There are different hypotheses in defining the object of phraseology. The object of phraseology consists only of stable combinations. Phraseology is defined as the study of the spiritual and structural properties of phraseological units, their appearance in the language system, and the properties of their use at a point. Although the term "phraseology" is derived from the Greek word "phrasos" (phrasos), it is used to mean different things. For this reason, the term phraseology is used in linguistics in two senses: in the general sense of the existing phraseological units in the language, and in the sense of the field that studies such units. So phraseology is the science of expressions. Like other branches of linguistics, phraseology has its stages of formation and development. Although phraseology is very ancient in origin, the science of phraseology spans nearly two hundred years. The founder of the science of phraseology is the Swiss scientist Charles Bally. In his work *French Stylistics* (1909), he included special chapters on the study of word combinations. Ferdinand de Saussure, on the other hand, expressed his views on syntagma and its features. He said that there are ready-made units in a language whose linguistic nature is due to their meaning and syntactic properties, such combinations are used ready-made, traditionally. Phraseology is one of the fastest growing fields in the further development of linguistics. While phraseology has been studied in Russian and English linguistics for a long time, it has been studied systematically in Uzbek linguistics since the 1940s and 1950s. During this period Sh.Rakhmatullayev (1969), G.A. Bayramov (1970), G.H. Akhunzyakov (1974), V.G. Uraksin (1975), L.K. Bayramova (1983), M.F. Chernov (1986) are devoted doctoral dissertations to the study of phraseology. The sources of the origin of phraseological combinations in English are very different.

Many English phraseologies are derived from works of art and various literary sources. According to the number of phraseological combinations in English, after the literary sources, the first place is occupied by the Bible, and the second place is occupied by phraseology from Shakespeare's works. The works of writers, children's poetry, fairy tales, caricatures are also the source of phraseology.

V.V. Vinogradov classifies phraseology into three classes: phraseological fusions, phraseological units, phraseological collocations or combinations. Phraseological fusion- components are phraseologies that are not related to the meaning of the whole unit. Phraseological units are made up of words that have a specific valence. One component of such phraseological units is used in its literal sense, the rest in a metaphorical sense. Phraseological units are, to a certain extent, semantically indivisible.

So, phraseological units have specific syntactic structure and such features as stability, expressiveness, didacticism, aphoristic and folk character. All these features significantly distinguish phraseological units (proverbs, sayings, winged phrases, phraseological units of ancient origin, etc.) from other language units. While translating fixed phrases, the translator should not forget about differences in culture and traditions of both languages. Fiction literature is characterized by frequent use of different stylistic devices, especially idiomatic expressions, which make fiction works more interesting and stylistically beautiful.

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ҲОЗИРГИ ЗАМОН ТИЛШУНОСЛИГИДА КОНЦЕПТ ТУШУНЧАСИ

Аннотация: Ушбу мақола лингвокультурология концептуал аппаратининг асосий атамаси бўлган “концепт”га бағишланган. Унинг асосий, кенг қамровли ўрганилиши олимларнинг турли хил тадқиқот усуллари ёрдамида тилнинг турли даражалари ёки қаторларини таҳлил қилишга мурожаатларини ўз ичига олади.

Калит сўзлар: концепт, лингвокультурология, дискурс, тушунча ва лигвистика.

Annotation: This article is devoted to “concept”, which is the main term of the conceptual apparatus of linguoculturology. It’s main comprehensive study involves the appeal of scientists to analyze different levels of languages by using different methods.

Key words: concept, linguoculturology, discourse, notion and linguistics.

Аннотация: Данная статья посвящена концепту, который является основным термином понятийного аппарата лингвокультурологии. Его основное комплексное исследование связано с обращением ученых к анализу разных уровней языков с использованием разных методов.

Ключевые слова: концепт, лингвокультурология, дискурс, понятие и лингвистика.

Замонавий тилшуносликда тилни инсон маданиятини талқин қилишнинг махсулдор усули сифатида ўрганишга эҳтиёж мавжуд. Сабабким, тил-инсон тафаккури тизими ва руҳияти табиатнинг калити саналади, у миллат хусусиятларини кўрсатишга хизмат қилади. Л.Ельмслев фикрига кўра тил “қандай қилиб шахсият услубини, шунингдек, ўтмишда юз берган ҳаётий воқеаларни тушунишга йўл оча олади”. Шунинг ҳам таъкидлаш лозимки, тилшуносликка ҳозирги замон фанининг барча асосий турлари билан боғлиқлиги учун унга кўп қиррали фан сифатида қаралади.

XX аср тилшунослигида бир қатор аҳамият берилиши лозим бўлган жиҳатлар ҳам мавжуд. А. Примов ўз асарида бу ҳақида шундай дейди:

1. Тилшунослик ҳар доим бошқа, хоҳ табиий, хоҳ ижтимоий фанлар билан бажонидил алоқага кириша олади. Биология, социология, психология билан лингвистиканинг яқиндан алоқаси боис биолингвистика (бу йўналиш ўзбек тилшунослигида ҳозирча шаклланган эмас), социолингвистика, психолингвистика таркиб топди. 60-йиллардан эътиборан инженер лингвистикаси, кейинроқ математик лингвистика, бунинг заминида эса компьютер лингвистикаси вужудга келди. Бундай алоқалар натижаси ўлароқ тилшуносликка оид тадқиқотларда турли туман тушунчаларни ифодаловчи терминлар ўз ифодасини топди. Шунга қарамасдан, тилшуносликда унинг предметиға мос хусусиятларгина сақланиб қолаверди, мос тушмайдиғанлари ўз-ўзидан йўқ бўлиб кетади ёхуд соф лингвистик мазмун билан қаноатланди.

2. Киритилаётган тушунча учун аниқ таърифнинг йўқлиги унинг самарали қўлланилишиға тўсқинлик қила олмади, “лисоний билиш”, “лисоний қиёфа”, “борлиқнинг лисоний тасвири”, “дискурс”, “концепт” сингари терминлар моҳияти қатор изланишлар негизиде аниқлаштириб борилди.

3. Тилшуносликда Л. Ельмслевнинг глоссематика назариясидан бошқа бирон бир лингвистик лойиҳа ва лингвистик таълимот ўзининг мантиқий поёниға эришмади, амалда мужассам бўлмади. Шундай қилиб, лингвистика учун мустақил мақомининг табиийлиги ва аксинча, бошқа фанларнинг таъсири сезиларли бўлсада, аммо ўзига хос хусусиятиға эға эканлиги намоён бўлди. Тилшуносликда мушоҳада қилишнинг муҳим жараёнлари, яъни концептуаллаштириш ва категориялаштириш жараёнлари ҳақида тилшунос олима Е. С. Кубрякова шундай дейди: “Концептуаллаштириш жараёни инсон тажрибаси - билимлари таркиби (мажмуаси)сининг майда (кичик, минимал) мазмундор бирликларини ажратиш (фарқлаш)ға қаратилган бўлса, категориялаштириш жараёни ўхшаш ва айният бирликларини бир биридан фарқлаб, турлаштириб ва хиллаштириб, уларни нисбатан йирикроқ бўлган туркумларға, тўғрироғи категорияларға

бирлаштиришга қаратилгандир”. Бундан келиб чиқадики, тилда сўзловчи/ёзувчи объектив борлиқни қай тарзда ҳис қилиши, қай тарзда идрок қилиши, маълум тил эгаси бўлмиш айни этнода дунёнинг объектив (ҳаққоний) манзарасининг шаклланишидаги объектив ва субъектив факторлар ғоят муҳим аҳамиятга эга, шунингдек тилда мулоқот олиб борувчи мазкур этнос мавжуд объектив борлиқни қандай тил воситалари, яъни вербал воситалар орқали шу тилга хос тил манзараси орқали воқелантирилиш усуллари ва лисоний ифодалаш техникаларини ўрганиш ҳамда тадқиқ қилиши муҳим рол ўйнайди.

Рус олимларининг сўнгги ўн-ўн беш йиллик ишларининг таҳлили замонавий тилшуносликда янги йўналишни интенсив равишда шакллантириш тенденцияси – культурологик тилшунослик (лингвокультурология) тобора кучайиб бораётганини пайқашга имкон беради. Лингвокультурологиянинг вазибаларига тил билан муносабатларни ўрганиш ва маданият, тил ва этнос, тил ва ҳалқ менталитетини тасвирлаш киради. Лингвокультурологиянинг категорик аппаратининг асосини тушунчалар, лисоний шахсият ва концепт, ҳали ўз якунини топа олмаган эпистемиологик шаклланишни ташкил қилади.

Ушбу мақола лингвокультурология концептуал аппаратининг асосий атамаси бўлган “концепт”га бағишланган. Унинг асосий, кенг қамровли ўрганилиши олимларнинг турли хил тадқиқот усуллари ёрдамида тилнинг турли даражалари ёки қаторларини таҳлил қилишга мурожаатларини ўз ичига олади. Шубҳасиз, муҳим фактлар белги шаклида қайд этиладиган ва шунга кўра, инсоннинг маънавий маданияти, умуман олганда, битта ёки бошқа жамиятнинг қиймати, унинг ахлоқий ва эстетик афзалликлари, маълум бир лингвомаданий ҳамжамият менталитетининг ўзига хос хусусиятларини тасвирловчи лексико-фразеологик даражасига устувор аҳамият берилади.

1. “Концепт” атамасини ишлатиш асослари, унинг “тушунча” атамасидан фарқи;

2. “Тушунча”нинг тузилиши ва таркибий қисмларининг тавсифи, тушунчани матндан ажратиш учун зарур бўлган мезонлар;

3. “Тушунча”нинг турли хил таснифлари.

XX асрнинг биринчи ярмидан тилшуносликдаги тадқиқотларда *концепт* атамаси пайдо бўлиб, шу асрнинг 90-йилларидан кенг қўлланила бошланди. Атаманинг келиб чиқиши латинча бўлиб, “conceptus” яъни “тушунча” деган маънони англатади. Концептнинг ҳақиқий маънодаги мазмунини аниқ шакллантириш масаласи борасидаги изланишлар асосан, унинг тушунча атамаси билан аралаштириб юборила бошлангач амалга оширилди. Қатор луғатларда, жумладан, лингвистик энциклопедик луғатда концепт атамасига қуйидагича таъриф берилади: “ концепт бу сўз маъноси каби тушунча бўлиб, фақат боғланишлар нуқтаи назаридан фарқланади; маъно-тил тизимида; тилшуносликда тушунча ҳам мантиқда, ҳам тилшуносликда тадқиқ этиладиган мантиқий муносабатлар ва формалар тизимида бўлади”. Табиийки, лингвокультурологиянинг асосий категорияси сифатида “концепт” хизмат қилади, ваҳоланки у кўп қиррали ақлий - идрокий

ходисадир. Концептни бевосита ташкил етувчи тушунчалар ҳам мавжуд бўлиб, улар уни тадқиқ қилишнинг тушунчавий, идрокий, тасвирий- маданий (культурологик) ва прагматик қирраларини ташкил этади. Е.С.Кубрякова мазкур ҳолатга қарата шундай дейди: “концепт – ментал тузилма бўлиб, у турли таркибдаги ва кўринишдаги билимлар кванти ёки умумлашмасидир”.

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Ne'matova Iroda

О‘ЗБЕК TOPONIMLARINI LUG‘ATLASHTIRISH MASALALARI

Annotatsiya: Bu maqolada o‘zbek toponimlarini lug‘atlashtirish masalalari haqida ma’lumot beriladi. Toponimlarning o‘zbek, rus, ingliz tillarida qiyoslash va ularni me’yoriy guruhlariga bo‘lish masalasi keltiriladi.

Key-words: transliteratsiya, toponim, yozuv tizimi, tarjima, til, belgi

Geografiya va tilshunoslik fanlari yo‘nalishini mamlakat o‘rganishning muhim vazifalaridan biri geografik va toponimik lug‘atlarni tuzishdir. Bu lug‘atlarni tuzish mashaqqatli ishdir. Lug‘at, biz bilganimizdek, ma'lum bir fan sohasi yoki fanning yo‘nalishi bo‘yicha barcha bilimlarni yoki bilimlarning ma'lum bir qismini to‘plashi kerak. Bizningcha, geografik nomlar lug‘atlari, ayniqsa, kichik geografik ob’ektlar geografik ob’ektlar, ularning tabiiy sharoiti va resurslari, ijtimoiy-geografik, iqtisodiy-geografik va siyosiy xarakterdagi ob’ektlarning inventarizatsiyasidir. Biz bunday lug‘atning aniqlovchi elementlarini geografik joylashuv (geografik ob’ektning joylashuvi), yagona geografik tushunchalarning ifodasi deb hisoblaymiz. Bu lug‘at joy nomlarining ma’nosini tushuntirmaydi. Ba’zan geografik obyektlarning lug‘atlari toponimik sifatida chiqariladi.

Mazmuniga ko‘ra geografik nomlar lug‘atlari *umumiy o‘quv va me’yoriy*, hududni qamrab olishiga ko‘ra – *global, mamlakatshunoslikka* bo‘linadi. Geografik nomlarning umumiy o‘quv lug‘atlari jamiyatdagi ijtimoiy mavqeidan qat’i nazar, keng kitobxonlar doirasi uchun mo‘ljallangan. Bu lug‘atlarda geografik joylashuvi,

tabiiy, ijtimoiy, iqtisodiy, siyosiy va geografik majmualari haqida ma'lumotlar mavjud.

O'tgan asrning 60-yillarida o'zbek tilshunosligining tadqiq doirasi ancha kengaydi va unda an'anaviy grammatika, leksikologiya, semasiologiya sohalaridan o'z maqsad va vazifalariga ko'ra farqlanuvchi yangi yo'nalishlar paydo bo'la boshladi: nutq madaniyati, ijtimoiy tilshunoslik (sotsial lingvistika), lingvistik geografiya, frazeologiya, tilni statistik tadqiq qilish, eksperimental va struktural fonetika, tilni qiyosiy va chog'ishtirib o'rganish va boshqalar. Mana shu davrda paydo bo'lgan va rivojlanishga yuz tutgan yangi yo'nalishlardan birini o'zbek onomastikasi tashkil qiladi.

Ma'lumki, atoqli otlarga qiziqish o'tmishda ham bo'lgan. Kishi ismlari, joy nomlarining paydo bo'lishi, etnografiyasi, ma'no va etimologiyasi haqida tarixiy yozma manbalarda anchagina qiziqarli fikrlar mavjud. Bu boradagi ilk qadamlar H.Hasanov⁴², T.Nafasov⁴³, E.Begmatovlarning⁴⁴ tadqiqotlarida o'z ifodasini topdi. Keyingi yillarda o'zbek onomastikasi, ayniqsa, uning toponimika, antroponimika, etnonimika sohalari jadal rivojlandi. Endilikda o'zbek antroponimlarining materiallari qoniqarli ravishda to'plangani va tadqiq qilingani, deyarli barcha viloyatlar, bir qator tumanlar toponimiyasi monografik tarzda o'rganilganini qayd etish mumkin.

O'zbek tilshunosligida onomastik tadqiqotlar ko'lamining kengaya borishi bu ilmiy sohaning rivoji, shakllanishi va ravnaq topishiga olib keldi. O'tgan davr davomida o'zbek ismlari va toponimlarini o'rganishga bag'ishlangan doktorlik va nomzodlik dissertatsiyalari himoya qilindi, o'nlab monografiya, to'plam va risolalar, ko'pgina maqolalar e'lon qilindi. Bularning barchasi o'zbek onomastikasi hozirda rivoj topgan mustaqil ilmiy soha ekanidan dalolat beradi.

O'zbekiston mustaqillikka erishgach, kishi atoqli otlari, toponimlari va etnonimiyasiga munosabat tubdan o'zgardi. Endilikda bu nomlar nafaqat lisoniy material, balki xalq tarixi, madaniyati va ma'naviyatining nodir merosi sifatida ham e'zozlanadigan va o'rganiladigan bo'ldi. Natijada o'zbek onomastikasining tadqiq yo'nalishlari yanada kengaydi va nufuzi oshdi.

Tilimizning lug'at tarkibida atoqli otlar ma'lum bir o'rin egallaydi. Kishilarning ismlari, familiyalar, otasining ismi, taxalluslar, shuningdek, geografik nomlar, planeta va yulduzlarning nomlari, hayvonlarga atab qo'yilgan nomlar atoqli otlar jumlasiga kiradi. Bular bir butun holda o'zbek tilining onomastik boyligini tashkil qiladi. Binobarin, onomastika so'zi asli yunoncha bo'lib, "nom qo'yish san'ati" degan ma'noni bildiradi hamda u tilshunoslikning atoqli otlarini o'rganuvchi soha nomidir.

Atoqli otlar doirasiga kiruvchi nomlar orasida toponimlar salmoqli o'rinni egallaydi. Toponim so'zi asli yunoncha bo'lib, topos – joy, onoma – nom so'zlaridan tashkil topgan bo'lib, joy nomi ma'nosini anglatadi. Toponimlar geografik nomlar, joy nomlari deb ham yuritiladi. Tilshunoslik fanining joy nomlarini o'rganuvchi

⁴² Hasanov H. Geografik nomlar imlosi. – T.: Fan, 1962. - 135 b.

⁴³ Nafasov T. Janubiy O'zbekiston toponimiyasining etnolingvistik analizi. - T.: O'qituvchi, 1985. - 83 b.

⁴⁴ Begmatov E. Nomlar va odamlar. - T.: Fan, 1966. - 52 b.

sohasi toponimika deb yuritiladi (Masalan, Farg‘ona vodiysi toponimiyasi, Navoiy viloyati toponimiyasi kabi).

Joy nomlari juda uzoq davrning mahsuli bo‘lib, til tarixi, tarixiy dialektologiya hamda tarix, etnografiya, geografiya, geologiya kabi qator fanlar uchun boy material beruvchi manbadir. Joy nomlarining qachon paydo bo‘lganligini, nimaga asosan shunday nom olganligini, davrlar o‘tishi bilan bu nomda qanday o‘zgarishlar yuz berganligini aniqlashda yuqoridagi fanlar hamkorlikda ish ko‘radilar. Joy nomlarini o‘rganish o‘sha territoriyada yashovchi xalqlarning tili, tarixi, turmushi, urf-odati, kasb-koriga oid qator masalalarni oydinlashtirishda muhim ahamiyatga ega.

Geografik nomlar bilan bog‘liq Beruniy asarlarida meteorologiya (ob-havo) - iqlimshunoslik oid ilmiy atamalar izohlangan.

Beruniy Sharhsabz shahrini Kesh shahri forslar Ma‘jomat deb yuritgan deb xabar beradi. Sirdaryo etaklaridagi Yangikent (hozirgi G‘azalkent shahri ro‘barasida, daryoning chap sohilidagi xarobalar) turli xalqlarda turlicha yuritilgan. Mahalliy turkiylar Yangikent Janikent deb yuritgan nomni arablar “Qariyat al-Xodisa” (Qariyat - qishloq, hodisa - yangi) va “Madinat al-jadida” (Madina shahar, jadida yangi) fors tojikcha Doh Nov deb yuritgani haqidagi aniq misolar orqali izohlagan.

Beruniy asarlarida Sirdaryoning eng qadimgi nomi Xasart daryosi bo‘lgan. Miloddan avvalgi davrlarda yunonlar Yaksart deb yozganligi haqida ma‘lumotlar bor.

Beruniy asarlarida hozirgi geografik xaritalarida o‘zgartirilib yoziladigan yoki butunlay boshqa nom bilan ataladigan toponimlar juda ko‘p. Masalan fam al-Asad – sher og‘zi - dahani sher deb yuritilgan joyni hozir Donisher deb, Zaim va Omuyya – karki va Chorjev shaharlari, Mazdubast - Amudaryodan Sariqqamishga oqqan daryo va boshqalar. Bunday toponimik malumotlar sharq tarixiy geografiyasini o‘rganishda eng ishonchli manbalar ekanligi ko‘rsatadi. Beruniy o‘zidan 800 yillar oldin o‘tgan Ptolomiyning Amudaryo haqidagi yozganlarini keltirib, Omuyya shahridan yuqorida Balx daryosiga quyilib, keyin Bolqon shahri yaqinida Xozor dengiziga quyilgan. Xozor esa G‘uz yerlarining chekkalaridan burilib ketdi. Fam al-Asad degan joyda suv to‘planib, daryo suvining bir qismi Xorazm bilan Jurjon orasida joylashgan cho‘ldagi mazdubast deb atalgan daryo o‘zanidan Sariqqamishga oqqanligini xabar beradi. Demak, ulug‘allomalarning asarlarida jamiyat va tabiat tarixiga oid qimmatli ma‘lumotlar mavjud bo‘lib, allomaning geografiyaga doir ilmiy merosi tabiiy muhitning ritmik taraqqiy etish qonuning aniq bir hududga tadbiiq etish imkonini beradi.

O‘rta Osiyo va Sharq lug‘atshunosligining eng katta yutug‘i M.Qoshg‘ariyning “Devoni lug‘tit – Turk” nomli shoh asar hisoblanishi shubhasiz. Ota bobolari issiqko‘l bo‘yidagi Borsg‘on shahridan bo‘lgan xizmat taqozosi Qashg‘arga borib qolganlar. Mahmud Qoshg‘ariy o‘sha davr hukmronlarining yirik markaz shahari Qashg‘arda diniy bilimlar bilan birga astronomiya geografiya matematika va boshqa dunyoviy bilimlarga ham qiziqqan. Buxoro va Bog‘dodda o‘z bilimlarini mukammallashtirish uchun davom ettirgan. Turk tillarining qiyosiy

gramatikasini talqin etish nmaqsadida, Mo'g'ilistondan Qora dengiz bo'ylariga keng hududlarda yashagan turkiy qabilalar orasida yurib, ma'lumotlar to'playdi. Bu daliliy ma'lumotlar asosida 1074 yilda "Devoni lug'atit Turk" asarini yozib, tugatib, 1077 yilda xalifa Muqtadirga tadbiq etadi. M. Qoshg'ariyning umumiy turkiy tilarni o'rganish, turkiy til shevalarining qiyosiy gramatikasini tuzish folklor va etnografiya sohasidagi xizmatlari nihoyat ulug'dir. Shu bilan birga turli fanlarning atamashunosligini yaratish va geografiya faniga ham ulkan hissa qo'shgan. Qoshg'ariyning geografik merosi asosan besh yo'nalishda o'z mazmunini topadi. (H.Hasanov 1981)

1. Devonda berilgan tabiiy geografik atamalar va ularning izohi;
2. "Devoni lug'atit Turk" ga ilova qilingan dunyo xaritasi;
3. Devonda uchraydigan joy nomlari va ularning izohi;
4. O'rta Osiyoda ayrim qabilalarning joylashishi haqida —aholi geografiyasil ga oid ma'lumotlar;
5. Devondagi astronomik ma'lumotlar taqvimlar tizimi – muchalar va ularning tarixi.

M.Qoshg'ariyning geografik merosi birinchi galda geografik atamalar tahlilidir. Tabiat va tabiiy hodisa, tabiiy jarayon hususan cho'l, tog', iqlim yer, suv, hayvon, o'simlik va boshqalarg doir iboralar izohiga olim alohida o'rin bergan. Qoshg'ariy ishlatgan ariq, buz (muz), bulut, yomg'ir, yoz, kechik, kent, kuz, kun, ko'l, oy, ort,(davon) oqim va oqindi, sel va selindi, suv va suvloq tog' tuz, (tekis) tuman ungur chaqmoq, yayloq, yashin, qayir, qoq, qir, qish va qishroq, qor, qo'litiq, qum, va boshqa so'z iboralarni ishlatgan, ularning izohini bergan. Olimlarning yozishicha, bu so'z va iboralarning ba'zilar VII asrga mansub O'rxun bitiklarda, Qultegin yodgorliklarida uchraydi. "Devon" da bu so'zlarning ishlatilishi va ularning ko'pchiligi hozirda ham istemolda ekanligini hozirgi o'zbek geografik atamashunosligining mustahkam qadimiy zaminga ega bo'lishini ko'rsatadi. Yer va tuproqqa doir so'zlarni izohiga kengroq o'rin berilgan. Chalang yer – qora yer, boutsho'r yer Sag'izlik - sog' tuproqli yaxshi yer, sag'iz tuproq – toza tuproq, sog' tuproq, toza yer-o'simligi kam yer, oriq, hosillar. Qayir yer – yumshoq tuproqli yer, tekis yer, qumloq yer; takidlash lozimki, qayir hozirgi geografiya fanlarida ko'p ishlatiladigan daryo vaqtinch suv bosadigan qumloq-toshloq qismiga aytiladi.

Umuman olganda, har xil turdagi lug'atlarning leksikografik tahlilini o'tkazgandan so'ng, turli nashriyotlar foydalanilgan onomastik materiallarni inventarizatsiya qilishda foydali tajribaga ega degan xulosaga kelish mumkin. Har xil turdagi lug'atlar turli maqsadlarni ko'zlaydi, shuning uchun ular toponimlarni tanlash va leksik tavsiflashning xarakterli usullaridan foydalanadilar. Madaniy o'ziga xoslik nuqtai nazaridan, barcha lug'atlar madaniy-komponent emas, ular har doim ham ushbu maqsadga erishishga qaratilgan emas.

Umumiy va maxsus maqsadlarga mo'ljallangan zamonaviy lug'atlar lingvistik va ensiklopedik xususiyatlarni o'zida mujassam etgan, madaniy voqeliklarni va mikrotuzilmadagi kirish birligi haqidagi ekstralingvistik ma'lumotlarni o'z ichiga oladi.

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ФРАЗЕОЛОГИЯ ФАНИНИНГ РИВОЖЛАНИШ БОСҚИЧЛАРИ

Аннотация: Ушбу мақолада фразеология фанининг ривожланиш ва шаклланиш босқичлари, фразеология илмининг асосчиси ва ушбу соҳа ривожланишига ўз ҳиссасини қўшган олимлар ҳақида сўз боради.

Калим сўзлар: фразеология, фразема, ривожланиш босқичи, этимология, монография ва лексикография.

Annotation: This article discusses the stages of development and formation of phraseology, the founders of phraseology and other scientist's contribution in-depth study and improvement of phraseology.

Key words: phraseology, phraseme, development, etymology, monograph and lexicography.

Аннотация: В данной статье рассматриваются этапы развития и формирование науки фразеологии, основатели фразеологии и учёные внесшие свой вклад в развитие этого предмета.

Ключевые слова: фразеология, фразема, этапы развития, этимология, монография и лексикография.

Фразеология ҳам тилшуносликнинг бошқа бўлимлари каби ўзининг шаклланиш ва ривожланиш босқичларига эга. Фразеологизмлар келиб чиқиши жиҳатдан жуда қадимий бўлсада, фразеология фанининг ривожланиши қарийб икки юз йилни ўз ичига олади. Фразеология илмининг асосчиси швейцариялик олим Шарл Балли саналади. У “*Француз стилистикаси*” (1909) деб номланган асар ёзиб, унда сўз бирлашмалари, аниқроқ қилиб айтганда, фразеологик бирликларни тадқиқ этувчи махсус боблар киритган. Тилшуносликда фразеология фанининг ривожланиш тарихи босқичларини уч даврга бўлиб ўрганилади:

1. XVIII асрнинг ўрталаридан XX асрнинг 30 йилларигача бўлган даврни ўз ичига олади. Бу давр фразеологик тадқиқотларнинг йўлга қўйилишидир. Биринчи даврда етук тилшунос олимлар М.В. Ломоносов, В.И. Дал, А.А. Потебня, Ф.Ф.Фортунов, Ф.И.Буслаев, Ш. Балли, А.А.Шахматовларнинг илмий фаолияти ривожланди ва соҳанинг шаклланишида пойдевор вазифасини ўтади. Уша даврда фразеология, лексикология, лексикография, яъни амалий луғатшунослик объекти бўлиб хизмат қилган ва асосан фразеологик бирликларнинг луғатларда акс эттириши, уларнинг маъносини, этимологиясини изоҳлашга алоҳида аҳамият берилган.

2. XX асрнинг 30-50 йиллари фразеология соҳасининг ривожланишида иккинчи давр ҳисобланади. Бу даврни фразеологиянинг мустақил лингвистик соҳа сифатида шаклланиши даври ҳам дейиш мумкин. Бу даврда етук тилшунос олимлар Д.Поливанов, В.В. Виноградов, С.И. Абакумов, Г.К. Данилов, Г.О. Винокур, А.И. Ефимов каби тилшунослар фразеология соҳасида самарали меҳнат қилиб, қатор илмий асарлар, монография, дарсликлар яратдилар. Бу даврда кўплаб номзодлик ва докторлик диссертациялари фразеологизмлар тадқиқига бағишланди.

3. XX асрнинг 60 йилларидан бошлаб ҳозиргача фразеология соҳасининг учинчи давридир. Бу давр фразеологик тадқиқотларда ва методларнинг қўлланиши, фразеологик назарияларнинг ривожланиши билан боғлиқ. Бу даврда кўплаб тадқиқотлар юзага келдики, фразеология алоҳида соҳа сифатида тилшуносликда ўз ўрни ва мавқеига эга бўлди. Проф. И.А. Малиновский “XX асрда рус фразеологик назариясининг шаклланиши” номли монографиясини яратди. Монографияда олим XX асрда фразеологик таълимотнинг шаклланиш тарихини 4 даврга бўлади:

1) XX аср бошларида рус тилшунослигида вужудга келган фразеологик таълимот (1900-1920 йиллар);

2) Улуғ ватан урушигача бўлган даврда рус тилшунослигида фразеологик таълимотнинг тараққиёти (1920-1940 йиллар);

3) XX асрнинг 50-60 йилларида рус тилшунослигида фразеологик таълимотнинг ривожланиши;

4) XX асрнинг 70-80 йилларида рус тилшунослигида фразеологик таълимотнинг тараққиёти.

5) Фразеология соҳасининг алоҳида фан сифатида ривожланишида В.В.Виноградовнинг хизматлари салмоқлидир. Юқорида у ўз илмий асарларида фразеологизмларни уч синфга бўлгани ҳақида келтириб ўтган эдик.

Гарчи фразеологияни фан соҳаси сифатида ўрганиш ўтган асрнинг 30 йилларидан бошланган бўлсада, ўзбек тилшунослигида эса фразеология ўтган асрнинг 50 йиллардан бошлаб илмий тадқиқ қилина бошланди. Аммо тарихга назар ташлайдиган бўлсак, фразеологизмларни (турғун бирикмаларни, мақол ва маталларни) йиғиш ва уларни маълум бир системага солиш, ўрганиш анча олдин бошланганлигининг гувоҳи бўламыз. Ўзбек тилшуноси А. Маматов фразеология тарихи ҳақида шундай ёзади: “Эски ўзбек тили луғатларини

Ўрганиш шуни кўрсатадики, XV ва XVIII асрларда яратилган эск и ўзбек луғатларида ҳам фразеологизмлардан айрим намуналар келтирилади. Чунончи, 1759-60 йилларда яратилган Махдихоннинг “Санглоҳ” луғатида “сўнгги уйқу”, “қатиг кузлуқ” каби фразеологизмлар келтирилади. XVIII аср охири XIX аср бошларида майдонга келган кўпгина луғатларда ҳам анчагина сўз бирикмаларини ва фразеологизмларни луғатлар бисотида учратиш мумкин. Шундай намуналар А.Старческийнинг “Спутник русского человека в Средней Азии” (1878), В.И. Наливкин ва М.И. Наливкиннинг “Руководство к практическому изучению сартовского языка” ва бошқа луғатларида кўплаб сўз бирикмалари келтирилади: “ибо килмак”, “баджо калътурмак”, “бино килмак”, “танаул’ килмак”, “хазар килмак”, “хатирджем булмак”, “рахм дил”, “калям тараи”, “муборякбод этмак”, “мулахиза килмак”, “джума намаз” кабилар. Биз бу ерда қайд этилган сўз бирикмаларининг қайси бири фразеологизм ёки фразеологизм эмаслиги хусусида сўз юритмоқчи эмасмиз. Мақсад шундаки, ўша вақтларда умуман сўз бирикмалари, жумладан фразеологизмлар луғатшунослик ихтиёрида эканлиги маълум бўлди. Бу сўз бирикмалари ва фразеологизмлар ҳали илмий тадқиқ этилмаган, улар фақат амалий қўлланилган холос. Бундан шундай хулоса чиқадики, ўша вақтда яратилган айрим лексикографик ишлар кейинчалик сўз бирикмаларини ва фразеологизмларни илмий тадқиқ этишда самарали туртки бўлган”. Туркий фразеологиянинг бошловчилари Р.К.Кенесбоев ва Ш.У. Рахматуллаев каби тилшунос олимлар ҳисобланади. Ўтган XX асрда олиб борган тадқиқотлари ва улар натижасида юзага келган илмий асарлари туркий фразеологиянинг шаклланиши ва тараққиётида катта аҳамият касб этади. Худди шу даврда фраземаларни интенсив ўрганиш ҳам амалга оширилди ва салмоқли ютуққа эришилди десак хато қилмаган бўламиз. Мисол учун, С. Н. Муратовнинг “Туркий тилларда турғун сўз бирикмалари” номли монографияси, Ш.У.Рахматуллаев “Ўзбек фразеологиясининг айрим масалалари”, Г. А. Байрамовнинг “Азарбайжон тили фразеологиясининг асослари”, Г. Х. Ахунзяновнинг “Идиомалар(татар тили материаллари асосида тадқиқоти)”, З.Г. Ураксиннинг “Бошқирд тили фразеологияси”, М. Ф. Черновнинг “Ҳозирги замон Чуваиш тили фразеологияси”, Н. Ш. Шаммаевнинг “Инглиз ва туркман тилларидаги фразеологик бирликларнинг чоғиштирма тадқиқи” номли докторлик диссертацияси, бир қанча монографиялар, номзодлик диссертациялари, илмий мақолалар яратилди.

Ҳозирги кунга келиб, фразеологизм алоҳида тил бирлиги сифатида тадқиқ этилмоқда. Фразеологиянинг ўрганиш объекти, уларнинг грамматик хусусиятлари у ёки бу тарзда ўрганилди, стилистик имкониятлари эса катта-катта монографик ишлар ва фразеологик изоҳли луғатларни яратилишига туртки бўлди десак адашмаган бўламиз.

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FRANSUZ TILI O`QITISHDA LEKSIKANI O`RGATISH

***Annotation.** Language learning is one of the most important areas of human society. Language as a means of communication can be practiced in a natural environment or in an organized classroom. Knowledge of linguistic phenomena is studied theoretically. In today's world of international relations, knowledge of languages and multilingualism is of great importance. A student who begins to study a foreign language directly refers to the vocabulary and grammar of the language. Because these branches of linguistics are the foundation of language. By increasing and consolidating knowledge of vocabulary and grammar, it will be possible to increase the effectiveness of language learning, which is why studying this topic, finding and analyzing effective ways to build language skills is one of the most pressing issues today.*

Fransuz tili leksikasining lingvistik xususiyatlari uni o'rgatishga, o'rganishga ta'sir qiladi. O'qituvchi bu xususiyatlardan ijobiy unumli foydalansa, maqsadga erishishi osonlashadi.

Fransuz tili leksikasining lingvistik xususiyatlarini 2 guruhga bo'lish mumkin:

1. Fransuz tilining o'ziga xos lingvistik xususiyatlari;
2. O'qituvchining ona tili, rus tili va boshqa xorijiy tillar leksikalari bilan taqqoslaganda kelib chiqadigan lingvistik xususiyatlar [1].

O'qituvchi fransuz tili leksikasini o'rgatishda talabalarning til tajribalarini hisobga olishi zarur. Talaba dastlab o'z ona tilining so'zlarni talaffuz qilishni, yozishni, o'qishni, ular orqali tinglab tushunib, gapirishni o'rganadi. Buning natijasida talabada o'z fikrini o'zbek tilida og'zaki va yozma bayon qilish ko'nikma va malakalari, tajribalari ortadi hamda ularga o'xshash tovushlarni, so'zlarni talaffuz qilish, o'qish, yozish, nutqda qo'llash til tajribasi, ko'nikmalari hosil bo'ladi. Talaba ana shu ko'nikma va malakani, tajribani ko'r-ko'rona fransuz tilini o'rganayotganda unga ko'chirishi mumkin. Talabaning o'zbek tili leksikasi bo'yicha til tajribasi fransuz tili leksikasi talaffuzini, yozilishini o'rganishga, ma'nosini ochishga, qo'llanishini o'rganishga ta'sir qiladi. Bu ta'sir ijobiy va salbiy bo'lishi mumkin [2].

Talabalarning ona tili tajribasi fransuz tili leksikasini o'rganayotganda quyidagi holatlarda ijobiy ta'sir qiladi;

a) so'zlarga qo'shimchalar qo'shish bilan yangi so'zlar yasalanishining ikki tilda ham mavjudligi; Travail–travailler; ish-ishlamoq.

b) ikkita so'z qo'shish orqali yangi so'zlar yasalanishining ikki tilda ham mavjudligi;

quelque chose—biror narsa

Talabaning ona tilidagi til ko'nikmalari quyidagi holatlarda salbiy ta'sir qilishi mumkin:

a) talaba so'zlarni qo'llab, o'z fikrini bayon qilishda xuddi ona tilidagidek tuzadi. Vaholanki, o'zbek tilining gap tuzilishi umuman fransuz tiliga to'g'ri kelmaydi.

Masalan: "Mening akam maktabda ishlaydi" gapini "Mon frère travaille à l'école" ўрнига

"Mon frere ecole travaille" ko'rinishida noto'g'ri tuzishi mumkin, ya'ni, gapni o'zbek tili tajribasi ta'sirida tuzadi [3].

b) talabalar fransuz tilidagi matnni o'qiyotganlarida ham konversiya leksik interferensiya keltirib chiqaradi, ya'ni so'zlarda harflarning o'qilmasligi "beaucoup", "aujourd'hui".

v) so'zlarning ko'p ma'noga ega bo'lishi "beaucoup"; 1) ko'p; 2) juda;

g) konversiyaning mavjudligi;

d) o'zbek tilidagi bitta ma'noni fransuz tilida bir nechta so'z orqali ifodalanishi yoki teskarisi.

Bu til tajribalarini hisobga olmaslik fransuz tili leksikasini o'rganishda talabalarga halaqit beradi, chalkashtiradi, chet tilini o'zlashtirishga salbiy ta'sir qiladi. Ularni hisobga olish o'qituvchidan mas'uliyat va mahorat talab qiladi. Til tajribalari mustahkam bilim berishda, ko'nikma va malaka hosil qilishda muhim o'rin tutadi. Bu tajribalarning ta'sirini hisobga olmaslik metodik xato hisoblanadi [4].

Chet tili o'qitish metodikasining fan sifatida o'z nazariyasi, amaliyoti va tarixi bor.

Chet tili o'qitish mazmunining ham ta'lim mazmuni tarkibiga kiruvchi ilmiy kategoriyasi o'z nazariy va amaliy tomonlari, tarixiy manbalari bo'lib, tadqiqotchilar e'tiborini jalb qilib kelmoqda. Ta'lim mazmunini o'rganish shuni ko'rsatadiki, chet tili o'qitish mazmunining nazariy tomonlari metodist olimlar tarafidan faol tekshirilib kelinsada, mazkur metodik tushuncha turlicha talqin etilmoqda.

Chet tili o'qitish mazmunining tarkibiy qisimlarini tadqiq etish muhim nazariy izlanishlar sirasiga kiradi. O'qitish mazmuni qanday qisimlardan tashkil topishi o'qitish maqsadlariga uzviy bog'liq holda hal etiladi. Chet tili o'qitishning amaliy maqsadi (nutq faoliyati turlarini egallash)da muayyan til materialini qo'llash hamda til birliklari nutq ko'nikma va malakalarining shakillanishida ishtirok etishida aniq chegaralar qo'yish kabi metodik jumboqlar yechiladi. Demak, nutq faoliyati doirasi aniqlanadi. Ushbu doira metodikada nutq mavzulari nomini olgan. Nutq mavzulari, nutq malakalari va til materiali chet tili o'qitish mazmunini shakillantirishda teng huquqli tarkibiy qisimlar bo'la oladi [5].

Metodika fanida "chet tili o'qitish mazmuni" murakkab atamasini tadqiqotchilar turli hajmdagi tushunchalar bilan fikran bog'lab keladilar. "O'qitish mazmuni" doirasiga, yuqorida nomlari keltirilgan tarkibiy qismlardan tashqari, yana bir qancha tushunchalarni qo'shib yuborishmoqda. Mas. matnlar, mashqlar, ona tiliga yot chet tili tushunchalarini ham ayrim mualliflar asarlarida (q.Umumiy metodika...) uchratish mumkin. Ba'zi metodistlar til va nutq materialini alohida qismlar shaklida tavsiya etishadi. Metodistlar orasida ko'pchilik bilim, malaka va ko'nikma kabi ta'limshunoslikdagi kategoriyalarni ham chet til o'qitish mazmuniga kiritib kelishdi. Metodika manfaatiga zid va ilmiy jihatdan nomaqbul hisoblanuvchi shunga o'xshash bir tomonlama yondoshishlarning muxtasar tanqidiy tahlili talab qilinadi [6].

Matnni o'qitish mazmuniga kiritmaslikni osonlikcha isbotlash mumkin. Nutq mavzulari deganda, ularning mazmunini, yani mavzudan kelib chiqadigan axborot hisobga olinadi. Mavzu axborotni taxminan chamalaydi, lekin o'z ichiga olmaydi, u axborot uchun umumiy ko'rsatkich bo'ladi. Mavzu yuzasidan og'zaki va yozma matnlar hosil qilinadi. Matnda axborot beriladi yoki olinadi. Demak, axborot matn mazmunidir, matn esa mavzuning namoyon etilishidir. Xulosa qilib aytganda, ta'lim mazmuniga "Mavzular" kiritiladi, matn va undan ko'zlanadigan axborot hosilalardir. Mavzu –sababiyat, matn –oqibat, o'z navbatida, matn –sababiyat, axborot esa oqibatdir [7].

Xulosa shuki, mavzu chet til o'qitish mazmuniga muhim tarkibiy qism sifatida kiritiladi. Navbatdagi munozara "til va nutq birliklari" atamasi doirasida o'tkaziladi. Har ikkalasi ham nutqdagi til hodisasini anglatadi. Talabalar til birligi yoki nutq birligi hodisalarini ikkita alohida o'quv materialini qilib o'rganmaydilar. Tilshunoslar til birligi bilan ish ko'radilar. Uning tadqiqotchisi shu tilda nutqni egallamagan bo'lishi ham mumkin. Demak, talaba nazariyotchi emas, u amaliyot sohibi, chet tildagi nutqni talab doirasida o'rganadi. Til birliklarini bilim sifatida emas, balki ko'nikma va malaka bilan omixta tarzda egallaydi. O'qitish mazmuniga "til materialini" nomli qism kiritilishi nazariy va amaliy jihatdan oqlanadi [8].

Bayon etilgan ilmiy metodik fikr-mulohazalarni hisob-kitob qilib, shuni ta'kidlash joizki, chet tili o'qitish mazmuni tarkibi "nutq mavzulari", "nutq malakalari" va "til materialini" dan iborat. Demak, o'qitish mazmuni uch (mavzu, malaka, material) tarkibli metodik tushunchadir.

Uch tarkibli o'qitish mazmunini metodist olim o'z ijodiy faoliyatida yaratadi, muallim o'quv sharoitida uni talabalarga amaliy faoliyatda o'rgatadi, o'quvchilar esa o'qituvchi rahbarligida darslik yordamida o'zlashtiradilar. Chet tili o'qitish mazmuni, tushunchasi mana bunday ta'riflash mumkin: muayyan mavzular doirasida chet tili birliklarini qo'llab, nutq malakalarining shakllanishini ta'minlashga mo'ljallangan metodik hodisa. Chet tili o'qitish sharoitiga ko'ra bajariladigan bunday metodik tadbir tashkiliy kompressiya deyilishi ma'qul. Metodik manbalarda kvantativ kompressiya (miqdoriy tanlash) nomi berilgan, bu tushuncha qo'yidagicha ta'riflanishi mumkin: chet tili ta'limi maqsadiga ko'ra o'qitish mazmunini tanlash tadbirlari va natijasi. Undan tashqari, talabalarining til tajribasiga ko'ra umumiy minimumning oson va qiyinlari ajratib olinadi. O'quv materialining taqsimoti jarayoni ham hisobga olinadi. Yanada kichraytirilgan (kvalitativ yoki sifat) kompressiyasi nomini olgan bunday metodik chorani –mazkur talabalar uchun alohida e'tibor va kuch talab qiladigan o'quv materialini qayta tanlash (ajratib olish) jarayoni va mahsuli deb qaraladi. Til materialini ichida leksikani, grammatikani, talaffuzni alohida-alohida o'rgatish mazmuni ajratiladi [9].

Til birliklari tanlangandan so'ng ularning tasniflash (tipologiya), taqsimlash va taqdim etish bosqichlaridan o'tishi til materialini o'rgatish mazmuniga olib keladi.

Demak, chet tili o'qitish mazmuni tushunchasi (nutq mavzulari, nutq malakalari va til materialini qismlari) ning har biri o'z navbatida kvalitativ (sifat) kompressiyasidan o'tishi, shundan keyingina talabalar o'rganishi uchun taqdim qilinishi kabilarni anglatadi.

Ta'lim mazmuni, jumladan chet tili o'qitish mazmuni, obektiv voqelikdagi tabiiy va ijtimoiy sohalarida to'plangan tajribalar "okeani"dan tomchilar o'quvchilarga singdiriladi. Astronomik masshtabdagi tajriba "uchquni"- chet til o'qitish mazmunining talabalar tasavvurida g'oyat ulkan dasturiy o'quv materialidir. Boshqacha qilib aytganda, tanlangan o'qitish mazmuni talabalar ko'zi

bilan –maksimum (eng ko'p hajmda) o'rganish o'qituvchi nazarida esa-minimum (eng kichik hajmda) o'rgatish materialidir [10].

Chet tili o'qitish mazmunini talabalar o'zlashtirishlari xususiyatlarini etiborda tutib tanlanadi, taqsimlanadi, tasniflanadi va o'rganish uchun taqdim etiladi. Tanlash, tasnif, taqsimot va taqdimot bosqichlari muayyan metodik mezonlar yordamida amalga oshiriladi.

Til materiali tayyorlash va o'zlashtirish bosqichlaridan o'tadi. Tayyorlash bosqichining tanlash davrida o'talabalar ona tili va ikkinchi tildagi tajribalari hisobga olinmaydi. Tasnif, taqsim va taqdim esa talabalar til tajribasidan kelib chiqadi.

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ИРРИГАЦИЯ ВА МЕЛИОРАЦИЯ СОХАСИГА ОИД ТЕРМИНЛАРНИНГ ЎЗБЕК ВА ИНГЛИЗ ТИЛЛАРИДАГИ ЭВАЛЮЦИЯСИ.

Бугунги ахборот технология ривожланаётган замонда ҳар бир соҳада бўлгани каби илм-фанда ҳам ривожланишлар, катта ўзгаришлар содир бўлмоқда. Янги ХХІ асрда инглиз тили ирригация ва мелиорация терминлари лингвистик нуқтаи назардан тил лексикасининг бир қисмини ташкил

қилмоқда. Бизнинг олиб бораётган илмий изланишимиз ҳам ирригация ва мелиорация терминларининг қиёсий-типологик тадқиқи натижалари ўлароқ ўрганилаётган терминларнинг диахрон тадқиқ қилиш ишларига бағишланади.

Бунинг оқибатида деярли барча тармоқларда, жумладан ирригация ва мелиорация соҳаларида ҳам янги сўзлар, тушунчалар, терминлар пайдо бўлди. Ҳар бир терминологик тизимнинг шаклланиши, ривожланиши айна шу соҳанинг таркиб топиб, тараққий эта бориши билан узвий боғлиқ бўлиб, соҳавий жиҳатдан ўзига хослик касб этади. Шу маънода, ирригация ва мелиорация терминологиясининг ўзбек ва инглиз тилларида таркиб топиши, шаклланиб ривожланиши ўз тараққиёт йўли, генетик асосларига эга.

Ирригация ва мелиорация билан боғлиқ бўлган муносабатлар дастлабки ёзма манбаларнинг пайдо бўлишидан бошлаб то ҳозирги кунгача иқтисодий- ижтимоий категория сифатида кўплаб чет эллик ҳамда маҳаллий олимларнинг диққатини ўзига жалб қилган ва ҳозирги кунгача қизғин баҳс-мунозараларга сабаб бўлиб келмоқда. Чунки, ирригация ва мелиорация терминологиясига оид тадқиқотларни амалга ошириш мамлакатимиз ва хорижий тилшуносликда ушбу соҳа лексикаси ўзига хос ўринни эгаллаб келмоқда. Бу фан ва техниканинг жадаллик билан ривожланиши, ижтимоий-иқтисодий, илмий-техникавий ахборот ҳажмининг ортиши натижасида терминологик лексика бирликларнинг тобора кенгайиб бориш жараёни билан изоҳланади. Натижада, ирригация ва мелиорация соҳасига оид терминларни илмий жиҳатдан ўрганиш эҳтиёжини юзага келтирди.

Маълумки, ирригация ва мелиорация терминологик тизимининг вужудга келиши, шаклланиши ва ривожланиши бевосита илк ва ўрта асрлар тарихи билан узвий боғлиқдир. Бугунги кунга келиб, ирригация ва мелиорация терминларининг шаклланиши ва таркиб топиш тарихини, уларнинг мазмун-моҳияти, ўтмишда қандай лексик бирликлар билан номланганлигини илмий манбалар асосида ўрганиб, илмий жиҳатдан тадқиқ этишнинг муҳимлигини ҳаётнинг ўзи тасдиқламоқда.

Ирригация ва мелиорация терминларининг Англияда ривожланиши ва деҳқончилик билан боғлиқ тушунчалар ва жараёнлар айнан инглиззабон жамиятида илк бор ўз аксини топган. Инглиз тилидаги ирригация ва мелиорация лексик бирликлари энциклопедик, этимологик ва махсус терминологик луғатларда баён қилинган. Ҳозирги замонда ирригация ва мелиорация билан боғлиқ турли объектлар, шунингдек, махсус соҳанинг мутахассисларини эътиборини тортмоқда.

Ҳар қандй тилнинг айниқса, ўзбек тили терминологиясининг асосий вазибаларидан бири – инглиз тилидаги ирригация ва мелиорация соҳасига оид лексик бирликларни ўзбек тилига муқобиллаштириш ва мазкур соҳага киритишдан иборат. Тилшуносликнинг лексикология бўлимида тилнинг лексик тузилиши, янги сўзларни пайдо бўлиши оқибати бу тилнинг сўз бойлигини бойишига олиб келади.

Эрамиздан аввалги I-IV асрларда Кичик Осиёда яшаган туркий халқлар орасида тоғлар, сувларнинг пайдо бўлишини изоҳловчи тўқима ҳикоялар

ўйлаб топилган. Иқтисодий савдо муносабатларининг изчил йўлга қўйилиши мамлакатда деҳқончилик, сунний суғориш, чорвачилик, боғдорчилик кабиларни раванқ топишига асос бўлган. Илк ўрта асрларда деҳқон (қишлоқ хокими)-мулкдор табақа эгаси бўлган. Деҳқончилик жуда ривожланганлиги учун Алпомиш, Тўмарис, Широқ каби халқ афсоналарида суюғор, хирож, дайра каби ирригация ва мелиорация соҳасига оид лексик бирликларнинг шаклланиши, шубҳасиз, ана шу даврлардан бошланганлигини кўриш мумкин.

Замонавий тилшуносликда ирригация ва мелиорация соҳасига оид терминларини ўрганган С.П.Толстов таъкидлаганидек: “Қадимги даврларда Ўрта Осиё шароитида жамиятда ижтимоий-иқтисодий муносабатларнинг такомиллашиши, илк ерга эгалик, мулкчилик шакллари, илк деҳқончиликнинг ва ишлаб чиқариш тузилмаларининг таркиб топиши ҳамда уларнинг таркибий тузилмаларига оид маълумотларни умумлашган ҳолда тадқиқ этишда, шубҳасиз, археологик, этнографик, палеоантропологик, шунингдек, лингвистик маълумотларнинг ўрни беқиёсдир.” Узининг изланишларида ирригация ва мелиорация соҳасига оид терминларнинг суюғор, бичим дайра кабилар ҳозирги вақт ирригация соҳасининг суғороиш, ер, каби айрим намуналари ҳозиргача етиб келганини таърифлайди.

Ирригация ва мелиорация терминларга ўхшашларини бир нечасини О.С.Аҳмедовнинг “Инглиз ва ўзбек тилларида солиқ-божхона терминларининг лингвистик таҳлили ва таржима муаммолари” мавзусидаги филология фанлари бўйича докторлик диссертациясида ҳам учратишимиз мумкин. Масалан: ҳарож (хирож) - ер солиғи, бундан кўришиб турибдики, ирригация соҳаси солиқ соҳаси каби давлат бошқарувининг энг муҳим тармоқларидан бири ҳисобланади. Бу терминларнинг аксарияти ҳозирги кунда архаик ҳисобланади.

Туркий халқларнинг ҳаёти, турмуш тарзини халқ оғзаки ижоди ёдгорликлари, ёзма манбалар орқали биламиз. Халқ оғзаки ижоди бизга қадимги афсона ва ривоятлар (“Алпомиш”, ҳақида) орқали қадимги деҳқончиликка оид ёмғир чақирадиган оғиздан-оғизга ўтиб келган тарихий кўшиқлар орқали етиб келган. Жумладан, “Суст хотин” кўшиғи:

Дайрани ул юзидан сел келади, Сел билан икки ўрдак тенг келади

Бў кўшиқда дарёдан тошиб келаётган сел, сел билан тенг учаётган ўрдак ҳақида таъриф кетган. Яна бир намуна сифатида кўш кўшиғи, яъни ер ҳайдаш кўрсатишимиз мақсадга мувофиқдир:

Ўроқ ўрмоқ олмоқ солмоқ,

Кўш ҳайдамоқ, бормоқ-келмоқ.

Ҳаммасидан қийин экан,

Эй ҳўкизим, рўзгор қурмоқ .

Мана шу каби кўшиқларда ҳам ҳозирги ирригация ва мелиорация соҳасига оид терминлар учрайди. Масалан, сув, тупроқ, сел, дарё, муз, ёмғир, қирғоқ каби терминлар.

Ўзбек халқ оғзаки ижодида, хусусан, афсона, кўшиқ ва дostonларда ирригация ва мелиорация соҳасига оид жуда кўп лексик бирликлар

ишлатилган. Халқ дostonларида ер хайдаш, деҳқончиликка оид маросимлар, қўшиқлар ирригация ва мелиорация терминларининг қадимий тарихга эга эканлигини англатади.

Демак, инсон қадимдан атроф муҳитда рўй бераётган воқеа-ҳодисаларга ўз муносабатини билдириб, ирригация ва мелиорация соҳасига оид терминларнинг пайдо бўлишини изоҳловчи тўқима ҳикоялар, ривоятлар, қўшиқлар ўйлаб топганлар. Буларнинг ҳаммасини бугунги кунда “халқ оғзаки ижоди” деб атаймиз. Халқ оғзаки ижоди, жумладан, қўшиқларда, афсона ва ривоятларда айнан деҳқончилик лексик бирликларни ҳозирги замонгача етиб келган ирригация ва мелиорация соҳаси терминлари орасида учратишимиз мумкин.

10-12 асрларда яшаб ижод этган Юсуф Ҳос Ҳожибнинг “Қутадғу Билиг” (“Саодатга элтувчи билим) асари билан тилшунослик соҳасига жумладан, ирригация ва мелиорация соҳасига оид терминларнинг ривожланишига улкан ҳисса қўшган алломаларимиздан биридир. Олимнинг асарини ўрганиб чиқиш жараёнида ўша даврда қўлланилган ирригация соҳасига оид 150 дан ортиқ терминга алоқадор лексик бирликларни аниқладик. Жумладан, булоқ-булоқ, чашма; дол-оқим, йўл, йўналиш; ер қулочла-ер ўлчамок; ёзи-дала, яйлов, чўл, водий; кечиг-кечик, ўтиш жойи, дарё, сой, кўлларнинг ўтиш жойи; улуш-қишлоқ; кенд-шаҳар; чечаклиг-гулзор, майсазор, ўт-ўлан кўп бўлган жой; ўбри- чуқурлик, дара; қўл-қош-тоғ этаги ва кўриниб турган жойнинг чети, атроф; [13]

Носириддин Бурҳонуддин Рабғузийнинг “Қиссаси Рабғузий” (“Ёзувчи” нашриёти, 1990 йил, биринчи китоб) китобида қуйидаги бир қанча сув хўжалиги терминларининг ишлатилганини учратиш мумкин: Ёғин-ёмғир; бодия- чўл, дашт, биёбон, саҳро; бус-туман; бўрлоқ-токзор, узумзор; ёбон-чўл, биёбон; йул-жилға, ариқ, булоқ; йиғоч-тахминан 9 км келадиган масофа бирлиги; мисқол-оғирлик ўлчови(тахминан 4,68 гр); наводан-тарнов, нов; сабон-қўш билан ер хайдаш, омоч; тарифчилик-деҳқончилик; тикмоқ-экмоқ, қадамок; харож(хирож)-ер солиғи, бирор кимсанинг тассаруфидаги йирик ер; шар-мил га тенг келувчи узунлик ўлчови; қарим-ўра, чуқурлик; кубош–экинзорларда ўрнатиладиган кўриқчи; қўл-дарёнинг қуриган ўзани; [9]

Ўзбек тилшунослиги тарихида Темурийлар даврининг аҳамияти беқиёсдир. Тарихга назар ташласак, Амир Темурнинг ҳукмронлик даврида илм-фан, маданият, санъат, ва туркий (ўзбек) тилининг равнақи юқори даражага чиқишига шарт-шароит яратиб берди. Бу даврга келиб ирригация соҳасининг лексик бирликлари умумистеъмолдаги сўзлардан термин сифатида шакллаана бошлади. Ҳозирги кунда миллий –маънавий меъросимиз бўлган буюк саркарда Амир Темурнинг “Темур тузуклари” асарининг ўзида ирригация ва мелиорацияга оид қуйидаги сўзларни кўришимиз мумкин:

Темурнома, Амир Темур Кўрагон жангномаси китобида ёбон-чўл, дашт, дала; йиғоч-дарахт, ёғоч, узунлик ўлчови; газ-узунлик ўлчови, рубъи маскун–ернинг қуруқлик қисми; сақо–сув берувчи, сув сепувчи, мешкоб; шикоф-ёрик, дарё, тешиқ; қантара- кўприқ; қовға-қудуқдан сув олишда ишлатиладиган

чарм идиш; ғабро- замин, ер, туфроқ; ғоб–ўрмонлик; ўр-баландлик, қия жой; ўланг-ўт, ўлан, гиёҳ; ҳаннот-ғаллафуруш, деҳқон; ҳубобот-донлар, ғаллалар; ҳиросат-зироат, деҳқончилик, ҳорис-экинчи, посбон каби кўплаб терминларни кўриш мумкин ва тарихимизнинг ҳар бир даврида деҳқончилик инсониятнинг ажралмас ҳаётий эҳтиёжи бўлиб келинганлиги маълум бўлади. Ерга ишлов бериш, суғориш каби амаллар эрамиздан олдинги асрлардан бошлаб одамлар ҳаётининг асосини ташкил қилган экан бу ирригация терминларнинг тарихи ўша даврларга бориб тақалишидан дарак беради.

Ўзбек тилшунослиги тарихининг ёрқин намоёндалариридан бири, шоҳ ва шоир Захириддин Муҳаммад Бобурнинг тарихий-меъмуар “Бобурнома” асарида ирригация ва мелиорация терминларига оид лексик бирликлар кўп учрайди. Ҳозирги кунда бу лексик бирликлар ўрнида терминлар қўлланилади. “Бобурнома”да келтирилган ирригация ва мелиорацияга оид қуйидаги терминларни учратишимиз мумкин. Масалан: суйи-суви, дарё; йиғоч-ўлчов библиги;

Биз тарихдан биламизки, XVI-XIX асрларда Ўзбекистон ҳудудида Хива, Бухоро ва Қўқон хонликлари даври ҳукмронлик қилган. Мазкур даврда хонликлар шртасида ўзаро зиддиятлар, курашларнинг кучайиб бориши давлатнинг сусайишига сабаб бўлди, бу эса ўз навбатида соҳага эътибор камайганини кўрсатади. Хонликлар даврида ирригация ва мелиорация соҳасида улкан ишлар амалга оширилган.

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ИНГЛИЗ ВА ЎЗБЕК ТИЛИ СУҒУРТА ТЕРМИНЛАРИНИНГ ТАРЖИМАВИЙ ЭКВИВАЛЕНТЛИК ҲУСУСИЯТИ

Ҳар қайси тилни ўрганар эканмиз у тилнинг тарихи, тил билан боғлиқ маданияти, бадий ёдгорликларига табиий равишда мурожаат қиламиз. Уларни амалий ва назарий тадқиқ этиш жараёнида бевосита таржима соҳасига рўбаро келамиз. Аслиятга доир манбани замон билан ҳамнафас равишда, яъни давр талабида тасаввур этишда таржиманинг ўрни беқиёс. Чунки бадий маҳорат сир-синоатларини ҳар томонлама мукамал эгаллаш, ўзга тилдаги манбани аслиймонанд тақдим этиш, сўзларнинг қўлланишига кўра уларда мужассам бўлган турли маъно қирраларини акс этиши таржима соҳасини нақадар мураккаб, масъулиятли ва нозик ижодий жараён эканлигидан далолат беради.

Мазкур жараён таржимон зиммасига жуда катта масъулиятни юклайди, боиси аслий манбанинг асосий мазмуни тасвир этилган лисоний хусусиятидан ташқари, таржимон асарнинг тарихий-маданий ҳаёти, рухий кечинмалари билан боғлиқ ижтимоий жиҳатларни ҳам кўздан қочирмаган ҳолда қайта яратиш масъулиятини юклайди.

Таниқли таржимашунос олим Қ.Мусаев: “Таржимада шакл ва мазмун муносабатини бежирим талқин этиш зарурати санъаткор олдига асарнинг бадий нафосати ва миллий хусусиятини юзага келтирувчи барча лисоний-услубий воситалар вазифаларини ижодий акс эттира оладиган муқобил тил ва нутқ бирликлари танлаш вазифасини кўяди”⁴⁵ - деб ёзган эди.

Бунда ташқари таржиманинг бевосита онг билан боғлиқ жараён эканлигини таржимашунос олим Ғ.Саломов кўп бора таъкидлаган. Хусусан: “Тиллардан-тилларга таржима қилиш мумкинлигини асослайдиган нарса шуки, жаҳон халқлари гарчи турли-туман тилларда сўзлашсалар ҳам, аммо уларнинг тафаккур қонунлари бир хилдир”⁴⁶ - деб ёзган эди

Тилшунослик соҳасида терминлар билан содир бўлувчи таржималар таржимондан икки қарра кўпроқ эътибор ва масъулиятни талаб қилади. Ҳар қандай соҳа терминларининг таржима тасвиридаги аниқлиги жуда аҳамиятли ҳамда ушбу воқелик талаб этилади, чунки таржима жараёнидаги кичик бир механизм ҳам соҳага оид бутун матннинг таржима адекватлигини таъминлашга хизмат қилади.

Таржима икки ёки бир қанча тиллар ўзаро муносабатнинг алоҳида шакли сифатида тақдим этувчи асосий ижодий жараёндир. Чунки аслиятга доир маълумотнинг мукамаллик асосини турли тиллар матнларининг семантик уйғунлиги ташкил этади. Тилшуносликнинг терминология соҳасида таржиманинг муҳим ўрни муҳим ва унинг тадқиқ этиш лозим бўлган вазифаларидан бири “таржимавий эквивалентлик” жараёнидир. Ушбу тушунча таржима соҳасидаги марказий тушунчалардан бири ҳисобланиб,

⁴⁵ Мусаев Қ. Таржима назарияси асослари. Фан. -Т.: 2005.-4 б.

⁴⁶ Саломов Ғ. Тил ва таржима. Т.: 1976.-285 б.

тилдаги семантик таржима муаммолари ечими, мазмуний жиҳатини ўрганиш, айнан, мазкур жараён билан бевосита боғлиқ дейиш мақсадга мувофиқдир.

Эквивалент лексик бирлиги инглиз тилига ўн бешинчи асрда лотин тилидан кириб келди. Ўша даврдаги лексик шакли “*aequivalentem*” бўлиб, *equal in value, power, or effect*⁴⁷ - *тенг қиймат, куч ёки натижага эга* - деган маъноларда қўланган. Замонавий луғатларда, жумладан, Oxford луғатида, *that is equal in value, meaning or purpose to something else*⁴⁸ - *бирор нарсанинг қиймати, маъноси ёки мақсади тенг бошқа бир нарса* - маъносида ишлатилади. Ўзбек тили изоҳли луғатлари **эквивалент** тушунчасига нисбатан икки хил таъриф берилган. 1) *от. бирор нарсага тенг ёки бирор жиҳатдан мос келадиган ва унинг ўрнини боса оладиган бошқа нарса*; 2) *сфм. Тенг, тенг бўлган; мос келадиган, ўрнини босадиган*⁴⁹. Шуни қўшимча қилиш жоизки, айрим манбаларда **эквивалент** термини ўрнида **муқобил** атамаси қўлланилади. Бироқ изоҳли луғатда **муқобил** терминининг учта асосий таърифи берилган. 1) қариши турувчи, қариши, зид; 2) қарама-қарши йўналишда; 3) жавоб бўлувчи бизга айнан учинчи таъриф мос келади.

Ж.П. Вине, Ж. Дарбельне: “терминларни таржима қилишнинг икки усули мавжуд”⁵⁰ дея қайд этишган.

1) тўғридан-тўғри таржима қилиш (сўзма-сўз таржима қилиш, калькалаш ва ўзлаштириш ёрдамида);

2) билвосита таржима қилиш (муқобил таржима, транспозиция, адаптация, (мослаштириш, модуляция).

Ҳозирги кунга келиб суғурта соҳасида хорижий тилларга оид айрим тушунчаларни муқобилини ифодалашда ўз ички имкониятлари тамойили асосида юзага чиқмоқда. Яъни, хорижий тиллардан ўзлашган баъзи терминлар соҳа мутахассисларига икки хил усулда бериб бориляпти. Буни ижобий маънода таржима таркибидаги *услуглар рақобати* дейиш ҳам мақсадга мувофиқ. Жумладан, аслиятни таржима қилиш жараёнида бир қисми ўзлаштириш (*borrowing*) усули орқали берилса, бир қисми эса *лисоний эквивалент* (ўзбекча муқобиллари) билан алмаштирилади ёхуд таржима қилинади. Жумладан, ўзлашмалар орқали шаклланган терминлар: *Abandon* - *абандон* (маблағ ёки мулкдан воз кечиш); *adjuster* - *аджастер* (суғурта компанияси фойдаси хизмат қилувчи ходим); *acquisitor* – *аквиз(с)итор* (суғурта агенти ёки бошқа суғурта ходими); *rider* - *райдер*; *marketing* - *маркетинг*; *bonus* - *бонус*; *bordero* - *бордеро*; *dividend* - *дивиденд* (маблағ қисми); *disclosure* - *дисклоуз* (суғуртага доир ҳужжат); *vaucher* - *ваучер* (саёҳат кафолати), *regress* - *регресс* (суғурталовчининг даъво қилиш ҳуқуқи); *retrocession* - *ретроцессия* (қайта суғурталашга топшириш); *tender* - *тендер* (суғурта соҳасидаги конкурс жараёни) ва ҳоказолар.

⁴⁷ www.etymonline.com

⁴⁸ Oxford dictionary

⁴⁹ Ўзбек тилининг изоҳли луғати. 5 жилдли. 1-5- жилдлар. –Тошкент: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2006-2008.

⁵⁰ Ж.П. Вине, Ж. Дарбельне Технические способы перевода // Вопросы теории перевода в зарубежной лингвистике. – М., 1978. – 475 с.

Тадқиқотларимиз натижасида шу фикрга келдикки, терминларнинг таржимасиз шаклда ўзлаштириш ёки тилда истеъмол қилиш жараёни бу таржиманинг камчилиги эмас, бунинг асосий сабаблари қуйидагича: 1) шахснинг мултилингуал (кўп тилли) мулоқотга киришиш натижасида сўзнинг бир тилдан тилдан бошқа тилга ўтиши; 2) бир тилнинг иккинчисига нисбатан фаол қўлланилиши ёхуд дунё тиллари таркиби кириши (ижтимоий мулоқот) натижасида; 3) таълим-технология соҳасининг глобаллашуви натижасида; 4) кишиларнинг қулайлик келтирган бошқа тилдаги лексик бирликдан фойдаланиши натижасида.

Муқобиллари (эквивалентлик орқали) орқали шакланган терминлар: *Absolute liability* - мутлақ жавобгарлик; *general average* - умумий ҳодиса; *national insurance* - миллий суғурта; *discount* - чегирма; *contract of insurance* - суғурта шартномаси; *natural loss* - табиий йўқотиш (товар (сабзавот, полиз ва меваларнинг) нинг табиий зарари); *complaint* - шикоят; *moral risk* - маънавий ҳавф; *marine certificate of insurance* - денгиз суғуртаси гувоҳномаси; *life assurance company* - ҳаётни кафолатлаш ширкати; *limitation of life* - ҳаётни чеклаш; *covered loss* - қопланган зарар; *conditional deductible* - шартли чегирма (шартли равишда зарар учун жавобгарликдан озод қилиниш); *pricing documents* - нарх ҳужжатлари (мулк нархига доир расмий маълумотлар) ва ҳоказолар.

Ўзлаштириш жараёни ва лисоний эквивалент ўртасида турувчи усул бу – калькалаш - *loan translation* ёки *calque* усулидир. Бу усулнинг лисоний эквивалентликдан фарқи шундаки, бир тилдаги сўз ва сўз бирикмаларни бошқа тилда муқобили бўлмаса, ўз маъно доирасидан узоқлаштирмасдан параллел таржима қилиш орқали янги лексик бирликларни вужудга келтириш усули ҳисобланади.

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ТИЛШУНОСЛИКДА ҚЎШМА ГАПЛАРНИНГ УМУМСИНТАКТИК ВА СТИЛИСТИК ТАБИАТИ

Аннотация. Ушбу мақолада ҳозирги замон тилшунослигида қўшма гапларнинг умумсинтактик табиати ҳамда стилистик таснифи кўриб чиқилади ва қўшма гапларнинг ўзига хос хусусиятлари таҳлил қилинади.

Калит сўзлар: синтаксис, фразема, пропозема, қўшма гап, моноксема, конъюкторлар, коннекторлар, координатор, субординатор, паратаксис, гипотаксис

Аннотация. В данной статье рассматривается общая синтаксическая природа и стилистическая классификация сложных предложений в современной лингвистике, анализируются специфические черты сложных предложений.

Ключевые слова: синтаксис, фразема, проферема, сложные предложения, моноксима, конъюнкторы, коннекторы, координатор, субординатор, паратаксис, гипотаксис

Abstract. This article examines the general syntactic nature and stylistic classification of complete sentences in modern linguistics and analyzes the specific features of complete sentences.

Key words: syntax, phraseme, proposeme, complete sentences, monotaxeme, conjunctors, connectors, coordinator, subordinator, parataxis, hypotaxis

Кириш. Тил инсоният ҳаётида тенгсиз, мисли кўрилмаган бетакрор бир мулоқот воситаси сифатида муҳим рол ўйнайди. Тил кишилар ҳаётининг сермазмун, гўзал, тўлақонли ва ранг-баранг бўлишида катта ўрин тутади. Бу маънода олганда тил улкан бир ижтимоий ҳодиса бўлиб ҳисобланади, шу нуқтаи назардан қараганда, тилсиз жамиятни, унинг тараққиётини ва истиқболини тасаввур қилиб бўлмайди. Бас, шундай экан, жамиятни ҳам тилсиз тасаввур қилиб бўлмайди.

Асосий қисм. Маълумки, тил алоҳида олинган белгиларнинг бир-бирлари билан муносабатга киришиши орқали ўзининг коммуникатив-прагматик восита сифатидаги вазифасини ўтайди. Ҳар қандай тил ўзига хос бой, ривожланган алоқа воситаси саналади, чунки у ўз жамоасига, яъни шу тилда сўзлашувчиларга тўлақонли мулоқот воситаси сифатида ҳар қандай фикрни изоҳлаб, ёритиб бера олиш хусусиятига эга. Мулоқот эса тилда барча тил бирликлари, жумладан, содда ва кўшма гаплар орқали бевосита у ёки бу коммуникатив мақсадни ифодалаш учун амалга оширилади.

Тилни коммуникатив бирликларсиз тасаввур қилиш қийин. Гап тилларда коммуникатив бирлик саналиб, ўзидан кичик бўлган конструктив бирликлардан ташкил топади. Тилда гап турлари хилма-хил бўлиб, уларнинг структурал-семантик, функционал-коммуникатив ва прагматик-стилистик турларини ажратиш мумкин.

Ҳар қандай тил босқичма босқич ривожланиш қонуниятига кўра шаклланади, тараққий этади, шу жиҳатдан тилда кичик бирлик ўзидан каттароқ бўлган бирликка қурилиш материали бўлиб хизмат қилади (Масалан: фонема → морфема → лексема → фразема → синтаксема → текстема). Мавжуд барча жонли тиллар ўз функциясини синтаксис поғонасида - сатҳида намоёниш қилади, бундан келиб чиқадики, тилларда синтаксис боби универсал боб бўлиб, ҳар бир тилнинг муҳим қисми саналади. Синтаксиссиз бирор тилни тасаввур қилиб бўлмайди.

Ҳозирги замон тилшунослигида олимлар тилнинг энг катта, энг мураккаб ва энг кам ўрганилган соҳаси – синтаксис бобига катта қизиқиш билан қараб келмоқдалар. Синтаксис ҳозирги замон тилшунослигида асосан иккита универсал бирлик типлари билан иш кўради, уларнинг структурал ва семантик хусусиятларини ўрганади. Сўз бирикмаси (фразема) ва гап (пропозема) шундай бирликлар саналади. Ҳар икки синтактик бирликнинг ўзига хос структурал-семантик, коммуникатив-прагматик турлари мавжуд.

Қўшма гап деганда, шундай бир бирликни тушунамизки, бунда у камида икки содда гапни ўз ичига олган бўлади ва ҳар қандай ҳолатда улар иккига ажратилганда ўзларининг гап статусини – мақомини намойиш қила оладилар, уларнинг шундай мақомини трансформацион ўзгартишлар орқали аниқлаш мумкин. Қўшма гапнинг бир қисми – бир компонентини содда гап, яъни “монотаксема” деб тан олинса, иккинчи қисми ҳам шундай деб тан олиниши керак.

Қўшма гап компонентлари ўртасидаги воситалар соф боғловчилар орқали ифодаланган бўлса, конъюкторлар, боғловчи воситалар (нисбий олмошлар, сўроқ олмошлари боғловчи равишлар билан боғланса), уларни “коннекторлар” деб аташ мақсадга мувофиқдир. Шунингдек, боғловчи сўзлар, яъни коннекторлар эса қўшма гапнинг маълум компонентига, яъни эргаш гапга тегишли бўлиб, улар ўзларининг боғловчилик функцияси билан бир қаторда эргаш гапда алоҳида бир синтактик бўлак функциясини ҳам бажаради, масалан,

He was afraid that he might come.

(бу ерда боғловчининг гап бўлаги сифатида вазифаси йўқ)

I knew when you had come.

(бу ерда боғловчи восита, яъни боғловчи равишнинг эргаш гап структурасида пайт ҳоли вазифаси бор)

Бундай таҳлилда, шуни эсда тутиш керакки, конъюкторлар икки турга бўлиниб, бири “координатор”, иккинчиси эса “субординатор” деб юритилиши мақсадга мувофиқ. Кўриниб турибдики, координаторлар “паратаксис” сатҳига хос бўлиб, коннекторлар эса фақат гипотаксис бобига хос воситалардир.

Маълумки, тилда қўшма гап икки ёки ундан ортиқ содда гаплардан ташкил топган яхлит тил бирлиги деб тан олинган. Лекин ҳозирги пайтда мавжуд адабиётлар шуни кўрсатадики, тилда шундай яхлит бирликлар ҳам бор экан. Уларнинг таркибида уч, тўрт ёки ундан ортиқ компонентлар мавжуд экан. Баъзи олимлар, уларни қўшма гап деб юритсалар, бошқалари эса уларни синтактик бутунлик (синтаксическое целое), ёки гапдан катта бирликлар деб қарайдилар.

Табиатан қўшма гап катта лингвистик белги (sign) бўлиб, у камида ҳар бири ўз эга ва кесимидан иборат иккита компонентдан ташкил топган бўлиб, бу компонентларнинг ҳар бири мазкур тилдаги содда гапдан тузилишига кўра ҳеч қандай фарқ қилмайди. Бундай компонентлар орасида одатда ёки координатив (тенг), ёки субординатив (тобе), ёки киришиш-интродуктив (парентеза), ёки тиркалиш- (коллокатив) муносабатлари мавжуд бўлиб, улар бир-бирларини структурал-семантик жиҳатдан ўзаро тақозо этадилар, натижада компонентлар қўшма гапни ташкил этадилар. Компонентларнинг яхлит бирлик-қўшма гапни бирикишининг асосий сабаблари қуйидагилар:

- 1) Ягона яхлит структура;
- 2) Ягона коммуникатив мақсад (интенция);
- 3) Кўп воқеалилик (полипропозитивность);
- 4) Кўп иодаллилик (полиmodalность);

- 5) Кўп замонлилик (политемпоральность);
- 6) Кўп эгалилик (полисубъектность или полиперсональность) ва ҳоказолар.

Тилларни қиёсий ва умумий тилшунослик нуқтаи назаридан ўрганишда, шу жумладан, синтактик бирликларни таҳлил қилишда барча тилларнинг бир хилдаги, бир турдаги синтактик бирликларини умуматамалар орқали ифодалаш масаласи ўртага ташланмоқда. Бу эса ҳозирги замон тилшунослигида “фонема”, “морфема”, “лексема” ва “синтаксема” каби атамаларнинг турли тилларда қанчалик кенг ва муваффақиятли қўлланиб келинаётганлиги ва барча тиллар учун тушунарли ва қулай эканлигини кўрсатиб ўтишни тақазо этади. Бу нуқтаи назардан олиб қаралганда, ҳозирги янги манбаларда тавсия этилган синтаксис бирликларнинг умуматамалари эътиборга моликдир. Олимлар кейинги пайтда синтактик бирликларнинг умуматамаларининг ишлаб чиқишга муваффақ бўлдилар. Масалан, кейинги йиллар назарий манбаларида “таксема” (гап), “монотаксема” (соғда гап), “коллотаксема” (2 компонентли боғловчисиз қўшма гап), “паратаксема” (тенг боғловчили қўшма гап), “парентаксема” (кириш гапли 2 компонентли қўшма гап), “типотаксема” (2 компонентли эргаш гапли қўшма гап), “гипертаксема” (3 ёки ундан ортиқ компонентли аралаш ёки қоришиқ қўшма гап), шу каби универсал бирликларни умуматамалар билан ифодаланганлиги эътиборга моликдир.

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ВЛИЯНИЕ ЭВОЛЮЦИИ ФРАНЦУСКОГО ЯЗЫКА НА МЕНТАЛИТЕТ НАЦИИ.

Ключевые слова: мышление, национальный характер, целостность, менталитет.

Культура Франции — культура французского народа, сложившаяся под влиянием географических условий и крупных исторических

событий. Франция в целом и Париж в частности играли большую роль, являлись центром элитарной культуры и декоративного искусства, начиная с XVII века. Причём роль её постоянно возрастала с ростом экономического, политического и военного влияния Франции.

Менталитет жителей Франции считают загадочным и необъяснимым, но многие люди уверены, что отлично знают французский менталитет. К ним относятся двояко: они считаются гордыми, задорными и самовлюбленными. Даже символом Франции считается галльский петух, который подчеркивает особенности национального характера.

Какие только черты не приписывают французам – они слишком легкомысленны, ленивы, непунктуальны, , чересчур любезны и меркантильны. А также галантны, общительны, игривы и жизнелюбивы. Как и в любых стереотипах, в этом есть доля правды, но за всеми перечисленными чертами скрывается богатый, глубокий, тонкий национальный характер. Проникнув в тайны французского менталитета, иностранцы начинают терпимее относиться к опозданиям, скупости, болтливости французов – ведь это только одна сторона медали, а с другой стороны, они легки на подъем, расчетливы и умны, вежливы и обходительны.

Франция – это страна, имеющая разнообразные природные ресурсы и условия, благоприятные для экономического развития и жизни людей. Французы являются одной из старейших европейских наций, известных своими культурными и историческими богатствами. Предки французов были преимущественно рыжеволосые кельты с задиристым характером. Римляне именовали их галлами, что в переводе значит одновременно и «галл», и «петух». До сих пор галльский петух остается одним из национальных французских символов.

Менталитет французов со временем оброс огромным количеством стереотипов. Французы склонны к опозданиям, они не очень любят работать и поэтому в любую минуту с радостью готовы сорваться с рабочего места, чтобы выпить чашечку кофе, прогуляться или же заняться любовью. После выходных, придя на работу, они долго раскачиваются. В понедельник даже многие магазины не работают до обеда. Но, с другой стороны, внутренне каждый француз весьма структурирован. Жена, любовница, их может быть несколько, но.... Всё это с четким представлением о конечных результатах и без лишних затрат.

Французы являются истинными патриотами своего языка. Им очень нравится, когда иностранцы пытаются объясняться именно по-французски. Они всегда остановятся, улыбнутся и с удовольствием все объяснят. Многие, конечно, знают английский, но язык этот не любят, поэтому очень редко и неохотно говорят на нем. Даже персонал во французских гостиницах и ресторанах плохо разговаривает на иностранных языках. Это говорит о том, что Франция слишком собой горда.

Французы отличаются вежливостью и умением красиво и быстро говорить. Они искусно ведут переговоры и отстаивают свои позиции.

Зачастую французы великодушны и восторженны, но при этом очень хитры и расчетливы. Рационализм этой нации прекрасно иллюстрируется следующим высказыванием: для немцев и греков главное - открывать мир, для русских – чувствовать, для римлян – завоевывать мир, а для французов – мыслить. У французов внутренняя потребность в реализации себя в обществе, потому что для полноты ощущений им просто необходимо делиться с окружающими идеи, чувства, мысли и эмоции. Точность и пунктуальность здесь не чтят, считается, что чем выше у человека социальный статус, тем позже ему позволяется приходить.

Традиционно обед у француза наступает в 20.00, поэтому, если Вас пригласили на обед, знайте, что Вас ожидают именно в это время. По завершении обеда на десерт подают сыр, обычно сразу нескольких сортов. Запивают сыр только красным вином, и ничем другим, ни кока-колой, ни соком. Об этом стоит не забывать даже в дорогом ресторане.

Французское чувство юмора, характеризующееся большой язвительностью в сравнении с английским и немецким, носит более интеллектуальный характер. В нужный момент остроумный комментарий может разрядить даже самую тяжелую конфликтную ситуацию, поэтому французы очень редко устраивают скандалы и драки. Они всегда и во всем аккуратны, но это не означает, что у них размеренный и спокойный характер. Под внешним лоском скрываются пылкие сердца, временами французы способны на дерзкие и необдуманные, но крайне эмоциональные поступки. Соблазнить женщину для настоящего француза считается приятной честью. Более того, если мужчина пригласил женщину к себе в гости, то она может быть уверена, что француз предпримет всё, чтобы обольстить. Иная ситуация считается просто ненормальной.

Одна из ярких особенностей национального характера французов – их удивительная тяга к различным экспериментам. Им безумно нравится фантазировать, выдумывать нововведения, даже если при этом требуется разрушить что-то устоявшееся. Французов больше интересует процесс изменения, путешествие в неизведанное, ну, а к чему это приведет, это неважно. Главное для них – никогда ни в чем не отставать, соответствуя последним требованиям моды, причем модной должна быть как одежда, так и технические изобретения, фильмы и языковые выражения. Их манит бешеный ритм жизни.

Несмотря на привязанность к городской жизни, многие чувствуют глубокую и неразрывную связь с землёй, многие из них в душе истинные крестьяне. Сельская жизнь у них романтизируется, за каждый участок земли француз станет драться до последнего, чтобы увеличить количество своей земельной площади. Ум вызывает у французов восхищение и истинное преклонение. Больше всего они уважают в человеке сочетание одновременно и ума, и чувств.

Французам не нравится сидеть дома, потому что в доме они чувствуют себя узниками. Они просто созданы для различных мероприятий, торжеств,

где можно блеснуть не только элегантным нарядом, но и интеллектом, проявив свое красноречие. Французы обожают выставлять себя напоказ, не только в офисах, но и в кафе, залах ожидания аэропорта. Но при этом они очень правильные, стараются, чтобы все нормы, правила и предписания были соблюдены. Несмотря на то, что они чтут свято Конституцию, Право и Закон, им свойственно преувеличивать важность чего-либо, не воспринимая вещи слишком серьезно.

Стремление к изысканности внешних форм, живой ум, склонность к изумительно изящным новинкам и экспериментам сделали французов своеобразным эталоном стиля и вкуса, законодателями в различных сферах европейской моды. Характерное чувство вкуса проявляется и в кулинарном искусстве, когда совсем небольшие порции, а зачастую и крошечные кусочки пищи долго сервируются, раскладываются по картонным коробочкам и перевязываются ленточкой – лишь бы всё выглядело красиво.

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АМЕРИКА ЮРИДИК ДЕТЕКТИВ АСАРЛАР ГЕНИЗИСИ ВА РИВОЖЛАНИШ БОСҚИЧЛАРИ

Ҳозирги кунда детективнинг турли йўналишлари тадқиқига ўзларининг эссе, мақола ва тадқиқот ишлари билан Г.А. Анджапаридзе, С.Б. Белова, А.З. Вулис, Е.В. Жаринова, Н. Ильина, Ю. Каграманова, Т.Ф. Кашаева, Н.В. Киреева, И.В. Млечина, В.П. Руднева ва С.Н. Филюшкина каби адабиётшунос олимлар ўз ҳиссаларини қўшиб келишмоқда. Таъкидлаш жоизки, «классик» детективчилар Э. По, А. К. Дойл, А. Кристи асарларининг аксарият қисми ўрганилиб, шу йўналишда тадқиқотлар олиб борилмоқда. Америкаликларнинг *суд, юрист, судья* ва *жиноятчи* кабиларга алоҳида эътибори бу ердаги менталитетнинг ажралмас қисмига айланган. Чунки давлат конституциясида фуқароларга катта ҳуқуқлар берилган. Америкаликлар агар кимдир бошқа инсоннинг ҳуқуқ ва эркинликларига раҳна солса, албатта, уни жазо кутишига қатъи ишонадилар (чунки бундай инсонларга нисбатан қонуний жавобгарлик қўлланилади). Улар ўзларини эркин фуқаро ҳисоблаб,

ўз ҳуқуқ ва эркинликларини доимо қонун билан ҳимояланганлигини яхши биладилар. Шу сабабли Америка адабиётида юрист тимсоли – фуқаролар ҳуқуқ ва эркинликларини моҳир ҳимоячиси, ижтимоий тартибнинг кафолатчиси, сифатида талқин этилади.

Жаҳон адабиётида эса юридик соҳага доир бир қатор асарлар ёзилган. Уларни тўлалигича ушбу соҳага оид ва юридик йўналишни қисман очувчи асарларга бўлиш мумкин.

Жумладан, яхлитлигича ҳуқуқшунослар фаолияти, ҳаёти, кечинмаларини тасвирловчи ҳуқуқшунос ва ёзувчи Сузен Гласпелнинг “*A Jury of Her Peers*” «Аёллар шу хулосага келишди» (1917) асари аёл ижодкор томонидан драматик руҳда ёритилган бўлиб, унда «аёл ҳуқуқшуносларнинг ўзига хос хусусиятлари» ҳикоя қилинади.

Ёзувчи Артур Трейннинг “*Mock Hen and Mock Turtle*” «Қалбаки товук ва қалбаки тошбақа» (1919), “*The Sort of woman*” «Ўшандақа аёл» (1921), “*The Liberty of the Jail*” «Қамоқхонадан озод бўлиш» (1922), “*The Bloodhound*” «Изқувар» ҳамда “*Mr. Tutt Is No Gentleman*” «Жаноб Тат олижаноб инсон эмас» номли асарлар тасвирида ҳам яхлит манзара кузатилади. Юридик соҳа, сюжет тизимидаги воқеаларнинг баъзи ёки асарнинг маълум қисмида ёритилиши Д. Хамметнинг “*The Judge Laughed Last*” («Яхши судья кейин чопади»), С.С.Ван Дайннинг “*The Canary Murder Case*” («Чақимчининг ўлдирилиш тарихи») каби асарларида кўринади. Уларда ҳуқуқшунослар умуман юридик олам кенг ёритилмаган бўлса ҳам бу оламнинг энг муҳим томони ёхуд зарур, ўзига хос биргина жиҳати очиб берилган. Оммабоп юридик триллерларга мисол тариқасида 1930 йилларда ёзилган Э.С. Гарднернинг Перри Масон ҳикояларини келтириш мумкин. “*The Case of the Howling Dog*” «Хураётган ит ҳодисаси» асарида қонунчиликка тушкун ҳолатдан келиб чиқиб баҳо берилган⁵¹. Гарднер ўзининг дастлабки асарларида ҳуқуқшунос Перри Масонни худди “tiger in the... jungle” («чангалзордаги... йўлбарс») каби бўлиб, биз доимо телевизор экранларида кўриб ўрганиб қолган моҳир адвокат⁵² сифатида тасвирлайди.

Уильям Фолкнернинг 1935 йилда босиб чиқарилган “*Smoke*” («Тутун») номли қиссаси, 1940 йилдаги “*Tomorrow*” («Келажак») ва Мелвил Дависсон Постнинг “*The Mystery at the Blue Villa*” («Мовий вилла синоати») ва “*The Silent Witness*” («Тилсиз гувоҳ») асарлари ҳам айнан шу йўналишда ёзилган ва бу жанрдаги асарлар ривожига ҳисса қўшган.

Ж. Гришэм ўзининг суд ва қонунчилик соҳаларидаги ютуқларининг сабабчиси сифатида У. Фолкнер ва М.Д.Постни кўрсатади.⁵³

⁵¹ Gardner E. S. The Case of the Early Beginning // The Art of Mystery Story: a Collection of Critical Essays / ed. by H. Haycraft. – New York: Carroll and Graf Publ., 1992. – P. 203.

⁵² Nevins Francis M. “Law school seminar on Popular Fiction and film” Murder is Academic: The teaching and Criticism of Crime Fiction on Campus. Vol.3 (November 1995): – P. 3,

⁵³ Pringle M. B. John Grisham: a Critical Companion. – Westport, CT; London: Greenwood Press, 1997. – P. 9.

1940 йилларда юридик триллер учун инсонларнинг қонунни ўз қўлларига олишга бўлган интилишларини тасвирлаш асосий ўринга чиқди. Шунга кўра детектив-триллер жанрининг мавзу кўлами кенгайди. Уларда жиноятнинг мудҳиш тасвирлари, қонунларни назар-писанд этмай ўз ғоясини амалга оширувчи шахсларнинг ноқонуний ҳаракатлари ва бу ҳаракатларга бутун борлиғи, ақл салоҳияти, иқтидори билан қарши турувчи, сўнгида ғолиб бўлувчи адолат посбонлари, ҳақиқат кўриқчилари, қонун химоячиларининг идеал образлари яратилди.

Волтер Ван Тилбург Кларкнинг 1940 йилда чоп этилган “*Ox-bow incident*” («Окс Боадаги қотиллик») ва Корнелл Вулричнинг 1942 йилда нашр этилган “*Three Kills for One*” («Қотилликда уч қурбон») асарлари жамоат тартибини кўриқлашга бағишланган, Элери Квиннинг “*The Glass Village*” («Шиша қишлоқ», 1954) асарида содир этилган жиноятнинг очилиши ғоят қизиқарли тасвирланган. Бу асарлар ҳаётийлиги боис ўша даврда кенг омма эътиборини ўзига тортган. 1950 йилларнинг охири ва 1960 йилларнинг бошларига тааллуқли бўлган Харпер Лининг “*To Kill a Mockingbird*” («Маҳаҳчи кўшиннинг ўлими») китоби ирқий айирмачилик ва унга қарши курашга бағишланган асари ҳам юридик детектив адабиётлар сирасига киради. Луис Арчинклезнинг “*Power in Trust*” («Куч ишончда») ҳамда Жон Д. Макдоналднинг “*Executioners*” («Жосуслар») асарлари ҳам ўша даврдаги инсон ҳақ-ҳуқуқлари борасидаги ноҳақлик, қарама-қаршиликларни ифодалайди.

Детектив асарларда воқеалар бевосита реал ҳаёт билан боғлиқликда тасвирланади. Шу боис бундай асарларда давр ва жамиятнинг ҳуқуқ тизимидаги ҳолатлар ёки омманинг ҳуқуққа муносабати очиқ-ошкора ёритилган.

1970 йилларга келиб Америкада қонунчилик эркинлиги ҳамда оммабоп юридик романларга нисбатан зиддиятли фикрлар янграй бошлади. «Ҳатто, адвокат ва судьяларга нисбатан эса ҳалқ оммасининг ғзаби» ҳам акс эттирила бошланди⁵⁴. Жозеф Вамбоунинг “*The Blue Knights*” («Ҳаворанг рицар») ва “*The Onion Fields*” («Пиёз даласи») каби 1970 йилларда яратилган асарлари ҳам айна шундай муносабатни акс эттирган бўлиб, Лоренс Блокнинг “*The Ehrengraf Method*” («Еренграф усули») ва “*The Ehrengraf Presumption*” («Эренграф тахмини») асарлари ҳам шу руҳда ёзилган.

1980 йилларда ёзилган юридик романларда эса қонун консерватизми сақланиб қолган. Жеофри Норманнинг “*Armed and Dangerous*” («Қуролли ва хавфли») асари «адвокатларни ўзлари химоя қилаётган мижозлари учун маъсулиятли қилиб қўяди»⁵⁵. Луис Ачинклезнинг “*The Tender offer*” («Нозик таклиф»), Том Вулфнинг “*The bonfire of Vanities*” («Манманлик Гулхани») ва Скотт Туоровнинг “*Presumed Innocent*” («Тахминий айбдор») асарлари ҳам ушбу мавзуга тааллуқлидир.

⁵⁴ Nevins Francis M. “Law school seminar on Popular Fiction and film” *Murder is Academic: The teaching and Criticism of Crime Fiction on Campus*. Vol.3 (November 1995): – P 3.

⁵⁵ Ўша манба: – P 3.

С. Туров юридик детектив асарларнинг оммалашшига катта ҳисса қўшган. У аввал Чикаго штатида Америка адвокатлар палатаси аъзоси ва кўп вақт Сонненшайннинг Чикаго филиалида адвокат бўлиб ишлаган. С. Туров ўз асарларида адвокатлик фаолияти давомида орттирган тажриба ва ҳуқуқий билимларига асосланиб коррупция ботқоғига ботган адвокат ва судьялар қилмишларини очиб ташлайди. Бунга эса унинг ёзувчилик маҳорати қўл келади. Ўзи таъкидлаганидек, «*у асар қаҳрамонларини ҳаётдан ўзи шохиди бўлган, билган инсонлар прототиписига асосланиб яратади*. Тўғри, бу вақтга қадар ҳуқуқшуносликка доир маълумотлар, ишлар адабиётда акс этиб келаётган эди. Уларда судья ва адвокатлар образи ижобий бўёқларда тасвирланарди. С. Туров эса детектив асарларда илк бора қонун ҳимоячиларининг «қора иш»ларини ифодалади, қонун номидан иш юритувчиларнинг ноқонуний ҳаракатларини фош этди. Шу боис С. Туровнинг илк юридик триллери «Айбсиз айбдор» 1987 йилда 700.000 нусхада босилди ва 44 ҳафта мобайнида *The New York Times* (Нью Йорк Таймс) газетасининг энг сара китоблар рўйхатида бериб борилди.

Шунингдек, хориж адабиётшунослигида детектив жанри бўйича айрим тадқиқотлар олиб борилган. Масалан, Ховард Хэйкрафт детективни жанр сифатида ўрганган танқидчи ҳисобланади. Унинг “*Murder for Pleasure*” («Қотиллик завқи») асари айна шу жанр тарихи ҳақидаги дастлабки манба ҳисобланади. Бундан ташқари у “*The Art of Mystery Story*” («Сирли ҳикоя санъати») номли биринчи адабий-танқидий антологик асарлар журналининг муҳаррири бўлган⁵⁶.

Дастлабки адабий танқидий тадқиқотлар шуни кўрсатадики, муаллифлар детективни ҳикоя қилишда унинг шакл ва тузилиш хусусиятларининг таҳлиliga алоҳида эътибор қаратишган, бу жанрга хос бўлган адабий усул ва хусусияларни аниқлашган. Масалан, Панекнинг фикрича, «*Америка детективчилигининг «ота»си бўлмиш Эдгар Алан По*»⁵⁷ Филадельфияда яшаган йилларда кўп ёзувчиларга ўрнак бўлган. Унинг орттирган ҳаётий тажрибалари Америка детектив жанрининг ривожланишига ҳам ҳисса қўшган. Э. По айнан Филадельфия штатида полиция олиб бораётган ишларни кузатган, полициячиларнинг амалий касбий фаолияти билан яқиндан таниш бўлган. Бу ҳолат унинг “*Murders in the Rue Morgue*” («Рью Моргдаги қотилликлар»), “*The Mystery of Marie Roget*” («Мари Рожетнинг сири») ва “*The Purloined Letter*” («Ўғирланган мактуб») асарларида унинг қаҳрамонларининг хатти-ҳаракатларида ҳам ўз аксини топган⁵⁸.

⁵⁶ О.Фриман/ R. O. Friman, 1924; М. Николсон/ M. Nicolson, 1929; Д. Сэйерс/ D. Sayers, 1946; Х. Хэйкрафт/ Н.Науcraft, 1946); (Ж. Педерсон-Крэг / G. Pederson-Krag, 1949; Ч. Райкрофт / Ch. Rycroft, 1957; Д. Портер / D.Porter, 1981; С. Жижек / S. Zizek, 1991), (У. Эко / U. Eco, 1965; Ц. Тодоров / T. Todorov, 1966), (Ж. Грела /G. Grella, 1970; У. Руелманн / W. Ruehlman, 1974; Э. Марголис / E. Margolies, 1976, 1983; Дж. Кавелти / J. Cawelti, 1976). “*prosecuting corrupt lawyers and judges have given him a proctologist’s view of... his first profession*”

⁵⁷ Panek L. The Origin of the American Detective Story. – Jefferson, NC; McFarland, 2006. – P. 16. “*Father of American Detective fiction, Edgar Alan Po*”

⁵⁸ Panek, Leroy Lad. Probable Cause: *Crime Finction in America*. – Bowling Green: Bowling Green State University press, – 165 p.

Детективни кенг омма томонидан ўқиладиган ягона адабиёт сифатида кўриб чиқилганда у яхшилик ва ёмонлик ўртасидаги аниқ чегарани кўрсатиб беради. Яъни, Д. Портер таъкидлаганидек «фақатгина детективга ҳақиқат, адолат ва адолатсизлик категориялари ҳақидаги муаммолар масаласини кўйиш унга хос, лекин бошқа жанрларда бундай хусусият кузатилмайди»⁵⁹.

Умуман, детектив умумманфаатларига хизмат қилувчи, жамиятнинг зиёли қатламини жалб этувчи, ақлий салоҳиятни ошириб, таҳлил ва тадқиққа йўналтирувчи, айна пайтда эзгулик ва адолат ғалабасига ишонтирувчи, ҳар қандай қабоҳат, разолат, ёвузлик алал-оқибат фош бўлиши – Худонинг марҳаматини далилловчи ҳаётий асар саналади.

Жаҳон адабиётида инглиз, француз, итальян детективчилиги оммабопроқ ҳисобланади. Ушбу жанр жаҳон адабиётида ўз ўрнига эга бўлиб улгурган ва бу жанр китобхонлар орасида жуда машхурдир. Биргина детектив жанрнинг йўналишлари, юзага келиш сабаблари, ўз навбатида кино санъатига таъсири, омманинг детективга қизиқиш сабаблари каби масалаларни ўрганиш, уларни таҳлил қилиш, илмий изланишлар олиб бориш эса адабиётшуносликда катта натижалар бериши, илм-фанга ҳисса қўшиши шубҳасиздир.

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SEMANTIC FEATURES OF PHRASEOLOGICAL UNITS IN SPORT

Annotation: The article analyses the semantic features of phraseological units in sport. The purpose of the work is to study the phraseological units of a particular area of usage in sport. The objectives of the study are to identify thematic groups of phraseological units and defining their pragmatic goals in the genre of sports journalism as a kind of spontaneous public speech. Collected material can be used in linguistic and stylistic analysis of texts of various styles and genres.

Keywords: phraseology, phraseological unit, phrasemes, idioms, semantic area, semantic field, sports reporting, sports journalism.

Introduction

The usage of phraseological units in the field of sports in oral and written communication is commonly scattered in Great Britain, USA, Australia and other English speaking countries. One of the main reasons is popular among the peoples of the world of sports competitions, the latter being England's own socio-political influence on the colonized states under its control. In the process of this research, we collected phrases in the field of sports literature, newspapers and magazines, and TV shows from English-speaking foreign countries. In addition, "*English-Uzbek-Russian Dictionary of Sport Terms*" published by H.Rafiev and Sh.Botayev (2015), It is worth nothing that we have found and analyzed expressions in the field of sports by A.V. Kunin's book "*Anglo-Russian Phraseological Dictionary*"(1984) and A. Н. Блеер, ф. П. Суслов, д. А. Тышлер "*Терминология спорта толковый словарь-*

⁵⁹Porter D. The Pursuit of Crime: Art and Ideology in Detective Fiction. New Haven. – London: Yale Univ. Press, 1981. – P. 12.

справочник более 10 000 терминов”(2010). PhD. Sarimsokov KH.A. “*Инглиз ва ўзбек тилларида спорт терминларининг чоғиштирма тадқиқи*” (2020) and PhD. Kuldashova N.B. “*Француз ва ўзбек тилларида спорт терминологиясининг миллий-маданий хусусиятлари*” (2020).

Sports brought many new concepts and terms into the vocabulary of the Uzbek language and others.

Sports commentators try to do everything possible so that the viewer (or listener) becomes not only interested in the report but also experiences emotional stress.⁶⁰ This emotional background is characteristic of sports broadcasts. In order to ensure a high level of emotionality, commentators use phraseological units in their speech. The use of phraseological units enables excluding excessive formality and monotony of sports reports. Sports presenters on television use the phraseological diversity of the Russian language in their speech as a source of expression and emotional involvement, which is almost obligatory for sports reports.

The concept of “success, victory” can be realized in reports with the help of several phraseological units. For example, sports commentator S. Kuritsyn uses such phrases as rest on one’s laurels, run the show, be on a roll, etc. (14.5% of phraseological units). Here are some examples.

1) “*Lokomotiv*” cannot rest on its laurels now (with the tied score of 3:3) (“*Lokomotiv*” Yaroslavl – “*Donbass*” Donetsk);

2) “*Today, the defenders of both teams run the show* (“*Lokomotiv*” Yaroslavl – “*Donbass*” Donetsk)”.⁶¹

The above examples of phraseological units in sports journalism were used by commentators not only to add emotionality to the commentary (though an emotional tone is one of the necessary conditions for this kind of reporting). In this case, they are also used to emphasize the importance of an event, the significance of the game for a particular team. Based on the obtained observation results, it can be concluded that the main part of the studied idioms and collocations used in sports discourse are elements of the opposite semantic group: LOSS, FAILURE, and LACK OF SUCCESS. Analysing the sports comments of the television reporter, the following phraseological units from the analysed thematic group were noted: be in tatters, give beans, be lame in both legs/be lame in one leg, close up shop, spoil somebody’s game, etc. (24.2% of phraseological units). Here are some examples:

1) “*At the end of the second period we are staved in (score 2:1 – the goal is scored to the Yaroslavl team) (Lokomotiv – Dynamo Riga)*”;

2) “*Lokomotiv’s game has been spoiled a little by this removal of Cornwall (Lokomotiv – Slovan)*”;

⁶⁰ Куранова Т. П. Метафора как средство создания выразительности в дискурсе телевизионного спортивного репортажа. – Ярославль: РИО ЯГПУ, 2018. С. 111-116.

⁶¹ Куранова Т. П. Фразеология спортивных репортажей: семантические и прагматические особенности / Т. П.

3) “*Lokomotiv has received a flick on the nose from the young guys*” (score 2:4) (“*Lokomotiv*” – “*Metallurg, Magnitogorsk*”).⁶²

Phraseology is a well-studied linguistic discipline. The theoretical and methodological basis of the paper is comprised of the works of A.N. Baranov, V.V. Vinogradov, D.O. Dobrovolsky, V.P. Zhukov, V.M. Mokienko, V.N. Telia, A.I. Fedorov. We will rely on the narrow understanding of phraseological units, which defines them as units that are characterized by “idiomaticity, expressiveness, stability, reproducibility, imagery, nominative function”.⁶³

Phraseologists emphasize that a phraseological unit “never arises immediately, at the very first moment of creation and use of its material composition”, it is “always the result of gradual formation”.⁶⁴

Ch.Bally’s theory which states that the main feature of a phraseological unit is possibility or impossibility to replace it by one single word.⁶⁵

The concept of ‘phraseologic unit (unite phraseologique)’ has been first used by Charles Bally, wherefrom it was taken by V.V. Vinogradov and other Soviet linguists, who translated it by ‘frazеологическая единица’. He defines them as ready-made language units that are taken from one generation to another and are used in the process of speech as traditional word combinations. Shansky defines phraseologisms as ‘frozen patterns of language that consist of two or more components and allow little or no variation in form, structure or meaning’.⁶⁶

Classifications of phraseological units:

A.J.Smirnitsky classifies phraseological units according to their stylistic features:

1. phraseological units (stylistically neutral, with faded metaphorical motivation, e.g., be in love, fall in love);
2. idioms (they are based on metaphor, they are emotionally and stylistically coloured, e.g., cool as a cucumber).⁶⁷

Another classification in which there are two principles applied is established by N.Amosova. She distinguishes two types of phraseological units:

1. phrasemes (units of fixed context in which one of the components has specialized meaning dependent on the second component, e.g., small talk, fair sex);
2. idioms (idioms are semantically and grammatically inseparable units, e.g., play with fire).⁶⁸

Taking into account the comparative analysis of different classifications of phraseological units which the author has observed, she has to admit that the following classification worked out by A.V. Kunin can be considered the most

⁶² Официальный сайт ХК «Локомотив» Ярославль [Электронный ресурс]. – URL: <https://www.hclokomotiv.ru/index.asp> (дата обращения: 05.02.2020)

⁶³ Рычкова Н. Г. Синтаксические механизмы формирования экспрессивности (на примере предложений с русскими глагольными фразеологизмами с прототипической структурой перемещения): Дис. канд. филол. наук. – Новосибирск, 2017. С. 413.

⁶⁴ Амосова Н.Н. Основы английской фразеологии. – Ленинград: ЛГУ, 1963. С. 360.

⁶⁵ Кунин А.В. Курс фразеологии современного английского языка. Издание второе. – М., 1996. С. 43.

⁶⁶ Кунин А.В. Курс фразеологии современного английского языка. Издание второе. – М., 1996. С. 46.

⁶⁷ Smirnitsky A.I. Lexicology of the English Language. – М.: 1956.

⁶⁸ Амосова Н.Н. Основы английской фразеологии. – Ленинград: ЛГУ, 1963. С. 360.

detailed one. He has critically examined most of the existing classifications and elaborated his own classification of phraseological units which is based on more thorough analysis of these phenomena of language. In his classification A.V. Kunin keeps a close watch to the elements of phraseology which have not been emphasized by other researchers, as well as takes into consideration also the development of the English language. Since A.V. Kunin's classification of phraseological units is grounded on wide theoretical and practical material concerning different languages, the author of the present article assumes that this classification could be applied also to the phraseological systems of other languages.

Kunin has worked out a structural-semantic classification, which reveals the function of a phraseological unit depending on its size (collocations or sentences).

Although these phraseological expressions are not small in number, they have allowed us to identify and explain lexical-semantic, structure-functional features of English-language sports terms. During the course of the research, phraseological units can be categorized into several types of sports, which are noted in modern English, as well as in sports.

1. The phraseological units which are directly related to show etymology of physical education and sport. For example: *Shoot the ball into one's own goal* - score the ball into own goal (football). *Get to first base* – the first step towards success, the first step (baseball). *Hit below the belt* – to hit the lower part of the belt, using the trick (boxing).⁶⁹

2. The phraseological units which are indirectly related to show etymology of physical education and sport. For example: *Also ran* – loser, participant in sports contests who failed in the competitions. Example, English: *I'm afraid he'll always be one of life's rans* – Uzbek translation: Афсуски, унинг ҳеч қачон иши юришмайди (омади чопмайди) – Russian: Я боюсь, что он всегда будет неудачником.⁷⁰

3. In the third group we collected phraseological unit that “Half parts belongs Sport sphere”. With such phraseological units, no idea about the etymology and origin of sports types. The majority of these are not just sports compound words today, but also the combined lexemes in the social, military, navy, and empty fields. Examples: *To catch the card* – to fish, to dive deep; *head to head* – to fight hard and with courage (english: the governor and the senator went head to head in a spontaneous debate – uzbek translation: губернатор ва сенатор режалаштирилмаган мунозара (дебат)да матонат билан кураш олиб борди, охиригача курашмоқ, “ё ҳаёт ё мамот” шиори остида курашмоқ; *to win hands down* – to win easily (english: The other team are two men short, in theory, at least, we ought to win hands down – uzbek translation: Бошқа жамоаларда икки ўйинчи етишмаяпти, биз уларни *осонликча ютиш* эҳтимолимиз бор. – russian; У другой команды не хватает двух игроков. По всей вероятности, мы должны легко выиграть).⁷¹

⁶⁹ Кунин А. В. Англо-русский фразеологический словарь. Издание 4-е. – М.: 1984. С. 944.

⁷⁰ Кунин А. В. Англо-русский фразеологический словарь. Издание 4-е. – М.: 1984. С. 944.

⁷¹ Кунин А. В. Англо-русский фразеологический словарь. Издание 4-е. – М.: 1984. С. 944.

The use of phraseological units in oral and written discourses is shaped by specific extralegalistic factors, that are, interactions with specific sports, sporting events and events that reflect specific situations and events.

Although the lexical units that make up the phraseological expressions are free lexemes separately, they are portable when translated from one language to another, and it is advisable to find and translate their alternatives. There are also such expressions in the English language as in the field of physical culture and sports, which may be said to have been formed by the combination of other words in the same word.

We also observe that some of them have polysemantic properties.

Consolation race – 1) *horse racing* – от чоптириш мусобақаси (пойгаси), 2) *participant (lost) in previous competition* – олдинги мусобақада мағлуб бўлган (ютказган) иштирокчи, 3) *horseback riding* – эрмакка айланиб келиш (отда); consolation prize – reward – таскин, тасалли учун берилган мукофот, соврин (*two hundred runners-up will get a consolation prize* – prizes will also be awarded to the second place winners – иккинчи ўринни эгаллаганларга ҳам соврин берилади); consolation heat – test running, run a race – синов тариқасида белгили масофага югуриш, чопиш; consolation goal – impressive goal – таъсирли гол. To date, the problem of classification and characterization of phraseological units, and their comparative scientific analysis, remains one of the most important tasks of modern phraseology.

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ЎЗБЕК ВА ИНГЛИЗ ТИЛЛАРИДА ТАҚЛИД СЎЗЛАР МОРФОЛОГИЯСИ

Инсон тили бениҳоя мураккаб бўлиб, унинг барча жиҳатларини яхлитлигича ва бирданига тасаввур қилиш ўта мураккабдир. Шундай бўлсада, дунё тилшунослиги тарихидаги бир неча асрлик тажрибалар турли оқим намоёндалари тилни тадқиқ этиш энг мақбул йўл ҳисоблаб, бу йўлда ўрганиш объектини ва унинг моҳиятини аниқ кўрсатиб бериш учун бутун умрларнинг сарфлаганларини кўрсатади.

Боланинг тили чиқаётган даврда унинг “луғат бойлиги”даги асосий қисмни тақлидий “сўз”лар ташкил этади, бу табиий ҳол, албатта. Зотан, боланинг тили бошқаларга тақлид йўли билан чиқади ва секин-аста уларнинг ўрнини одатдаги сўзлар эгаллай боради. Демак, инсоният тилнинг ҳам дастлаб луғати тақлид сўзлардир. Лисоний сатҳлар сирасига фонетика нутқнинг энг кичик ташкил этувчи ва бошқа сатҳлар бирликлари учун моддий асос бўлувчи бирликларини берадиган сатҳ сифатида ажралиб туради [1].

Тақлид сўзлар тарихий категориядир. Унинг пайдо бўла бошлаши жамиятнинг одамлар ўз нутқ органларини анча яхши бошқара олиш қобилиятига эга бўлган даврларига тўғри келади. Қадим ибтидоий даврларда тақлид сўзлар жуда кам, хатто, йўқ даражада эди. Ҳақиқатда ҳам тақлид сўзлар эски ўзбек тили луғатларида жуда камдир. Фольклор ёзма бадиий адабиётнинг тараққийси натижасида, ёзувчиларнинг бадиийликка интилишлари, табиат тасвирини иложи борица конкрет қилиб тасвирлашга интилишлари натижасида тақлид сўзларнинг сони оша борган.

Тақлид сўзлар маъно ва шаклий хусусиятларига кўра, алоҳида гуруҳни ташкил қилувчи, кишилар, ҳайвонлар ва бошқа жонли, жонсиз нарсаларнинг товушини, ҳаракат-ҳолат образини тақлидан ифодаловчи сўзлар. Улар фикрни равшан ва образли қилиб ифодалашда муҳим ўрин тутаяди. Шунга кўра тақлид сўзларнинг икки тури фарқланади: **товушга** тақлидни билдирадиган сўзлар

(шунингдек ономотопея деб ҳам аталади) ва **образ (тасвир)га** тақлидни билдирадиган сўзлар. Объектив оламдаги хилма-хил товушлар ҳамда нарса ва ҳодисалар ҳаракатининг образли ҳолатларига тақлид қилиш орқали пайдо бўлган сўзлар тақлид сўзлар деб аталади.

Ўзбек тилида тақлид сўзлар катта бир лексик гуруҳни ташкил қилади. Бундан ташқари, ҳозирги ўзбек тилидаги кўпгина от, сифат, феъллар тақлид ўзақлардан ясалгандир. Тақлид сўзлар бадиий адабиётда, оғзаки нутқда, фольклорда жуда кўп ишлатилиб, улар нутққа бадиий бўёқ, экспрессивлик беради.

Тақлид сўзлар полисемантик характерга эга бўлади. Масалан, пирпиратмоқ (пир-пир) сўзининг асосий бош маъноси маълум предметнинг енгил, титроқ ҳаракатини кўрсатишдан иборатдир. Лекин қоғознинг пириллаши, байроқнинг пириллиши ва кишининг ҳаяжонланган вақтидаги лабининг ҳаракатини (лаби пирпиради) ҳамда бирор нарсадан кўрққанда, сесканганда киприк ҳаракатини кўрсатиш учун хизмат қилади.

Полисемантик тақлид сўзлар аста-секин бир-биридан узоқлашиб, улар бир-бирига алоқаси бўлмаган маъноларни англатувчи омонимик тақлид сўзларга айланиб кетиши мумкин. Масалан, тарақа-туруқ товушга тақлид сўзининг маъноси аста-секин силжиши натижасида ҳозир товуш билан боғлиқ бўлмаган – ортиқча нарсалар, ортиқча-сурон каби тушунчаларни ҳам билдириши мумкин.

Тилда, кўпинча, бирор нарса товушини ёки ҳаракат-ҳолат образини ифодалаш учун бир неча хил тақлид сўзлар ишлатилади. Тақлид сўзлар системасида синонимларнинг пайдо бўлишига, биринчидан, бирор ҳодисага турли кишининг турлича тақлид қилиши сабаб бўлса, иккинчидан, бир кишининг ҳам ўша ҳодисага турлича географик шароитда турлича тақлид қилиши сабаб бўлади. Масалан, эшик очилганда чиқадиган товушни кўрсатиш учун **ғит, ғарч-ғурч, ғирч, ғийт, ғижир** каби тақлид сўзлардан; ўтириш ҳолатини кўрсатиш учун: **чўнқаймоқ, чўкқаймоқ, мункайиб ўтирмоқ, хўрпайиб ўтирмоқ, серрайиб ўтирмоқ** каби бир неча хил формалардан фойдаланилади. Аммо бундай ҳолатни кўрсатувчи тақлид сўзларнинг асосий қисми юқоридагилар каби феъл формасида қўлланади, холос.

Ўзбек адабий тилидаги тақлид сўзлар ўз морфологик тузилишига кўра уч гуруҳга ажралади: 1) содда тақлид сўзлар; 2) такрор тақлид сўзлар; 3) жуфт тақлид сўзлар.

Содда тақлид сўзлар. Содда тақлид сўзлар бир карралик товушларни ифода этади. Аммо бу бир карралик товуш кескин (*шарт, шиқ, шилқ*), қисқа (*чиқ, чақ, тақ*), чўзикроқ (*гурр, дирр*) бўлиши мумкин. Масалан: *Учовлон “шилт” этиб чиқиб кетаётганимизда Яхшиқиз кампир йўлимизни тўсди (Ғафур Ғулум. Шум бола, 31) – When we were going, the old woman Yaxshiqiz crossed our road (Gafur Gulom. A Naughty Boy, 25).*

Тақлид сўзлар гап ичида *этмоқ, демоқ, қилмоқ, урмоқ* ёрдамчи феъллари билан бирга келади ва гапга ўшалар ёрдамида боғланади. Масалан: *“Шилт” этиб ҳамённи олдим, пулини санаб кўрсам, саккиз сўм-у мирикам икки танга*

экан, ёнимдан унга икки танга қўшдим (Ғафур Ғулом. Шум бола, 28) – *I took his wallet quickly and I counted his money in it. There were eight sums and two tinges in this wallet. I added two tinges from my wallet (Gafur Gulom. A Naughty Boy, 21); Ўлда “ух” деб қопни ерга қўйиб, бир-икки жойда дам ҳам олди (Ғафур Ғулом. Шум бола, 89) – On our way, he put down the sack several times, singing, and relaxed for a while (Gafur Gulom. A Naughty Boy, 75).*

Такрорий тақлид сўзлар. Бундай тақлид сўзлар ўхшаш товушларнинг бир хилда такрорланишига тақлид қилиш орқали юзага келгандир. Тақлид сўзнинг такрорланиши ўша товушнинг ёки образли ҳолатнинг давомли эканлигини кўрсатади. Масалан: *Унинг настак-настак пахса деворлари кўриниб қолди (Ғафур Ғулом. Шум бола, 72) – Its short mud bricks were seen (Gafur Gulom. A Naughty Boy, 63).*

Тақлид сўзларнинг такрорланиш сони ва даражаси тақлид қилинаётган товушнинг такрорланиш сонига боғлиқ бўлиб, икки, уч ва ундан ортиқ такрорларни ҳам ўз ичига олади. Бунда фонетик ўзгариш бўлиши, сўз бир неча марта такрорланиши мумкин: *пиқир-пиқир, ҳир-ҳир, гир-гир, дув-дув, шарт-шарт, қилт-қилт, дукур-дукур, пақ-пуқ, тақ-туқ, тарс-турс, шуов-шуов* каби. Масалан: *Уч-тўрт жойига гарам-гарам ҳўл бедалар уйиб ташилган (Ғафур Ғулом. Шум бола, 107) – There were clovers on the tree (Gafur Gulom. A Naughty Boy, 90).*

Такрор тақлид сўзларнинг *тақа-тақ, тақа-туқ, гурса-гурс, шарақа-шуруқ, тарақа-туруқ* шаклида келиши бирин-кетин, бири-иккинчисидан кучлироқ ва кескин товушларни англатади. Масалан: *Ўзи ҳам қандай эшак эди-я, бай-бай эшагим (Ғафур Ғулом. Шум бола, 44) – It was a good donkey, oh my God! ... Oh... (Gafur Gulom. A Naughty Boy, 36); Вақт жуда ҳам кеч, бора-бора катта бир бозор майдонидан чиқдим (Ғафур Ғулом. Шум бола, 50) – It was getting late. I walked along the street for some time and then came to the yard of a big market (Gafur Gulom. A Naughty Boy, 41).*

Жуфт тақлид сўзлар. Тақлид қилинаётган товуш бир моментнинг ўзида хилма-хил аралаш овозларнинг синтезидан иборат бўлиши мумкин. Жуфт тақлид сўзларда бир неча тақлид сўзлар жуфтлашади. Бундай товушларга тақлид қилишдан тилда жуфт тақлид сўзлар вужудга келади: *шов-шув, чарс-чурс, говур-гувур, чақ-чақ, шақ-шуқ, гулдур-шалдир, қўнғир-қўнғир, тақ-туқ, жаз-жуз, жар-жур, ивир-чивир, қий-чув, шилт-пилт, шақ-шуқ, иланг-биланг, куф-суф, лақ-луқ, қақир-қуқур, ялт-юлт, апил-тапил, бағ-буғ, апир-шапир, алгов-далгов, бадир-будир, ҳанг-манг, икир-чикир, лаппа-луппа* ва бошқалар. Масалан: *Чала туш кўрдим, рўпарамдан бир ит чиқиб, совуқда қалтираб гинг-шир эмиш (Ғафур Ғулом. Шум бола, 57) – I saw a dream, but it was incomplete in my dream. I saw a dog standing in front of me and barking (Gafur Gulom. A Naughty Boy, 49).*

Тақлид сўзлар товушнинг атамаси эмаслиги ва номинативлик хусусиятига эга эмаслиги билан ундовларга яқин турса ҳам, маъно ва грамматик хусусияти билан ундан фарқ қилади. Ундовлар сўзловчининг ҳис-ҳаяжонини, буйруқ-хитобини билдирса, тақлид сўзлар ихтиёрий ва ихтиёрсиз

юз берган хайқириклар, жонли ва жонсиз нарсалар товушига, ҳар хил ҳаракат, шуъла, ҳолатга тақлидни билдиради.

Тақлид сўзларга хос муҳим морфологик белгилардан бири тақлид сўзни бошқа сўз туркумларидан ясаб бўлмаслиги. Демак, тақлид сўзлар бошқа сўз туркумлари ҳисобига боймайди. Аммо тақлид сўзларнинг ўзидан маълум грамматик шакллар воситасида янги тақлид сўз ҳосил қилиш мумкин. Масалан: *шиқ-ир* – *шиқир*, *шақ-ир-шақир*, *қақ-ур* – *қақур*, *тақ-ир* – *тақир*, *шар-ақ* – *шарақ*, *шар-т* – *шарт*, *пар-т* – *парт*, *чир-қ* – *чирқ*, *лап-анг* – *лапанг-лапанг*, *лик-анг* – *ликанг*, *гур-унг* – *гурунг*, *шир-т* – *ширт*, *шир-қ* – *ширқ* ва бошқалар.

Ўзбек адабий тилининг сўз яшаш системасида тақлид сўзлар ҳам маълум ўрин тутди. Тақлид сўзлардан алоҳида кўшимчалар ёрдамида бошқа сўз туркумларини яшаш имконияти мавжуд. Масалан: *хурр-ак* – *хуррак*, *варр-ак* – *варрак*, *шаршар-ак* – *шаршарак*, *чувв-ос* – *чуввос*, *гулдур-ос* – *гулдурос* (от); *шал-дир-оқ* – *шалдироқ* (сифат); *жиринг-ла* – *жирингламоқ*, *ялтир-а* – *ялтирамоқ*, *зув-ла* – *зувламоқ* ёки *зувла-б* (феъл) ва бошқалар. Масалан: *Омонни талади, қишлоқнинг ҳар томонидан вовиллашиб бошқа итлар етиб келди* (Ғафур Ғулом. *Шум бола*, 89) – *Then, we faced a dog* (Gafur Gulom. *A Naughty Boy*, 75).

Тақлид сўзларнинг кўпчилиги нутқда кўпинча соф ҳолда эмас, балки от, сифат, айниқса, феъл ва феълнинг бошқа формалари шаклига айланган ҳолда учрайди.

– от сўз туркуми: Масалан: **“Бай-бай”**, *гапнинг айни қизгин жойида қочган экансан* (Ғафур Ғулом. *Шум бола*, 98) – *Oh, you ran away at the interesting part* (Gafur Gulom. *A Naughty Boy*, 84);

– сифат сўз туркуми: Масалан *Унинг настак-настак паҳса деворлари кўруниб қолди* (Ғафур Ғулом. *Шум бола*, 72) – *Its short mud bricks were seen* (Gafur Gulom. *A Naughty Boy*, 63);

– феъл сўз туркуми: Масалан: *Ярим кечада ой кўтарилгандан кейин, олдинма-кетин хуштак чалишиб, “қур-ей, қур-ей, қур-ей”lashib, Кўктеракка қараб кета бошладик* (Ғафур Ғулом. *Шум бола*, 71) – *At midnight, when the moon rose to the sky, we started our journey to Kekterak whistling and saying “query qurey”* (Gafur Gulom. *A Naughty Boy*, 62);

– феълнинг бошқа формалари. Масалан: *Омонни талади, қишлоқнинг ҳар томонидан вовиллашиб бошқа итлар етиб келди* (Ғафур Ғулом. *Шум бола*, 89) – *Then, we faced a dog. It tried to bite Omon* (Gafur Gulom. *A Naughty Boy*, 75).

Тақлид сўзлар ҳам отлашади. Отлашган тақлид сўз кўплик (миш-миш+лар) ёки эгалик (шов-шув+и) кўшимчаларини қабул қилиши мумкин: Масалан: *Омон менга жавоб бермасдан ўзининг “қур-ей”и билан овора бўлди* (Ғафур Ғулом. *Шум бола*, 73) – *Omon didn't answer and was busy with saying “querey, querey”* (Gafur Gulom. *A Naughty Boy*, 63).

Тақлид сўзларнинг гапдаги синтактик вазифалари хилма-хил бўлиб, бу жиҳатдан тақлид сўзлар ёрдамчи сўз ҳамда ундовлардан фарқланиб туради.

Тақлид сўзлар гапларда қуйидаги вазифаларда келади [6]:

– Эга вазифасида кела олади. Масалан: *Дукур-дукур* от келар (*Ғафур Ғулом. Шум бола, 55*) – *The horse is clip clopping* (*Gafur Gulom. A Naughty Boy, 47*); **Бай-бай**. *Маза бўнми-да* (*Ғафур Ғулом. Шум бола, 22*) – *We had it happily* (*Gafur Gulom. A Naughty Boy, 17*);

– Кесим вазифасида келади. Масалан: *Мен кетарман йўлда йиғлаб, сен қолурсан зор-зор* (*Ғафур Ғулом. Шум бола, 15*) – *I will go and you rest crying burst* (*Gafur Gulom. A Naughty Boy, 13*);

– Аниқловчи вазифасида келади. Масалан: *Бир тўда катта-кичик қора-қура ўстиринлар атрофимни ўраб олишди* (*Ғафур Ғулом. Шум бола, 15*) – *There several boys surrounded me* (*Gafur Gulom. A Naughty Boy, 13*);

– Сифатловчи вазифасида келади. Масалан: **“Чур-чур”** *ҳуштакбозлик* (*Ғафур Ғулом. Шум бола, 23*) – *The scandal started* (*Gafur Gulom. A Naughty Boy, 18*);

– Тўлдирувчи вазифасида кела олади. Тўлдирувчи вазифасида келган тақлид сўзлар отлашган бўлади. Кўп ҳолда эғалик қўшимчасини олади ва келишиқда турланган бўладилар. Масалан: *Ҳамма “гурр” этиб ўрнидан туриб, бизга қўл қовуштириб салом берди* (*Ғафур Ғулом. Шум бола, 34*) – *All of them stood up and bowed to us* (*Gafur Gulom. A Naughty Boy, 28*);

– Ҳол вазифасида келади: Масалан: *Интизорлик торта-торта танда тоқат қолмади* (*Ғафур Ғулом. Шум бола, 15*) – *I haven't rest or strength in my body* (*Gafur Gulom. A Naughty Boy, 13*).

Тақлид сўзларнинг синтактик вазифаси ундовларга нисбатан анча кенгдир. Шунингдек, тақлид сўзлардан от, феъл ва бошқа туркум сўзлари ясалиши ундовлардан ясалишга қараганда анча маҳсулдор. Масалан, *ҳуштак, хуррак, гуррак, гижжасак, чапак, қарсак, қўнғироқ, бодроқ, ҳиқилдоқ, шақилдоқ, тақа, қаҳқаҳа, дағдага* каби отлар; *пичирла, шитирла, жарангла, чиқилла, гижирла, тиқирла, тақилла, гуркира, ярқира, пишқир, бўкир, ўқир, ҳайқир, ҳурнай* каби феъллар тақлид сўзлардан ясалган.

Тилшунослик фани тилда бўлаётган барча ўзгаришларни атрофлича ўрганади. Ҳар қандай тилда бўлаётган фан эса, ўз навбатида, эҳтиёж туфайли юзага келади ва ривожланади. Жамият ўз тараққиётини таъминлаш учун ҳамма даврда илм-фанни ривожлантириш ва унинг муаммоларини тадқиқ қилишга алоҳида эътибор бериб келади. Зеро, «жамиятда, унинг тараққиётида ижтимоий фанларнинг ўрни бекиёс. Улар одамнинг ақлий камолотга эришувида катта таъсир кучига эга» [2].

«Табиат ва жамиятдаги турфа ҳодисаларнинг моҳияти ҳамда қонуниятларини, ибтидоий бир тамойилларда бўлса-да, инкишоф этишга уринган илк ақл соҳибларининг диққатини тил, хусусан, илоҳий ва бадий сўз тилсими муаммолари жиддий банд этган. Бу ёруғ диққату шуур тетапоя давридан то бугунги етуклик даврига келгунча тил моҳиятини аниқлашнинг минг битта йўлини синаб кўрган бўлса-да, бу моҳиятга тўла етиб боришнинг уддасидан чиқа олганича йўқ» [3].

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**ҚЎШМА ГАПЛАРНИНГ СТРУКТУРАЛ-СЕМАНТИК ВА
СТИЛИСТИК ТАВСИФИ**

Аннотация. Ушбу мақолада структурал-семантик ва стилистик тавсифи кўриб чиқилади ва уларнинг ўзига хос хусусиятлари мисоллар ёрдамида таҳлил қилинади.

Калит сўзлар: стилема, синтактик бирлик, грамматик қурилма, синтактик қурилмалар, ифодалилик ва тасвирийлик.

Аннотация. В данной статье рассматриваются коммуникативно-прагматические и стилистические описания и анализируются их особенности на примерах.

Ключевые слова: стилема, синтаксическая единица, грамматический прием, синтаксические приемы, выразительность и образность

Abstract. This article focuses on structural-semantic and stylistic descriptions and analyzes their specific features using several examples.

Key words: stylema, syntactic unit, grammatical device, syntactic devices, expressiveness and imagery

Кириш. Тиллардаги мавжуд миллий ресурслар – бирликлар бевосита у ёки бу стилистик бўёққа эга бўлиши табиий, бундай ҳолат тил бирликларининг у ёки бу функционал стилга бевосита дахлдор эканлигидан далолат беради.

Асосий қисм. Ҳар қандай тил ресурси ўзида қандайдир бир стилистик юклама ташийдди, шу боис уни “стилема” деб аташ мақсадга мувофиқдир.

Стилемалар тилда мулоқотнинг янада бўёқдор, таъсирчан, ранг-баранг ва тушунарли бўлишини таъминлашга хизмат қилади ва ўзларидаги мана шундай

стилистик юкламаларининг мавжудлиги билан тилдаги функционал стилларга узвий боғлиқдир.

Турли-туман сатҳлар билан боғлиқ бўлган стилемаларнинг маълум нутқ системасидаги тутган ўрни, уларнинг структурал-семантик ва коммуникатив-прагматик жиҳатлари, мулоқотни амалга оширишдаги ўрни ва аҳамиятини тилшуносликнинг алоҳида бир бўлими – стилистика бўлими ўргатади.

Маълумки, у ёки бу синтактик бирлик айнан бир стилистик вазифани, юкламани бажарар экан, бу вазифа бирон-бир грамматик қурилма ёки унинг бир кўриниши, тури ёрдамида амалга оширилиши табиий. Демак, тил бирликлари стилистикаси ва грамматикаси бир-бири билан чамбарчас боғлиқ, бири иккинчисини тўлдиради: грамматикасиз стилистикани, стилистикасиз грамматикани тасаввур қилиб бўлмайди. Грамматика стилистика учун “илмий озуқа” беради. Стилистика грамматик воситаларга асосланади ва уларнинг коннотатив маъноларини очиб беради. Шунинг учун ҳам баъзи олимлар стилистика бевосита грамматиканинг давомидир, деб изохлайдилар.

Тилшунос олим грамматик шаклларнинг нимани ифодалашинигина эмас, балки уни қандай ифодалашини ҳам ўрганиши лозим. Демак, грамматик категориянинг ўзигина эмас, балки унинг насрий ва назмий жанрларда қўлланиши (стилистик вазифалантирилиши) ҳам аҳамиятга моликдир. Шунини алоҳида таъкидлаш лозимки, ҳар бир грамматик шакл маълум бир мулоқот муддаоси, истак, мақсад, эҳтиёж орқали юзага келади. Бу ҳол стилистиканинг семантика билан чамбарчас алоқада эканлигини кўрсатади.

Бир алоҳида олинган синтактик қурилма муаллифнинг хоҳишига кўра матнда фонетик-фонологик факторлар асосида, яъни интонациянинг ўзгариши натижасида турли функцияни бажариши мумкин, турли коммуникатив муддао ва мақсадни ифодалашини мумкин.

Грамматик стилистиканинг узвий ва маҳсулдор қисми ҳисобланган синтактик стилистика ҳақида рус тилшунос олими А.М.Пешковский шундай деб ёзади: “Стилистик имкониятлар морфологиядагига нисбатан синтаксисда ранг-баранг, кенг ва аҳамиятлироқдир”⁷².

Синтактик стилистика бевосита умумий стилистиканинг ажралмас қисми бўлиб саналади. Коммуникатив бирликларнинг социолингвистик қирралари, синтактик синонимия ва полисемия ҳамда синтактик омонимияларни, қолаверса, синтактик қурилмаларни ҳосил қилишда иштирок этувчи синтактик стилистик воситалар каби муаммоларни тадқиқ этиш, ёритиш ва тегишли илмий хулосалар бериш синтактик стилистика вазифаларига киради.

Маълумки, ҳар қандай нутқ бирлигининг энг камида икки иштирокчиси бор: 1) нутқ муаллифи, яъни адресант; 2) қабул қилувчи, яъни адресат. Бу иштирокчиларнинг мавжудлиги улар ўртасида ўзига хос узвий алоқа борлигини, бу алоқанинг эса тегишли қонуний шаклда акс этишини тақозо

⁷² Пешковский А.М. Принципы и приемы стилистического анализа и оценки художественной прозы. Розенталь Д.Э. Практическая стилистика русского языка. М., 1974. С.12.

этади. Исталган нутқ матни орқали амалга ошириладиган бундай алоқанинг мавжудлиги кўп олимлар томонидан таъкидланган.

Ҳар бир чоп этилган китоб ёки қўлланма “тапирувчи шахс сифатида унинг номидан ўқувчига мурожаат этади ва ундан тегишли тақриз – жавоб кутади”⁷³. Бундан шу хулоса келиб чиқадики, ҳар қандай нутқ бирлигининг, яъни мулоқот бирлигининг энг камида икки вазифаси мавжуд: 1) маълум бир воқеа-ҳодиса ҳақида фикрни ифодалаш ва 2) шу фикрга бўлган муносабатни талаб этиш ёки уни келтириб чиқариш. Нутқ birlikларининг бу икки вазифаси бир-бири билан узвий боғлиқ бўлиб, бир иккинчисисиз исталган вазифани бажара олмайди – уларнинг ўзаро боғлиқлигисиз мулоқот йўқ. Биринчи вазифа нутқ муаллифи томонидан амалга оширилади. Нутқ бирлиги орқали ифодаланган фикрга бўлган муносабатнинг у ёки бу даражада амалга ошувчи натижасида нутқнинг ҳал қилувчи учинчи – таъсир этиш, “уйғотиш” ёки “қўзғотиш” вазифаси кузатилади. Бу стилистик вазифа бўлиб, нутқнинг – мулоқотнинг пировард мақсадини ташкил этади.

Стилистик вазифа китобхонда ёзувчи томонидан баён қилинган фикрдан кифояланиш ёки таъсирланиш, завқланиш ёки ҳаяжонланиш, қайғу ёки шодлик каби ҳислар ва руҳий ҳолатларнинг уйғониши ва намоён бўлиши билан характерланади.

Йирик лисоний birlikлар, жумладан, синтактик birlikлар ва конструкцияларнинг стилистик вазифаси, ифодалилик ва тасвирийлик (фигуративность) имкониятлари тилшуносликда атрофлича ўрганилмаган. Қўшма гапларнинг стилистик хусусиятларига бағишланган тадқиқот ишлари умумий тилшуносликда ҳам, жумладан, инглиз, ўзбек ва рус тилшунослигида ҳам, деярли жуда кам.

Мулоқотда иштирок этувчи тил birlikларини кузатар эканмиз, фикрни атрофлича аниқ ва таъсирли ифода этишда кўпроқ қўшма гап турларидан фойдаланилишлигининг гувоҳи бўламиз. Бунинг сабаби шундаки, қўшма гапларда содда гапларга нисбатан фикрни кенг ва аниқ муддаога йўналтириб, ифодалаш имкониятлари кўп. Мулоқотда пайтида у ёки бу фикрни ифодалаш учун қўлланган икки содда гап билан бир қўшма гап айнан бир қимматга эга эмаслиги кўп тадқиқотчи олимлар томонидан алоҳида таъкидланган. Қўшма гапларда унинг компонентлари ўртасидаги муносабатлар соф, аниқ ва равшанлиги билан ажралиб туради, чунки компонентлар ўртасидаги синтактик муносабатлар боғловчи воситалар орқали янада ойдинлаштирилади.

Қўшма гап мазмун доирасининг кенглиги, боғловчи воситаларнинг хилма-хиллиги, уларнинг турли стилистик бўёқларга бойлиги билан характерлидир. Бундай конструкцияларда ўзаро бир бутун бўлган ҳамда бири иккинчисини тақозо этадиган фикрлар бирлиги мавжуд бўлиб, улар орқали турли хил маъно ва мазмун бўлакчалари, муаллиф қўзлаганидек, унинг мулоқот муддаосини аниқ ва тўла-тўқис ифодалайди.

⁷³ Виноградов В.В. О теории художественной речи. М., 1971, С.57.

Кўшма гапларнинг шаклланиши бевосита тафаккур имкониятлари ва ютуқлари билан боғлиқ. Табиат ва жамият ҳодисаларининг хилма-хиллиги, улар орасидаги мураккаб муносабатларнинг аниқланиши натижасида бу ҳодисаларни изоҳлаш жараёни кенгая боради, фан ва техника ютуқлари нутқ стилларига ўз таъсирини ўтказа бошлайди. Шу тарзда турли нутқ стилларида кўшма гапнинг ҳар хил типлари қўлланила бошлайди.

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ADEQUACY OF TRANSLATION OF TERMINOLOGICAL LEXICON IN TEXTS WITH ECONOMIC DIRECTION: FUNCTIONAL ASPECT

Abstract: *The purpose of the publication is to disclose the main linguistic and extra-linguistic aspects that contribute to the adequate translation of special economic terms.*

In modern terminology, an increasing attention is paid to the issues of the functioning of terms in speech. Terminology is seen as a system that organizes a particular genre of text that plays a crucial role in business communication. The relevance of studying the ways and problems of translating of economic terms is determined by the expansion of cooperation between Ukraine and foreign companies and the growing volume of communication in this professional field. Terminological lexicon allows us to present the most accurate, clear and economical content of this subject and provides a correct understanding of the substance of the issue that is treated. In the special literature the terms carry the main semantic load and occupy the main place among other general literary and official words [1; 2; 3].

The main specific feature of the language of economic literature, from a lexical point of view, is the wide use of terminology. In the Ukraine, V. Akulenko, V. Dubichinsky, T. Kiyak, T. Panko, A. Ponomarev studied common issues of an internationalization of the vocabulary composition of the language. Foreign

linguistics is represented by researches that cover the peculiarities of translations of intertextual terminology (K. Werner (Germany), W. Flood, A. Heller, D. Sounson (England), M. Yushmanov (Russia), etc.) Professional economic vocabulary with international components was the subject of consideration of N. Dukarov, G. Pasternak. The general requirements for terminological lexicon from the point of its functionality are such characteristics: monosemy (polysemy is used in exceptional cases, as a rule, in texts that contain interdisciplinary information); accuracy; codification. It is important to take into account such specific characteristic of the term, for some cases, the artificiality of lexico-semantic education, which determines the amount of sectoral information at the current stage of development, which contains the complex of scientific knowledge that facilitates the disclosure of the concept's content .

The question of the adequacy of the translation of terms that function in texts of the economic direction is topical. The purpose of the article is to reveal the main linguistic and extralinguistic aspects that contribute to the adequate translation of special economic texts. Methodology used in the publication is next: theoretical (analysis of psycho-pedagogical and linguistic literacy), empirical (observation of an initial process and study of the educational experience for the specific study of translation of special economic terms; own linguistic (etymological and component analysis).

Translation is considered as a way to ensure communication between multilingual parties by reproducing the message it in another language which contains in the original text. In the most general terms, linguists have usually defined translation as a substitute for text in one language by text in another language and only then proceeded to study of the requirements that must be satisfied in the created text in order to serve as a complete replacement of the original text and the relations that appear between the original texts and the whole translation and between individual parts and units of these tests . Thus, the linguistic theory of translation studies the relations between the units of the two languages not in isolation, but in texts of a certain type (original and their translations), and all the data that this theory possesses has been obtained from a comparative study of such texts. One of the main purposes of the translation is the transfer of information at the lexical, grammatical and stylistic levels. In addition, the main task is to transfer the pragmatic function of the text (what the author wanted to say and how this is understood by the reader). The fulfillment of this function is possible through the adequacy of the translation. Adequacy relies on a real translation practice, which often does not allow 100% transfer of all communicative content of the original. As a result, the decision taken by an interpreter is often compromised.

In other words, in the process of translation with the aim of transferring the main and essential in the original text (its communicative attitudes and communicative effect), the translator often has to make certain losses.

In addition, the achievement of the adequacy of translation requires from the translator, first of all, the ability to produce numerous and qualitatively diverse in terlanguage transformations — the so-called translation transformations — so that

the text of the translation, with the fullest possible completeness, conveys all the information contained in the original text.

In some cases, for the success of interlingual communication, the achievement of equivalence is not necessary, and sometimes even undesirable. This fact necessitated the introduction of an evaluative term «adequacy of translation», which indicate the accordance of translation with the requirements and conditions of a specific interlingual communication act.

An important role in ensuring the pragmatic adequacy of the translation is played by sociolinguistic factors, which determine the difference in speech of individual groups of native speakers. In particular, additional difficulties for ensuring a comprehensive understanding of the transfer of the transmitted message by the receptor may arise in connection with the presence in the text of the original deviations from the public norm of a foreign language, the use of such substandard forms as dialectal, social dialectal and imitating a foreigner's speech .

In accordance with the meaning of the terms «equivalence » and «adequacy», an adequate translation includes a certain degree of equivalence, but an equivalent translation may not be adequate.

In the process of correct translation of economic terms the following aspects should be considered:

1. Differences in the lexical composition and morpho- syntactic structure of terms in the target language and in a foreign language, which may affect the equivalence

of translation: a) divergence in the morpho-syntactic structure; b) divergences in the lexical composition; c) divergences in the lexico-grammatical structure of terms.

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1.

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MAIN CHARACTERISTIC FEATURE OF PRAGMALINGUISTICS

Pragmalinguistics studies aspects of speech. So, to deliver a particular point of view, a person performs a certain action oriented towards the addressee. This is directly related to the purpose and intent of the speaker. In pragmalinguistics it is called speech acts. Thus, the basic concepts that make up the terminological device of this science are: communicative, addresser, addressee, purpose-and-speech, and presupposition.

Certain situation in which every speech takes place is the situation. It is known that the person needs to speak and communicate with another person. Such a set of circumstances constitutes the notion of intrinsic situation. In the works of pragmalinguists, there are various definitions of affiliation. We find one of them in the book N.I. Formanovskaya: The contingency is a complex that reflects the external conditions of communication and the internal state of the participants in the form of speech and discourse [2,12]. V.G. GAK, I.P. Susov, K.A. Dolinin, and other researchers' work, the relationships are different, but they can be summarized as the following key components:

- partners and associates in the contingency;
- participatory approach (intention);
- the conditions of contingency (reason, etc.)

Results of research and their discussion

The contingency can be summarized as follows:

“I – you – here – at the moment – for the following reason – through the following message or sentence -tell you» [3]. This sequence should be considered conditional. According to each situation, the sequence changes.

Generally speaking, speech consists of several stages: The first stage is a preparation for the speech. Here, the speaker is trained internally, assessing what he / she is going to do to convey his / her thoughts, intentions, motives, and previous similar situations.

Particularly, in the case of official co-operation, the partner's age, gender, service, etc. Taking into account the peculiarities of each individual, he / she interprets every word; in the second stage the speech is structured, i.e. the addressee mimics the phrase, using the words it finds most effective for the most accurate and effective manner of its own approach; during the transition to external words, the built-in speech is sounded or sent to a letter in the third stage. In some instances, the speaker may not be able to extract the entire oral presentation. This makes it difficult for the surrounding audience to understand that the address of this address is irrelevant and distorted.

In general, you can see the result of the speech by looking at the address of the addressee. That is, it is possible to say that speaking at the moment of feedback

has already taken place. For such a connection, the word must be taken correctly. In other words, the process of adoption consists of several stages:

- 1) switching from acoustic or graphic code to the internal word code (hearing or perceiving audio or reading messages);
- 2) analysis and analysis of syntax structures, graphic forms;
- 3) understanding the general direction of the speech;
- 4) understanding the meaning and meaning of the speech;
- 5) evaluation of the received information (content of the speeches, ideas, views and position of the speaker);
- 6) understanding the reason for the choice of language tools.

It is known that the communicative interaction interacts during the contingency. This can also be divided into several stages: establishing contacts, continuing and stopping communication. During the first set-up period, language and patterns of greetings are used; at the second stage, attention will be paid to issues that are important for stakeholders. Their interests are clearly defined and emotionally discussed, and the participants express their affection for each other. This is a general scheme of our involvement. In fact, the presence can be shorter. For example, in the informal situation, the first or third stage may even be ignored. Of course, it depends on whether the participants are acquainted, intimate, interested, or casual, temporary partners. The correct understanding or misinterpretation of the message delivered by one of the participants relates to several factors.

A combination of these conditions is called pragmatic context in scientific literature. Generally speaking, the content of the conversation type is explicit and confidential. All visible, direct observable explicitly covered. It can be conditionally divided into verbal and non-verbal. And the underlying or hidden context is not directly visible to the eye – the purpose, interests, motives, personality attitudes of participants – in particular the level of education, social status, specifications etc.

The result of the speech depends on the results of these terms. The presence of a single type of contingency depends on its basic components. That is, the place and time of the communication is known to the participants, the peculiarities of speech and behavior of the addressee, presence of certain presuppositional properties (interests, interests, goals, knowledge) in the addressee; the message has a specific topic. Thus, the pragmatic context of the phrase is primarily the participants. Therefore, it is desirable to consider these participants as important components of the co-operation situation. We use the communicative approach instead of the term “intention” in pragmalinguistic literature.

ХИАЗМНИНГ ГРАММАТИК КОНСТРУКЦИЯСИ

Калит сўзлар: стилистик фигура, тескари параллелизм, синтактик такрор, риторика, тескари такрор

Ўзбек тилшунослигида шеърийнинг синтактик қурилиши ва яратилишининг асосий тамойиллари бўлмиш синтактик воситалар батафсил ўрганилганича йўқ. Ана шундай воситалар сирасига хиазм – тескари синтактик такрорни киритишимиз мумкин. Узоқ пайт ҳеч ким хиазмни ўрганмаган ҳам, у фақатгина риторика, стилистика дарсликлари, энциклопедиялар, лингвистик термин луғатлари ва бошқа информацион нашрларнинг мулки бўлган, холос.

Ва ниҳоят, хиазм ХХ асрнинг сўнгги 10 йиллигида тадқиқотчиларнинг эътиборини жалб қилди, ҳозирги кунда махсус унга бағишланган бир неча ишларни кўришимиз мумкин, уларнинг орасида ҳаттоки диссертация ва монографиялар ҳам бор

Хиазм – бу икки гапда (ёки сўз бирикмасида) синтактик параллелизм тарзида қўлланувчи, яъни биринчи гапдаги гап бўлақларининг иккинчи гапда тескари жойлашуви ёки “Х” ҳарфи шаклида намоён бўлувчи гап бўлақларининг ўрин алмашувидир.

Яхшидан ёмон чиқди деб қуйинма,

Ёмондан яхши чиқди деб суюнма. (Мақол) 74-бет

A jeune homme - vieux cheval,

à cheval jeune – vieil homme. (proverbe)

Келининг яхши бўлса, ўғлингдан кўр,

ўғлинг ёмон бўлса, келинингдан кўр. (Мақол) 274-бет

La mer est forte comme un coeur

Mon coeur est doux comme la mer (Verlaine)

Хиазм максимал стилистик эркинликка эга. Уни барча стилистика оттенкалари мавжуд нутқ шаклларида учратиш мумкин. Ушбу чегарада унга жанр, композицион ва тематик зиддиятлар мутлақо бегона.

Лекин бадий нутқда хиазмнинг яққол тимсолини, яъни стилистик таъсири худди шу формула асосида қурилган матндан қидирадиган бўлсак, уларни кичик шеърий матнлардан қидиришимиз мақсадга мувофиқдир. Икки мисрали хиазмнинг мисоли сифатида Эрве Базеннинг "Corollairement" шеърини келтирамиз:

Le bien d'autrui se supporte mal,

Le mal d'autrui se supporte bien...

A – B
Le bien - mal
B - A
Le mal - bien

Юқоридаги французча мисолдаги гап тузилишини қуйидаги ўзбек халқ мақолида ҳам кўришимиз мумкин.

Ақлнинг таги – нақл,

Нақлнинг таги – ақл

A – B
Aql - naql
B - A
Naql - aql

Юқоридаги ўзбек ва француз мисолларидан кўришимиз мумкинки биринчи гапдаги гап бўлаклари иккинчи гапнинг охирида, биринчи гапнинг охиридаги гап бўлаклари эса иккинчи гапнинг бошида келяпти.

Хиазм, юқорида келтирилган барча мисоллардан кўришиб турибдики, шаклларнинг ноодатийлиги билан ажралиб туради. Ушбу иккала тилдаги мисолларда ҳам лексик, ҳам синтактик хиазмни кўришимиз мумкин. Биринчи мисрада тўлдирувчи – кесим – эга, иккинчи мисрада эса эга – кесим – тўлдирувчининг келиши бир қараганда инверсияга ўхшайди, лекин барча тилларда бундай тескари синтактик такрорни турли хил номлашади. Сўз тартиби ўзига ўхшаган синтактик фигураларни, бадий тасвир воситаларини ҳосил қилишда ҳам иштирок этади.

Хиазмнинг тескари такрор чап томони тескари жойлашадиган бинар қурилма сифатида таърифланган эканлигини биринчи марта ўзбек тилшунослигида дастлаб И.Мирзаев докторлик диссертациясида ўрганган.

Кейинги йилларда хиазм тадқиқига бағишланган диссертация ва илмий мақолалар эълон қилинди. Шулардан бири. Ўзбек тилшунослигида хиазм ва градация усули О.Мамазияев томонидан кенг таҳлил қилинган [6.6]:

Француз ёзувчилари Ж. Дюбуанинг лингвистик атамалар луғатида берган таърифида [Dubois 1973: 84] хиазм иборанинг антитеза ҳосил қилувчи ёки параллеллик ўрнатувчи 2 симметрик қисмининг инверсияси сифатида тавсифланади. Хиастик тузилмани ва ундаги антитезанинг факультативлигини, бу таъриф хиазмни ташкил этувчи асосий механизм сифатида инверсия деб аталишини алоҳида таъкидлайди.

Д. Феллинг биринчи навбатда такрорланувчи қисмларнинг ташқи жойлашишини таъкидлайди. Унинг учун хиазм "2 қарама-қарши жуфтлик ёки қарама-қаршилиқ ва такрорлаш, 2 ўхшашликнинг ўзаро жойлашиши" [Fehling

1969: 116], яъни тўғридан-тўғри ва тескари сўз тартибига эга бўлган бинар тузилма бўлиб, унда антитеза ва такрор бўлиши мумкин.

Анъанавий равишда хиазмни ҳам семантик, ҳам грамматик планда номоён бўлиши мумкин бўлган марказий симметрия билан боғлашади; бу ерда биз марказий симметрия синтаксисни таъсир қиладиган мисолларни келтирамиз.

Le passé me tourmente et je crains l'avenir (Corneille)

Ўтмиш мени кемирмоқда, ва мен қўрқаяпман келажакдан (Корнель)

Charles se sentait defaillir a cette continuelle repetition de priers et de flambeaux? Sous ces odeurs affadissantes de cire et de soutane (Flaubert)

Хиастик тузилма пайдо бўладиган лексик фон унинг симметриясини кучайтириши мумкин: чап томоннинг конституитив элементлари зид бўлмаган ҳолда ўнгда қанчалик кўп такрорланса, хиазмнинг архитектуротикаси шунчалик ёрқинроқ бўлади, бутун тузилма шунчалик носимметрик бўлади. Масалан: Je serai pour toi l'unique au monde. Tu seras pour moi l'unique au monde. (Saint-Exupéry). Il n'est pas l'homme si sage qu'il ne commette parfois de sottise, ni de sot qui ne fasse aucune acte sensé.. (Roman de Renart).

Тузилманинг максимал симметриклиги иккинчи турдаги хиазмларда намоён бўладики, унда конматн билан ажратилмаган ўнг ва чап қисмларнинг лексик тўлдирилиши тўлиқ ёки деярли тўлиқ мос келади.

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UCHINCHI SHO'BA

MUTAXASSISLIK UCHUN XORIJIY TILLAR (ESP) O'QITISHDA FANLARARO INTEGRATSION TA'LIMINING AHAMIYATI: TAJRIBA, YUTUQLAR, MUAMMOLAR VA YECHIMLAR.

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INNOVATIVE METHODS IN TEACHING ENGLISH FOR SPECIAL PURPOSE

Abstract : *In a modern technical university, the study of English occupies an important place and is an important component in the professional training of specialists for various sectors of the economy. The introduction of innovative methods of teaching English is becoming relevant and of great practical importance. The skillful combination of traditional teaching methods with modern technology helps to make the atmosphere in the classroom creative and increases the motivation of students. The article provides a brief overview and analysis of modern information and communication technologies (ICT) in the field of teaching English for special purposes.*

Key words: *English for Special Purposes (ESP), information and communication technologies, multimedia technologies, webquest, Wiki, higher professional education.*

Introduction. Currently, English for Special Purposes (ESP) is taught around the world in a variety of ways. Since the 1960s, when ESP was first talked about as a separate area of teaching English as a foreign language, this aspect of teaching English has noticeably developed and taken a leading position in teaching English for professional purposes. In the context of the dynamic development of the process of international integration and information exchange, specialists of any industry, in addition to traditional training, need a tool that allows them to effectively and efficiently exchange professional information. Such a tool is a professionally oriented language or a language for special purposes. Today, there are already monographs on the theory of ESP [1-5], special methods of teaching ESP have been developed [6, 7], and various studies are underway [8]. But among them, unfortunately, only a small part of domestic authors and developers. It should also be noted that in our country officials at different levels declare that today university graduates must be confident in English.[9, 10] However, the level of English proficiency among students of technical universities varies greatly and often leaves much to be desired.

Development of curricula and plans for teaching ESP. Thus, the issue of a unified foreign language program for non-language universities, which would take into account the requirements for the level of foreign language proficiency of modern graduates, has become vital. Today, such a program, recommended by the Scientific and Methodological Council for Foreign Languages of the Ministry of

Education and Science of the Russian Federation, headed by its chairman, Professor S.G. Ter-Minasova already exist [11]. It is based on the following provisions, which are fixed in modern documents on the modernization of higher professional education:

- Proficiency in a foreign language is an integral part professional training of all specialists in the university. developed
- The foreign language course is multi-level and takes place in the context of continuing education.
- The study of a foreign language is based on an interdisciplinary integrated basis.
- Teaching a foreign language is aimed at the comprehensive development of communicative, cognitive, informational, sociocultural, professional and general cultural competencies of students. But, even with a single program, you must always take into account the specifics of each educational institution or its departments, the need customers and students themselves.

ESP teachers play an important role in education. They are often asked to develop ESP programs, organize special English language courses for students, etc. As in any other form of education, there are a large number of methods and approaches used depending on the goals of the courses and available resources. Based on the philosophy of ESP, they can be divided into three main groups as follows: problem-based learning (PBL), autonomous education (AL), and information and communication technology (ICT) learning. It should be noted that all of them are personality-oriented methodologies. Today, when new accents have been placed in the interpretation of the goals of language education and certain changes have been made to the process of educational interaction between a teacher and a student, the teacher needs to have a clearer idea. When developing a program in a foreign language, one should take into account the potential of knowledge and language skills of students, as well as the motivation of students in obtaining knowledge.

Seemingly at first glance, a simple procedure for determining the content of training and the organization of training should include theoretical provisions. Therefore, the curriculum should be adjusted with the overall course methodology.

The main tasks of the ESP teacher are the selection and organization of educational materials, the preparation of effective curricula and plans aimed at obtaining the desired learning outcomes, supporting the motivation of students, their efforts and efforts. Also, an important element of work in ESP groups is providing students with feedback from the teacher, both for organizing the control of the learning process and for organizing consulting assistance to students.

When an ESP teacher comes to the classroom, he, first of all, sets certain goals for the lesson, which help to create favorable learning conditions there, a friendly atmosphere of mutual understanding and mutual assistance. Selecting certain teaching materials in a foreign language for course content, teachers or course developers thereby express their ideas, views on the teaching of a foreign language and teaching methods. Setting the goal of the lesson to a greater extent influences

the choice of educational and methodological material. If the teacher in the lesson sets the goal of strengthening communication skills, he includes in the lesson various exercises that simulate the practice of communication in the language: business games; thematic dialogues; drawing up instructions; reports; presentations and discussions. When compiling the course, it should be taken into account that the concept of “communicative competence” of students is considered not as the sum of their knowledge, skills and abilities, but also as a set of personal qualities of students (value-semantic orientations, knowledge, skills, skills and abilities). The evaluation criterion is their ability to solve problems and independently find answers to questions that arise in the process of educational, social, cultural and everyday communication in a foreign language.

According to the form of the course organization, the program can be synthetic, when the language is segmented into separate language elements that are presented at a time, or analytical, when the language is presented not as a fragmented, but as a whole piece at a time and without linguistic control [12].

Effective methods and techniques of ESP. An important element in teaching ESP is the teacher's ability to create an atmosphere in the classroom for live constructive debate. Students acquire sustainable communication skills only when they have the opportunity to use them in communicating with others. Very often, unfortunately, the teacher may be the only person who speaks English with whom the students can talk, and the time for communication with each student in the classroom is limited. Therefore, the teacher must develop and use effective methods for the development communication skills in their groups, as well as to involve other resources in their work, including online resources of the Internet, in order to stimulate communication outside the classroom walls. People learn a foreign language more easily when they are highly motivated and have the opportunity to use their knowledge and skills in a language environment that they understand and are interested in. From this point of view, ESP is a powerful tool for realizing this possibility.

Students acquire English as they work with materials that they find interesting and relevant and that they can use in their professional activities or further research. It should be taken into account that the more often students communicate in the language they hear or read, the more successful they will be in mastering it. On the other hand, the more they are forced to focus their attention on the purely linguistic, grammatical and other aspects of the language or its individual structures, which seem difficult to them, the less willingly they will attend classes.

As for ESP students, they are especially predisposed to focus on material closely related to their specialization, in particular engineering students. In ESP, language should not be presented as a subject to be learned in isolation from actual use, nor as a mechanical skill to be developed. On the contrary, the English language should be presented in an authentic context in order to introduce students to specific ways of using language, which they should be able to apply to their specialties or work [13].

Innovative modern methods and technologies ESP. Today, unfortunately, the ESP teacher has at his disposal very limited material for working in the classroom - these are, first of all, "manuals" with texts on the specialty of students with a limited set of tasks for them. Therefore, most ESP professionals often use their own ESP teaching materials, specially designed for the specific purposes and needs of their students. At the department "English for engineering specialties" MSTU. N.E. Bauman has developed a number of special courses for various technical specialties, taking into account the specifics of each. A separate course has been developed for preparing and conducting presentations. Possible problems in the development of such materials were discussed at the seminar "Development of materials for ESP: pitfalls to be avoided by lynxes". This seminar was conducted by well-known experts in the field of ESP S. Suchkova, Associate Professor of the Department of Foreign Languages at Samara State Aerospace University, and Associate Professor L. Kuznetsova from St. Petersburg State University during the 18th Annual conference NATE-Russia "Rivers of language, rivers of knowledge". In addition, at the conference in Yaroslavl, ESP experts showed a large number of new technologies for teaching English for special purposes, such as creating a Wiki, developing Web-Quests, integrating videos and blogs into classroom and extracurricular work. These innovative methods were widely discussed during the seminars "Internet language didactics: smart university, LMS* and blended learning (ESP / ELT / TS)" conducted by I. Vasilyeva from PFUR and "Using web quests as a means of developing critical thinking skills in ESP", conducted by A. Klimova from the Northern (Arctic) Federal University.

Wiki comes from the Hawaiian wiki-wiki "as soon as possible", later the English backronym "What I Know Is..." was coined for this word (what I know is...). This is a website whose structure and content can be modified by users using the tools provided by the site itself. Formatting text and inserting various objects into it is done using wiki markup [14]. It is the possibility of collective development, storage, structuring of text, hypertext and files, including multimedia ones, that makes Wiki attractive for working with students both in the classroom and to a greater extent.

A web quest is a site on the Internet that students work with while completing a particular educational task. There are two types of web quests: for short-term work in order to deepen knowledge and further integrate it. Usually they are designed for one to three sessions. And for long-term work in order to deepen and transform knowledge students. Such webquests are designed for a longer wed - maybe for a semester or an academic year. A feature of educational web quests is that some or all of the information for independent or group work of students is located on various websites. The technology of web quests helps to form and develop the following competencies in students:

- using IT to solve professional problems (including searching for the necessary information, formatting the results of work in the form of computer presentations, websites, flash videos, databases, etc.);

Such modern techniques are being used at the Department of English for Engineering Specialties, Moscow State Technical University. N. E. Bauman. The teachers of the department effectively implement multimedia teaching aids in their work. Actively used in classroom work are interactive whiteboards for various activities, projectors, Internet communications: for working with professional vocabulary and terminology, for watching educational videos and videos, for working with Internet resources, [16].

It is important to note that ESP educators need regular support and guidance in using new technologies. Young teachers are often the best demonstrators of new technologies, so they can be excellent instructors for older teachers who are trying to introduce these new technologies into their classrooms. For this purpose, at the department "English for engineering specialties" MSTU IM. N. E. Bauman regularly conducts scientific and methodological seminars, which allow you to visually demonstrate the achievements of technology and technology in the learning process.

Group discussions and project work are also effective forms of learning in working with ESP students. Another modern trend in teaching English for professional purposes is to hold debates. Even at the stage of preparing for debates, students have to mobilize all their knowledge and ability to speak a foreign language, use their critical thinking and develop lateral (non-template) thinking [17, 18]. Thus, during the debate, students have the opportunity to demonstrate both linguistic and professional competence. At the department "English for engineering specialties" MSTU. N. E. Bauman successfully passed the debate on the topics "Genetic Engineering Advantages & Disadvantages", "Advances in science and technology are a blessing or a curse?", "Is there any End to the Computer Race?"

All these methods are also useful for autonomous (independent) learning in order to prepare students for research activities, encouraging them to be motivated to demonstrate the results of their work and gain experience in working in a team.

Conclusion. If an educator wants to be successful in their group work, they need to find and adapt new technologies to engage Generation Z in traditional ways through multimedia and digital learning tools, online resources and mobile apps.

Innovative methods in teaching English..... ESP learning mechanisms are developing faster and faster, and it is absolutely obvious that it is not possible to cover all current trends in this short article.

Thus, despite the fact that the teaching of ESP is oriented towards practical, professionally oriented application, like any other aspect of teaching English, it is based on knowledge of the nature of the language, on knowledge of the basic methods and forms of teaching and learning. And the combination of traditional teaching methods and new technologies, including the use of a virtual environment to support student motivation, is becoming one of the productive approaches in the field of ESP education today. Critical understanding of the material being studied by students contributes to the formation of the skills and abilities necessary for them, forms linguistic, sociocultural, communicative, and also professional competencies.

Notes: *LMS (Learning Management System) - a unified system of information support for the educational process

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ИҚТИСОДИЙ ТАЪЛИМНИНГ КАСБИЙ КОМПЕТЕНЦИЯ ТАКОМИЛЛАШТИРИШДА ХОРИЖИЙ ТИЛЛАРНИНГ ЎРНИ (ИНГЛИЗ ТИЛИ МИСОЛИДА)

Инглиз тилида ўқиш, эшитиш, гапириш, ёзиш кўникмалари нутқ фаолиятининг турлари муайян матнни қабул қилиш,яъни мазмунини тушуниш,гапириш ва ёзиш кўникмалари эса тегишли матнни яратиш имконини беради. Нутқ фаолияти давомида талаба инглиз тилида ўқиган ёки тинглаган матндан ахборот олиш, мазмунини тушунтиришга йўлловчи саволларга жавоб бериш, олинган ахборотларга ўз муносабатини билдириши ақлий кўникма ва малакаларини таркиб топтириш билан бирга бўлажак иқтисодчи кадрларнинг касбий тайёргарлигини такомиллаштиради.

Албатта, хорижий тилларни ўқитишда хорижий тажрибаларга суянган ҳолда интерфаол усуллардан фойдаланиб дарс ўтилса, ўқитиш самарадорлиги ошади ва бўлажак мутахассисларнинг касбий тайёргарлигини шакллантириш ва такомиллаштиришга имконият яратилади. Инглиз тили таълими жараёнида ўқув дастурдаги ҳар бир мавзунини иқтисодий матн орқали ўтиш жараёни ва амалий машқларни бажаришда педагогик ёндашилса,яъни инглиз тили таълими жараёнида замонавий педагогик технологиялар, интерфаол методлар,

инновацион технологиялардан фойдаланиш самарали натижалар бериши мумкин. Демак, мамлакатимиз олий ўқув юртларида таълим олаётган бўлажак иқтисодчи мутахассисларнинг ғоявий онгини мустаҳкамлаш, ҳам маънавий

Хорижий тилларни ўрганиш ва ўргатиш тарихи қадим замонларга бориб тақалади. Маданият, илм – фан, савдо – сотиқ ва маданий алоқаларнинг ривожланиши туфайли хорижий тилларни амалий ва таълимий мақсадларда ўрганиш ўрта асрлардаёқ амалга оширила бошлаган.

Маълумки, ўша даврларда бутунги Ўзбекистон таркибий қисмларидан бирини ташкил этган Мовароуннахрнинг кўпчилик зиёлилари араб, форс ва туркий тилларда сўзлашганлар ва ижод қилганлар. Абу Наср Фаробий бир неча ўнлаб тилларни билгани ва Европани Аристотелининг “Метафизика”си билан таништирганлиги, Абу Райҳон Беруний юнонлар, яҳудийлар, христианлар, исломгача бўлган араблар ва бошқа халқлар ёзув манбалари, халқ оғзаки ижодини ўрганиб, тўплаган маълумотлари билан жаҳон халқлари тарихини ёритишга ўз хиссасини кўшгани қаторида қадимий ҳинд тили – санскритдан арабчага илмий асарларни таржима қилгани ва қадимий юнон шоири Гомернинг “Илиада” сидан ҳам парчалар ўтирганлиги маълум. Муҳаммад ибн Мусо Ал-Хоразмий илмий асарларининг ўрта асрларда лотин тилига ўгирилиб, Шарқ ва Ғарб мамлакатлари илмий тафаккури ривожига кўрсатган таъсири, Абу Али ибн Синонинг нафақат тиббиёт, шунингдек геология ва минералогия соҳаларида яратган асарларининг лотинча таржималари неча йиллар мобайнида Европада ҳам ягона қўлланма бўлганлиги барчага аён дир.

XIX асрда Европада эса хорижий тилларни ўқитишнинг дастлабки услуби грамматика–таржима методи (ГТМ) саналиб, у Европа гимназияларида “ўлик” тиллар қаторида жонли тиллар – француз ва инглиз тиллари киритилган даврда ривожланди. Ушбу метод (ГТМ) асосида таълим олувчилар

бир тилда сўзлашувчилар бўлиб, уларнинг ёши, билимлари ва савиялари бир хил бўлиши ва улар яхши ўзлаштирувчи, “кучли” талабалар талаб қилинган.

Урушдан кейинги даврда ҳам хорижий тилларни билишга бўлган кучли талаб кўзга ташланди. БМТ ва ЮНЕСКО томонидан инглиз тили билан бир қаторда бошқа тиллар ҳам расмий тил сифатида тан олинди. Айрим тиллар миллий ёки ҳудудий тил мақомини олдилар. Халқаро савдо алоқалари, туризм, илмий ва маданий айрибошлаш натижалари ўлароқ кўплаб кишилар учун айрим тилларни ўрганиш зарурати туғилди ва эндиликда хорижий тилларни ўрганиш элита – сараланган кишилар учунгина бериладиган таълим эмас, балки барча баробар ўргана олиш имкониятига эга бўлди.

Албатта, ўтган асрга назар ташласак, давр ва шароит тақозоси билан олий таълим тизимида хорижий тилларни ўрганиш мақсадида янги – аралаш услуб юзага келганини кўриш мумкин. Жумладан, олий таълим тизимининг соҳавий олий ўқув юртларида XX асрнинг 70-йилларига келиб, хорижий тилларни ўрганишнинг мақсади асосида коммуникатив компетентлик – яъни,

хорижий тилларда талабаларнинг эркин мулоқотга кириша олишга лаёқатини шакллантириш ва ривожлантиришдан иборат бўлиб қолди.

Эндиликда талабаларнинг хорижий тилларни ўрганишдан мақсади хорижий тиллар грамматикаси ёки мамлакатшунослик ва маданият соҳаларинигина билиш эмас, балки талабаларнинг хорижий тиллардаги билимини кундалик ҳаётда қўллаш (кишилар билан мулоқот, хорижий тиллардаги ахборот воситаларидан фойдаланиш) дан иборатдир.

Олий таълим тизимида хорижий тилларни ўрганишнинг асосида ўз мамлакати маданияти билан тили ўрганилаётган мамлакатлар – маданиятини таққослаб тил ўрганишни кўзда тутувчи янги концепция дунёга келди. Ушбу даврда талабаларнинг хорижий тилларни ўрганишдан мақсади ёш, маданий, маънавий қадрият ва меъёрлар, ўзини тутиш тартиб–қоидалари, таълим анъаналари, ўрганилаётган тилнинг она тилига ва хорижий тил қўлланиладиган мамлакатнинг ўз юртига яқинлигини, билим доирасининг кенглигини ва ҳаётий тажриба, ҳамда бошқа хорижий тилларни билиш шароитлари ҳам муҳим аҳамиятга эга эди.

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TEACHING ENGLISH FOR SPECIFIC PURPOSES

Abstract: This article examines the issues of teaching English for Specific Purposes. A traditional approach to teaching ESP, one which disregards the necessity of different methodology, is not likely to be sufficient in order to serve the linguistic and, broadly speaking, educational needs of ESP students. The problem identified as the background for the present study refers to the disadvantages presupposed by the predominant use of traditional teaching methods when teaching ESP.

Key words: English for Specific Purposes, profound effects, scientific knowledge, differentiating factors, language skills, communicative ability, linguistic competences, teaching process.

Considered as an integral part of EFL (English as a Foreign Language) or ESL (English as a Second Language) teaching, the topic of teaching English for Specific Purposes deserves special consideration. From a methodological perspective, but also in terms of its purposefulness, the field of ESP is situated at the border between academic subjects, at the intersection of specialized scientific knowledge and linguistic competence.

The context of teaching English language for Specific Purposes is currently undergoing significant changes and challenges due to a complexity of factors. One of the factors, with profound effects in relation with its outcomes on linguistic acquisition is the traditional approach which many teachers still embrace when teaching ESP. It is true that, for a long time, the characteristics of the ESP teaching

process did not significantly exceed the classic approach to language learning based on the development of the language skills. Besides a more systematic approach to technical, specialized vocabulary, the learning process still followed to a great extent the pattern of general language learning. In his definition of ESP, he included three differentiating factors: ESP must be connected to a specific discipline / field of study, teachers should use different methodology than the one usually used in teaching languages and the level of the students should start from intermediate adult learners.

A traditional approach to teaching ESP, one which disregards the necessity of different methodology, is not likely to be sufficient in order to serve the linguistic and, broadly speaking, educational needs of ESP students. The problem identified as the background for the present study refers to the disadvantages presupposed by the predominant use of traditional teaching methods when teaching ESP. The context of the fourth industrial revolution brought about significant changes in the way all education must be perceived, and teaching ESP is no exception. Rather than focusing on informative purposes, which are very easily achieved by millennials who are one click away from any type of information they require, in order to create linguistically functional actors on the labor market, ESP instructors must resort to a more holistic approach. In order to provide the expected results for students, to help them develop their communicative abilities in a working environment which led communication to the highest level, ESP instructors must make profound changes in the way they see language instruction, the purpose of linguistic education and the role of communicative strategies. To do this, they must find and apply creative, innovative ideas in their teaching routine, with a double benefit. On the one hand, creative teaching strategies foster motivation, which is a catalyst of learning. The use of innovative teaching strategies has been a hot topic since the last decade. Many studies consider creativity as a personal trait and intellectual ability of different individuals, associating creativity with genius and intelligence or with knowledge. On the other hand, creativity and innovation are becoming increasingly important for the development of the 21st century knowledge society. They contribute to economic prosperity as well as to social and individual wellbeing and are essential factors for a more competitive and dynamic. Tomorrow's professionals are required to be flexible, critical and creative thinkers rather than patterned ones. In this perspective, the concept of teaching is pivotal to the enabling of creativity and innovation. It all starts inside the educational units around the world and educators embark on a deliberate strategy to raise the quality of teaching and learning understanding the need to change practices and to embrace new ideas and technologies. The ESP domain is no exception to this newly established trend. Moreover, it is a privileged domain, because teaching future professionals how to communicate in a foreign language in a specialized working environment is deeply related to the interconnected society of the 21st century. The goal of an ESP teaching project would therefore be that of helping people adapt to creative endeavors, social interaction, imaginative solutions and critical thinking.

To solve the problems of ESP teaching and to ensure educational goals are met, creativity is not merely a choice; given the circumstances of the society we live

in, it becomes an obligation. As some scientists put it, “in the Renaissance creativity might have been a luxury for the few, but by now it is a necessity for all”. Creativity is now defined as a basic capacity for survival and for future success, especially in the context of training professionals who are now preparing for a future which, given the speed of technological change and of societal forms of communication, is extremely difficult to predict. When considering creativity in ESP, but also in the entire educational field, it is worth mentioning the distinction between creative learning and innovative teaching. The former can be defined as any learning which involves understanding and new awareness, which allows the learner to go beyond notional acquisition, and focuses on thinking skills. It is based on learner empowerment and centeredness. Innovative teaching is the process leading

to creative learning, the implementation of new methods, tools and contents which could benefit learners and their creative potential. Also, a creative teaching process is characterized by imaginative, dynamic, and innovative approaches.

Applied to the specific case of ESP, the features above would include the following methodological possibilities:

- Syllabus construction following needs analysis and benchmark analysis;

- Cohesive, consistent, integrated-skill lessons centered around language functions;

- A predominance of communicative activities;

- The consistent use of technologies in all phases of the teaching process;

- Technical vocabulary should only be taught in a communicative context;

- Grammar should only serve as a means to a communicative end; inductive approaches;

- Use of varied patterns of interaction with a focus on collaborative tasks (group work, pair work)

- Interesting, alternative, project-based types of assessment;

- Intensive use of authentic materials from the students’ field of study;

- The extrapolation of specialized texts / topics to general communication subjects;

- Constant attention paid to personal development skills (e.g. oral presentation skills);

- Constant contact with representatives from relevant industry to make students familiar with real job-related topics (invited speakers, roundtables, workshops, visits, video conferences etc);

As a conclusion I would like to say that this article provides a brief theoretical grounding and a working definition for creativity in teaching English for Specific Purposes. It also explores the role and function of creativity in the context of the changing paradigm regarding the overall scope of the educational system in general and of the specialized language learning in particular. Finally, it analyses the role and potential of creative methods and active strategies in fostering better language

acquisition during ESP classes. Creative methods mark a next desirable superior level in modernizing the teaching strategies so that the full potential of a student's abilities can be activated and the desire for independence and originality, for competition, for searching novelty and working better in the language classes can be encouraged and the learners' best interests are satisfied.

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**ИННОВАЦИОННЫЕ МЕТОДЫ ОБУЧЕНИЯ БУДУЩИХ
ЭКОНОМИСТОВ-МЕНЕДЖЕРОВ**

Аннотация: в статье рассматриваются вопросы о процессе глобализации и креативной экономики образования как основных тенденций появления и развития новых потребностей человечества и цивилизации, если экономист разговаривает на английском языке, его поймут практически везде. Инновационные образовательные технологии вырабатывают у студента умение ориентироваться в нестандартных условиях, анализировать возникающие проблемы, самостоятельно разрабатывать и реализовывать управленческие решения. О формах и методах инновационных технологий обучения

Ключевые слова: экономическая компетенция, инновация, иностранный язык, образовательные технологии

Abstract: The article deals with the process of globalization and the creative economy of education as the main trends in the emergence and development of new needs of mankind and civilization, if the economist speaks English, he will be understood almost everywhere. Innovative educational technologies develop the student's ability to navigate in non-standard conditions, analyze emerging problems, and independently develop and implement management solutions. About forms and methods of innovative technologies of training

Keywords: economic competence, innovation, foreign language, educational technologies

У специалиста экономического профиля формируются компетенции знания структуры развития мировой экономики владения методами экономического анализа хозяйственных процессов как на, микро- так и на макроуровне принцип экономической компетенции вытекает из требований,

Процесс глобализации и креативная экономика образования определяют основные тенденции появления и развития новых потребностей человечества и цивилизации. В условиях глобализации инновационная экономика образования активно формирует качество жизни людей. Многие высококвалифицированные специалисты, в частности экономисты, сегодня не только должны иметь знания в своей профессиональной деятельности, но и дополнительно владеть иностранным языком. К примеру, без знания английского невозможно добиться серьезных успехов в сфере маркетинга и связей с общественностью.

В широком смысле слова под инновациями понимают прибыльное использование новшеств в виде новых технологий, видов продукции и услуг, организационно-технических и социально-экономических решений производственного, финансового, коммерческого, административного или иного характера.

Инновации сопровождают всю историю человечества, однако в значительной степени они характеризуют цивилизационный период истории. Инновационные методы направлены на повышение качества подготовки путём развития у студентов творческих способностей и самостоятельности (методы проблемного и проективного обучения, исследовательские методы, тренинговые формы, предусматривающие актуализацию творческого потенциала и самостоятельности студентов). Распространение опыта инновационного обучения в высшем профессиональном образовании вызвано необходимостью подготовки будущих специалистов к жизни в быстро меняющемся мире, когда особое значение приобретает умение быстро ориентироваться в обстановке, найти необходимые данные и принять правильное решение. К традиционным технологиям обычно относят объяснительно-иллюстративное обучение, т.е. практические, наглядные, словесные методы. К формам и методам инновационных технологий обучения относят проблемную лекцию, семинар-диспут, учебную дискуссию, «Мозговой штурм», имитационный тренинг и многие другие. Несмотря на то, что инновационное обучение становится в настоящее время ведущим, следует отметить важную роль фундаментального и нормативного обучения, именуемого традиционным.

Для развития устной речи обучающиеся должны уметь выполнять различные коммуникативные роли (говорящего, слушающего, лидера, партнёра), делать сообщение на общественно-политические и профессиональные темы. Такая постановка конечных целей привела к их произвольной интерпретации. Поэтому на практике обучение устной речи

часть сводится к выполнению грамматических упражнений в устной форме, заучиванию диалогов и текстов по специальной тематике.

При всей практической направленности обучения в неязыковом вузе цели обучения ИЯ имеют тройной характер: практический, общеобразовательный и воспитательный. Очевидно, что специфические цели обучения ИЯ в неязыковом вузе подразумевают соответствующие изменения принципов и содержания обучения, а также используемых для преподавания методов, форм и приёмов.

Инновационные образовательные технологии вырабатывают у студента умение ориентироваться в нестандартных условиях, анализировать возникающие проблемы, самостоятельно разрабатывать и реализовывать управленческие решения.

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SO'Z TURKUMLARINI O'QITISHNING SAMARALI USUL VA METODLARI.

ANNOTATSIYA

Maqolada akademik litseylarda "Morfologiya va sintaksis bo'limlarini o'zaro aloqadorlikda o'rganish metodikasi" mavzusini mazmunan o'quvchilarga tushuntirish uchun o'qituvchiga yordam beradigan, o'qitishning metodik tizimi, ishni osonlashtiruvchi yangi pedagogik texnologiyalardan foydalanish, morfologiya va sintaksis bo'limlarining o'zaro aloqadorlikni o'rganish metodikasi o'qitishda zamonaviy multimedia texnologiyalaridan foydalanish va turli xil o'yinlardan foydalanib o'qitish jarayonini ketma-ketlikda, oddiydan-murakkabkikka qarab borish tizimini hamda ona tili metodikasini o'qitishning interfaol usullari va uning nazariy asoslari tahlil qilinib, mashqlar asosida tushuntirib berilgan.

O'quvchilarda so'z turkumlarini bilish ko'nikmasi ularning belgilari yig'indisini egallashlari asosida shakllantiriladi. Masalan, *gul*, *guldor*, *gulladi* so'zlarining qaysi so'z turkumiga kirishini bilish uchun o'quvchi quyidagicha fikr yuritadi: *nima?* – *gul*, bu so'z narsani bildiriyapti, ko'plikda qo'llanadi – *gullar*, bu ot; *guldor* so'zi *qanday?* so'rog'iga javob bo'lyapti, narsaning belgisini bildiriyapti, bu – sifat; *gulladi* so'zi *nima qildi?* so'rog'iga javob bo'lyapti, narsaning holatini bildiriyapti, bo'lishsiz shaklda qo'llanadi – *gullamadi*, bu – fe'l.

So'z turkumlarini o'rganishdagi asosiy vazifa o'quvchilarning og'zaki va yozma nutqini o'stirish, lug'atini yangi ot, sifat, son, fe'llar bilan boyitish,

o'quvchilar shu vaqtgacha foydalanib kelayotgan so'zlarning ma'nosini aniq tushunishiga erishish, bog'lanishli nutqda u yoki bu so'zdan o'rinli foydalanish malakasini o'stirish hisoblanadi. Bu vazifalarni muvaffaqiyatli hal qilish uchun so'z turkumlarini o'rganish jarayonida sinonim, antonimlar ustida muntazam ish olib boriladi, o'quvchilar ko'p ma'noli so'zlar, ularning o'z va ko'chma ma'noda ishlatilishi bilan tanishtiriladi. Bunda ta'limni o'quvchilarning shaxsiy tajribalari, bevosita ko'rganlari, radiodan eshitganlari, kitobdan bilib olganlari bilan bog'lash muhim ahamiyatga ega.

O'quvchilarda kuzatish, muhim narsalarni sezish ko'nikmalarini shakllantirish, atrof-muhit haqidagi bilimlarini boyitish bilan bir vaqtda ularning nutqini o'stirish vazifasi ham amalga oshiriladi.

Otni o'rganish metodikasi: Ot mavzusini o'rganish tizimi maqsadga yo'naltirilgan jarayon bo'lib, bunda shu so'z turkumining umumlashtirilgan ma'nosi va grammatik belgilari aniq izchillikda, bir-biri bilan ilmiy asoslangan bog'liqlikda o'rganiladi, shuningdek, otdan nutqda to'g'ri foydalanish va to'g'ri yozish malakasini shakllantirish maqsadida bajariladigan mashqlar asta murakkablashtira boriladi.

Til hodisasi sifatida otning xususiyatlari, uni o'rganish vazifalari, material hajmi, ularni o'rganish izchilligi belgilangan.

Guruhda otni o'rganish vazifalari quyidagilar:

- 1) "ot" haqidagi grammatik tushunchani shakllantirish;
- 2) *kim?* so'rog'iga javob bo'lgan (shaxs bildirgan) otlardan *nima?* so'rog'iga javob bo'lgan (narsa, hayvon, jonivor va boshqalarni bildirgan) otlarni farqlash ko'nikmasini hosil qilish;
- 3) kishilarning familiyasi, ismi, otasining ismi, hayvonlarga qo'yilgan nomlar va geografik nomlarni bosh harf bilan yozish ko'nikmasini shakllantirish;
- 4) otlarda son (otning birlik va ko'plikda qo'llanishi) bilan tanishtirish;
- 5) otlarni egalik qo'shimchalari bilan to'g'ri qo'llash ko'nikmasini shakllantirish;
- 6) otlarning kelishiklar bilan turlanishi va kelishik qo'shimchalarining yozilishi haqida malaka hosil qilish;
- 7) o'quvchilar lug'atini yangi otlar bilan boyitish va ulardan nutqda aniq, o'rinli foydalanish malakasini o'stirish;
- 8) so'zlarni tahlil qilish, taqqoslash, umumlashtirishni bilish.

Kelishiklarning xususiyatlarini o'rganishga qulaylik yaratish uchun har bir kelishikni quyidagi umumiy reja asosida o'rganish maqsadga muvofiq:

1. Kelishikning grammatik ma'nosi.
2. So'roqlari.
3. Qo'shimchasi.
4. Gapdagi vazifasi.

Kelishiklarni shu tarzda o'rganish ularni o'zaro taqqoslashni yengillashtiradi va ongli o'zlashtirishni ta'minlaydi.

O'quvchilar "Ot" mavzusini qancha puxta o'zlashtirishsa, keyingi mavzularni ham anglash imkoniga ega bo'ladilar. Chunki ot grammatik mohiyatiga ko'ra boshqa so'z turkumlari bilan bog'langan bo'ladi.

Predmet so'zi keng ma'noda qo'llanib, borliqdagi hamma narsalardan tashqari tasavvur qilingan ayrim mavhum tushunchalarni ham bildiradi. Masalan: yaxshilik, tinchlik...

Bundan keyin otlarning morfologik belgilari-son, egalik, kelishik bilan turlanish o'rganiladi. "Ot" haqidagi ma'lumotlar fonetika, orfografiya, orfoepiya bilan uzviy bog'liq holda o'rganiladi.

Masalan: tog`g`a, bog`g`a, o`rtog`im, qishlog`im...

Otning ma'no tomonidan izohini bergan quyidagi jihatlarga e'tiborni tortiladi:

1) bir narsa - buyum yoki bir turdagi narsa-buyumlarni ifodalanishiga ko'ra – atoqli, turdosh;

2) ifodalagan tushunchaning xarakteriga ko'ra – konkret,abstract;

3) yakka, jamligni ifodalashiga ko'ra - yakka ot, to`da ot;

4) sanalish-sanalmasligiga ko'ra - sanaladigan ot, sanalmaydigan ot.

Turdosh va atoqli otlar: Bu mavzuni o'tish jarayonida o'qituvchi kishilarning aniq nomlaridan tashqari, taxalluslar va jonivorlarga atab qo'yilgan nomlar ham atoqli ot sanalishini alohida izohlaydi.

Turdosh ot bir turdagi predmetlarni boshqa turdan ajratsa (kitob, ruchka, suv), atoqli ot shu turning ichidan bittasini nomlaydi (Qoplon, Arslon).

Ayniqsa, turdosh otning atoqli otga ko'chishini maxsus mashqlar yordamida mustahkamlash kerak.

to'liqin-To'liqin , uchqun-Uchqun , g'ayrat-G'ayrat

Shu so'zlarni qatnashtirib, gaplar tuzdiriladi. Qaysi o'rinda turdosh, qaysi o'rinda atoqli bo'lib kelayotganligi izohlanadi.

Atoqli otlar haqida bilim berilganda, ayrim otlarning qo'shtirnoq ichiga olinishini alohida ta'kidlanadi va bunga bag'ishlangan maxsus mashqlar o'tkaziladi.

Otlarning birlik va ko`plikda qo`llanishi: Otlardagi son kategoriyasi uning morfologik belgilaridan biridir. O'quvchilar diqqati doim birlikda qo'llaniladigan otlarga jalb qilinadi.

Masalan: temir, suv, xaloyiq

O'quvchilar e'tibori juft predmetlarni bildiruvchi otlarga ham tortiladi: qo'l, ko'z, oyok, etik

O'qituvchi ko'plik qo'shimchasi **-lar** ustida to'xtalganda uning ma'nolari xilma-xilligini aytib o'tadi. Masalan: xalqlar, armiyalar, sutlar, otamlar, bizlar

Otlarning egalik qo'shimchalari: Bu mavzu tushuntirilayotganida egalik qo'shimchalarining xususiyatlariga, ularning yozilishiga alohida e'tibor qilish talab etiladi.

Bu o'rinda o'quvchilarga III shaxs ko'plik qo'shimchasining bir xil qo'llanishi alohida izohlanishi kerak. Egalik qo'shimchalarining yozilishini o'tishdan oldin fonetikadan o'tilgan jarangli va jarangsiz undoshlar eslanadi.

o`rtoq+im=o`rtog`im; singil+im=singlim kabilar izohlanadi.

Otlarning turlanishi: Shu mavzu yuzasidan o'quvchilarning boshlang'ichda olgan bilimlari takrorlanadi. Kelishiklar orqali otning gapdagi vazifasi aniqlanadi...

Qaratqich va tushum kelishiklarining qo'llashni alohida mashqlar vositasida izohlash lozim.

-ning ot+otni bog'laydi *kitobning beti*

-ni ot+fe'lni bog'laydi *kitobni o'qidik*

Sizni opangiz chaqiryaptilar - o'z opangiz

Sizning opangiz chaqiryaptilar - boshqa bir odamni

Demak, -ning va -ni qo'shimchalarini noo'rin qo'llash fikriy aniqlikka putur yetkazadi. Jo'nalish kelishigi qo'shimchasining yozilishiga ham e'tibor berish talab etiladi. Bunda nuqtalar o'rniga zarur kelishik qo'shimchasini qo'yib ko'chirish kabi mashq turlaridan unumli foydalanishga alohida e'tibor beriladi.

Otlarning yasalishi va ot yasovchi qo'shimchalar: O'qituvchi yasovchi qo'shimchalar turi ma'nolar berishga o'quvchilar e'tiborini tortish uchun misollar keltiriladi. Masalan:

-chi ishchi (shaxs)

-bon bog'bon (shaxs)

-kor paxtakor (shaxs)

o'roq (qurol-narsa)

-oq yotmoq (o'rin-joy)

1. Shaxs bildiruvchi otlar - o'qituvchi
2. Narsa-buyum bildiruvchi otlar - kitob, daftar
3. O'rin-joy bildiruvchi otlar - paxtazor, o'tloq
4. Mavhum otlar - yaxshilik, tinchlik

O'quvchilar ot yasovchi qo'shimchalarni bilib olganlaridan so'ng tub va yasama otlarni ongli farqlaydigan bo'ladilar. Akademik litseyda ona tili o'qitish fonetika, grafika, leksika, so'z yasash, morfologiya, sintaksis va punktuasiyani o'zida birlashtirgan ekan, bu sistemalilik va izchillik prinsipiga to'la mos tushadi. O'quvchilarga fonetika va grafika haqida ma'lumot bermasdan leksika haqida bilim berib bo'lmaydi. Tilning leksik boyligi bilan tanishish so'z yasash, so'z qurilishi, so'z turkumlari haqida asosli bilim berishga imkon yaratadi. Shuning uchun leksika bo'limi morfologiyadan oldin o'rganiladi.

Morfologiyada o'quvchilar har bir so'z turkumini o'rganish davomida so'z yasash usullari bilan kengroq tanishib boradilar.

Ot haqida puxta bilim olgan o'quvchi sifat, son, olmosh kabi mavzular bo'yicha beriladigan bilimlarni ortiqcha qiyinchiliksiz o'zlashtirib oladi.

Gap bo'laklari haqida ma'lumot olmay turib, undalma va kirish so'zni o'zlashtirib bo'lmaydi.

Akademik litseyda o'qitiladigan ona tili ta'limining uzviyligini quyidagicha tushuntirish mumkin:

Ona tili ta'limining boshqa o'quv fanlari orasidagi (gorizontal) uzviylik. Bunda ta'lim muassasalarida o'qitilayotgan boshqa fanlar bilan uzviy bog'lash ta'minlanadi.

Ona tili ta'limidagi asosiy vazifalardan biri o'quvchilarga o'zlarining shaxsiy fikrlarini ifodalashga o'rgatishdir. Bu boshlang'ich sinflardan boshlanib akademik litseyda davom ettirilishi, rivojlantirilishi, takomillashtirilishi maqsadga muvofiqdir.

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Toshkent Moliya Instituti akademik litseyi nemis tili fani o'qituvchisi

AKADEMIK LITSEYLARDA NEMIS TILINI O'QITISHNING DOLZARB MUAMMOLARI

Annotation. The article deals with the importance of teaching the German language in financial academic lyceum and the issues of formation of professional skills of future specialists, and analyzes research findings and ideas of researchers associated with this process and ways of their elimination, as reflected in this article.

Key words: foreign language, specialist, financial education, professional text, competence, measures, methodological preparation, methodological principle, education, career guidance, technology.

O'zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyevning 2022 — 2026-yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risidagi farmoniga asosan quyidagilar belgilab berildi: Maktablarni rivojlantirish milliy dasturini joriy etish orqali xalq ta'limi tizimida qo'shimcha 1,2 million o'quvchi o'rni yaratish. Yangi maktablar qurish, xususiy maktablarni ko'paytirish, ta'lim sifatini oshirishni nazarda tutuvchi milliy dasturni ishlab chiqish va amalga oshirish. O'quv o'rinlari sonini 2026-yil yakuniga qadar 6,4 milliongacha yetkazish. Nodavlat ta'lim xizmatlari ko'rsatuvchi tashkilotlarga sharoit va imkoniyatlarni kengaytirish orqali ularning ulushini 2026-yilda 8 foizga, shu jumladan 2022-yilda 3 foizga oshirish. 2022 — 2026-yillarda 217 ta "Barkamol avlod" bolalar maktabini rivojlantirish bo'yicha dasturni amalga oshirish. Yoshlarni san'at dunyosiga oshno etish, kompyuter va IT texnologiyalari sohasida bilim va ko'nikmalarga ega bo'lishlari uchun zarur jihozlar bilan ta'minlangan 100 mingdan ortiq bepul to'garaklar faoliyatini yo'lga qo'yish. Chekka hududlarda maktab hamda

maktabgacha ta'lim muassasalarigacha transport qatnovini yo'lga qo'yish. 2026-yilga qadar o'quv dasturlari va darsliklarni ilg'or xorijiy tajriba asosida to'la qayta ko'rib chiqib, amalda joriy etish. Milliy o'quv dasturiga asosan 2026-yilga qadar 699 nomdagi, shu jumladan 2022-yilda 296 nomdagi yangi darsliklar, mashq daftarlari, o'qituvchi metodika kitoblari hamda mobil ilovalarni yaratish. Milliy o'quv dasturi bo'yicha yangi metodikalarga o'qituvchilarni o'qitish maqsadida Elektron malaka oshirish platformasi uchun 2026-yilga qadar jami 769 ta videodars yaratish. Umumta'lim maktablarida darslik va o'quv-metodik majmualarni tajribasinovdan hamda chet ellik mutaxassislar ishtirokida ekspertizadan o'tkazish tizimini joriy etish. Malakali o'qituvchilarning oylik maoshlarini bosqichma-bosqich 1 000 AQSh dollari ekvivalentiga yetkazish. Iqtidorli o'qituvchilarning ish haqlarini malaka toifasiga qarab tabaqalashtirilgan holda oshirib borish. O'qituvchilarga malaka toifalarini berish tartibini tubdan qayta ko'rib chiqish hamda malakani baholash metodikasi asosida adolatli va shaffof tizimni joriy etish. Maktablarda ta'lim sifatini oshirish, pedagog-kadrlarning bilimi va malakasini xalqaro darajaga olib chiqish. Maktabda faoliyat olib borishi uchun har bir fan bo'yicha mahalliy yoki xalqaro sertifikatli talablarini belgilash. Toifaga ega bo'lmagan maktab o'qituvchilarining bilim va ko'nikmalarini diagnostikadan o'tkazish. Umumta'lim maktablarini, ayniqsa, chekka hududlardagi ta'lim maskanlarini oliy ma'lumotli pedagog kadrlar bilan to'ldirish ishlarini davom ettirish. Maktablarda direktor va uning o'rinbosarlarini tayinlash tizimini maktab o'qituvchilari va ota-onalarning ishtiroki ta'minlanishini nazarda tutgan holda yanada takomillashtirish. Xalq ta'limi tizimi tuman bo'linmalari faoliyatini to'liq raqamlashtirish hisobiga optimallashtirish.[1] Yuqoridagi holatlardan kelib chiqqan holda dunyodagi zamonaviy o'quv dasturlari, o'qitish metodikalarini o'rganib, yurtimiz umumta'lim maktablarida joriy qilish, Xalq ta'limi vazirligiga ushbu tajriba asosida Milliy o'quv dasturini ishlab chiqish, keying o'quv yillaridan boshlab ta'lim jarayoniga sinov tariqasida tatbiq etish vazifasi yuklatildi. Bu borada yurtimizda bugungi kungacha bosqichma-bosqich izchil ishlar amalga oshirilib kelinmoqda. Yuqoridagi muammolarni bartaraf etish yuzasidan yangi metodikani samarali yo'lga qo'yish uchun barcha maktab o'qituvchilari videoaloqa orqali xorijiy mutaxassislar ishtirokida o'qitila boshlangani, bu jarayonlarga pedagogika yo'nalishidagi universitet va institutlar ham jalb qilinib, pedagog kadrlar tayyorlash metodikasi ham yangilana boshlagani, shuningdek, chet tilli fanlari bo'yicha chet ellardagi ilg'or darsliklar chuqur o'rganib chiqilayotgani ayni muddao bo'ldi desak mubolag'a bo'lmaydi. Bugungi kunda biz o'z ta'lim tizimimizni hamda xorijiy davlatlar ta'limini taxlil qilish asosida ularni samara beradiganini tanlay bilish, qo'llash natijasida, darslarda natijaga erishish yo'llarini uni o'z o'rnida amaliyotda foydalanish o'quvchilarga o'rgatish ta'limda sifat samaradorligini oshishiga olib keladi.[2]

Bo'lajak nemis tili o'qituvchisining innovatsion faoliyati tuzilmasidagi eng muhim komponent bu refleksiya. Refleksiya o'qituvchining o'z ongi va faoliyatini belgilash hamda tahlil qila olishidir. Refleksiya (lotincha "Ret lxiio"-ortga qaytish) sub'ektning o'z (ichki) psixik tuyg'u va holatlarini bilish jarayonidir.

Innovatsion pedagogik jarayonni ifodalab, nafaqat uning didaktik qurilmasiga, balki o'qituvchining ijtimoiy mohiyatli natijalari va ruhiy qiyofasiga ham taalluqlidir. U ochiqlikni, boshqalar fikrining tan olinishini bildiradi. Innovatsion faoliyat turli xildagi qarashlarning to'qnashuvi va o'zaro boyitilishi dinamikasida amalga oshirishni ko'zda tutadi. Bo'lajak o'qituvchining innovatsion faoliyatini samarali amalga oshirish bir qator shart-sharoitlarga bog'liq. Unga o'qituvchining tayinli muloqoti, aks fikrlarga nisbatan beg'araz munosabat, turli holatlarda ratsional vaziyatning tan olinishini uqtirishga tayyorligi kiradi. Buning natijasida o'qituvchi o'z bilim va ilmiy faoliyatini ta'minlaydigan keng qamrovli mavzu (motiv)ga ega bo'ladi. Yangilik kiritishning muhim sharti muloqotning yangi vaziyatini tug'dirishdir. Muloqotning yangi vaziyati – bu o'qituvchining o'z mustaqillik mavqeini, nemis tili faniga, o'ziga bo'lgan yangi munosabatni yarata olish qobiliyatidir. O'qituvchi o'z nuqtai nazarlariga o'ralashib qolmaydi, u pedagogik tajribalarning boy shakllari orqali ochilib, mukammallashib boradi. Bunday vaziyatlarda o'qituvchining fikrlash usullari, aqliy madaniyati o'zgarib boradi, hissiy tuyg'ulari rivojlanadi. Keyingi sharti – bu o'qituvchining madaniyat va muloqotga shayligi. O'qituvchining innovatsion faoliyati voqelikni o'zgartirishga, uning muammolari va usullarini yechishni aniqlashga qaratilganidir. Litseyimizda o'quvchilarning o'quv-bilish faoliyatining asosiy turlari quyidagilardir: kuzatish, tajriba, kitoblar, lug'atlar, ma'lumotnomalar bilan ishlash, bilimlarni tizimlashtirish va boshqalar. Ular bir-biri bilan o'zaro bog'langan. Akademik litseylarda ta'lim jarayoniga innovatsiyalarni tatbiq etish o'qituvchilarning innovatsion faoliyatidan boshlanadi. Chunki o'qituvchi ta'lim va tarbiya jarayonining yetakchisi, tashkilotchisi bo'lib, uning innovatsion madaniyati, tashabbuskorligi, ijodiy faolligi, novatorlikka bo'lgan intilishi ta'lim tizimini rivojlantirishning asosiy omillaridan biri hisoblanadi. “Innovatsiya” so'zi lotin tilidagi “inovatis” (in – ichiga, novus – yangi, yangilik) so'zidan olingan bo'lib, tarjima qilganda “yangilik kiritish, ijobiy o'zgarish, yangilanish” degan ma'nolarni anglatadi. Innovatsiyalar ilmiy-amaliy jihatdan asoslangan, biron-bir sohada aniq maqsadga qaratilgan hamda amaliy tatbiq etishga yo'naltirilgan yuqori samaradorlikka ega yangilik hisoblanadi. Pedagogik innovatsiya deyilganda, samarali natijaga erishish maqsadida ta'lim-tarbiya jarayoniga yangiliklar, ijobiy o'zgarishlar kiritish tushuniladi. Pedagogik innovatsiyalar ta'lim amaliyotida pedagoglarning ijodiy faoliyati natijasida vujudga keladi. O'zbekiston sharoitida innovatsiyalarni o'rganish, uni ta'lim jarayoniga tatbiq etish ta'lim tizimini isloh qilish masalalari bilan bog'liq ravishda tayyor axborotlarni berishga asoslangan an'anaviy o'qitish turidan, o'quvchilarning izlanishga, ma'lumotlarni o'zlari izlab topishga o'rgatadigan ta'lim tizimiga o'tish yo'lidagi harakatlari bilan asoslanadi. Shunga ko'ra, yangi bilimlarga: yangilik, innovatsiya, innovatsion jarayonlar kabi tushunchalar mohiyatini anglashga ehtiyoj kuchayadi. “Yangilik kiritish” (innovatsiya) tushunchasi yangiliklarda ham, ushbu yangilikni amaliyotga tatbiq etish jarayoni sifatida ham tushuniladi. O'zbekistonlik olimlardan N.Saidahmedov, N.Azizxo'jayeva, Sh.Shodmonov, G.Baubekova, G.Xalikova va boshqalar pedagogik yangilanishlarga ilg'or tajribaning xususiy shakli tarzida qaraydi.[3] Ularni radikal yangiliklar bilan tenglashtirib, quyidagilar

bilan bog‘lab tushuntiradi: dolzarb muammoning yangi yechimi, ulardan foydalanish yangi sifat o‘zgarishlariga olib keladi, ularni qo‘llash tizimdagi boshqa elementlarni ham sifat jihatidan o‘zgartiradi. Bunda yangilanishlar tizimining bir sifatli holatdan ikkinchi holatga o‘tishi tarzida tushuniladi. Yangilik muayyan ta’lim tizimi ichida mavjud bo‘lib, yangilanish asosida yuzaga keladi. Shu tarzda yangilanishni yangilik yaratish, qo‘llash va o‘zlashtirish hisobiga ta’lim rivojlanishi jarayoni sifatida tushunish mumkin. Yangilanish ta’lim jarayonining qaysi bo‘lagiga o‘zgartirish kiritishni aniqlashdan boshlanadi. Pedagogik yangilanish predmeti yangilanish jarayoni samaradorligi va ularni aniqlovchi omillar orasidagi bog‘liqlik, shuningdek, o‘zgarishlar samaradorligini oshirish maqsadida shu omillarga ta’sir etish usullaridan iborat.

Innovatsion jarayonlar quyidagi bosqichlarga ajraladi:

1. Yangi g‘oyalarning tug‘ilishi va yangilanish konsepsiyasining paydo bo‘lish bosqichi. Bu shartli ravishda fundamental va amaliy izlanishlar natijasi tarzida yangilik yaratish deyiladi.
2. Yaratish bosqichi. Muayyan obyektga amalga oshirilgan yangilik – moddiy yoki ma’naviy narsa namuna.
3. Yangilik kiritish bosqichi. Yaratilgan yangilik amaliyotga tatbiq etiladi, qayta ishlanadi. Bu bosqich kiritilgan yangilikdan yuqori samaraga erishish bilan yakunlanadi. So‘ng yangilikning mustaqil harakatlanishi boshlanadi. Yangiliklar qo‘llanilish jarayonida yanada boshqa bosqichlarga ajraladi.
4. Yangiliklarni hayotga tatbiq etish bosqichi. Yangiliklarni boshqa sohalarga ham keng qo‘llashda namoyon bo‘ladi.
5. Muayyan sohada yangilikning turg‘un xizmat qilish bosqichi. Yangilikni qo‘llash davomida u o‘zining yangilik xususiyatini yo‘qotib boradi. Mazkur bosqich yangilik o‘rniga undan ham samarali yangiliklarni tatbiq etish bilan yakunlanadi. Bir yangilik o‘rnini undan ham samaraliroq bo‘lgan boshqasi egallaydi.

Toshkent Moliya Instituti akademik litseyi 1 bosqich bir qator guruhlarida quyidagi tarzda nemis tili fanidan amaliy mashg‘ulotlar o‘tkaziladi:

DARS BOSHLANISHI

TEZKOR SO'ROV

O'quvchilar bilan salomlashish:

-Guten Morgen!

-Setzt euch!

Davomatni tekshirish:

- Wer hat heute Gruppendienst?

- Wer fehlt heute?

Obi-havo haqida suhbatlashish:

-Wie ist das Wetter heute?

- Das Wetter ist kalt, warm, es regnet, und andere.

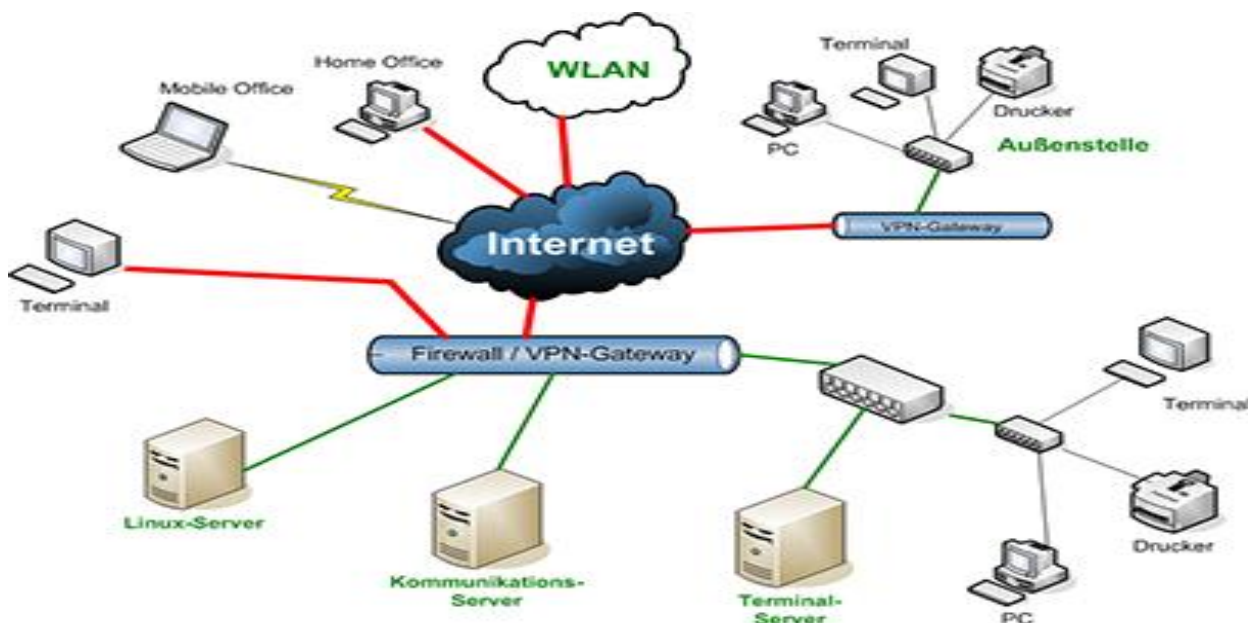
Uyga vazifani so'rash:

- Was war die Hausaufgabe?

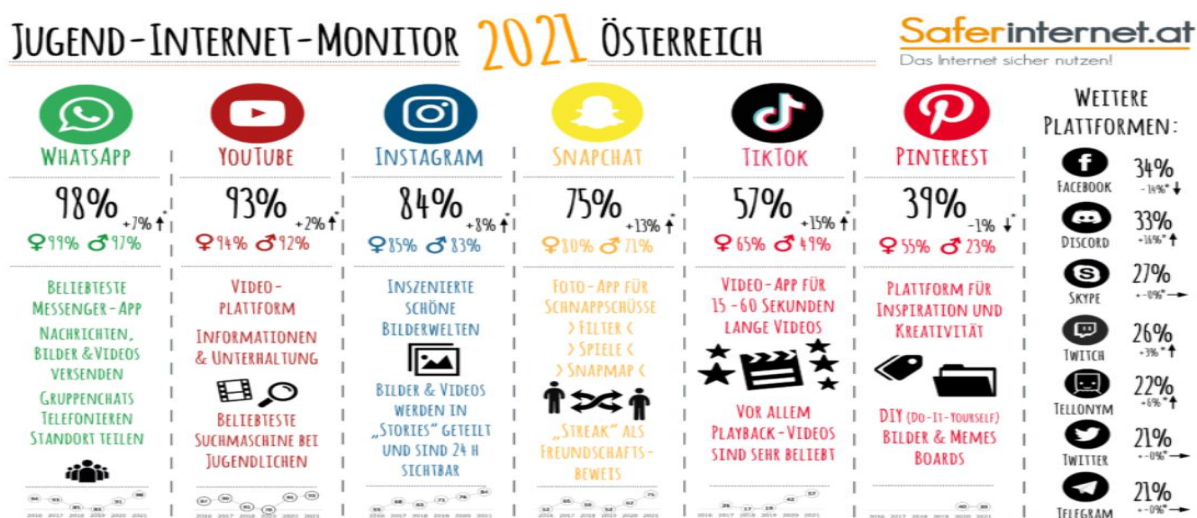
-Die Hausaufgabe war die Sätze lernen.

YANGI GRAMMATIK MAVZU BILAN TANISHING:

Wortfolge - Internet Netzwerke.



GRAMMATIK MATERIALNI MUSTAHKAMLASH UCHUN MASHQLAR



Arbeit in der Gruppe

Guruhlarda ishlash qoidasi

Sherigingizni diqqat bilan tinglang.

Guruh ishlarida o‘zaro faol ishtirok eting, berilgan topshiriqlarga mas’uliyat bilan yondashing.

Agar sizga yordam kerak bo‘lsa, tortinmasdan murojaat qiling.

Agar sizdan yordam so‘rasha, yordamingizni ayamang.

Guruhlar faoliyatining natijalarini baholashda hammaning ishtirok etishi shart.

Aniq tushunmog‘imiz lozim:

die Hausaufgabe geben. Uyga vazifa berish

- Yangi so‘z va iboralarga yozma ravishda gap tuzish.
- Grammatik qoidani takrorlash va berilgan mashqlarni bajarish.

Xulosa qilib aytadigan bo'lsak, yurtimizni taraqqiyot strategiyasi asosida rivojlanishiga hissa qo'shadigan didaktik, psixologik, lingvistik, ijtimoiy-madaniy va uslubiy vositalarni integratsiyalashuvini rag'batlantiradigan nemis tillini o'qitish jarayonini mukammallashtirish lozim bo'ladi. Ammo barcha o'quvchilar bir-biridan farq qiladi va dunyoning jadal rivojlanishi bilan o'quvchilarning ehtiyojlari va qiziqishlarining o'zgarishi muqarrar. Shuning uchun, ideal holda, o'quvchiga yo'naltirilgan yondashuvni o'rnatishda nemis tilini o'qitishni tanlashda ta'lim sohasida siljish bo'lishi kerak. Ushbu siljish o'quvchilarning qiziqishlari va ehtiyojlariga mos kelishi kerak. Darsimizni samarali va qiziqarli qilish uchun har safar turli texnologiyalardan foydalanishimiz kerak. Bugungi o'quvchilar juda talabchan. Shuning uchun ham bo'lajak mutaxassislariga yaxshi ustoz bo'lish uchun o'z ustimizda qattiq ishlashimiz kerak.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

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TEACHING ENGLISH IN NON-PHILOLOGICAL CLASSES.

Abstract; In this article is discussed, the successful and effective results depend on educational process and materials for class in teaching English.

Key words; English, teaching, ESP, CEFR, language, competence

Nowadays the English language became one of primary language and there are systems to teach language effectively. The above mentioned standards, namely State Educational Standard a special attention is paid to formation of harmoniously developed, highly educated, modern thinking generation, able to take responsibility for the fate of the Homeland. In consistent realization of the Law of the Republic of Uzbekistan “On Education”, National Program of Personnel Training, significant place is reserved for construction of new schools and higher education. The CEFR is intended to provide a shared basis for reflection and communication among the different partners in the field, including those involved in teacher education and in the elaboration of language syllabuses, curriculum guidelines, textbooks, examinations, etc., across the member states of the Council of Europe. It is offered to users as a descriptive tool that allows them to reflect on their decisions and

practice, and to situate and co-ordinate their efforts, as appropriate, for the benefit of language learners in their specific contexts.

The descriptors included in the CEFR also cover the cultural context in which language is set. The framework also describes levels of proficiency which allow learners' progress to be measured at a definite stage of language learning and on a life-long basis. The uniqueness of descriptors, flexibility of the system set within the CEFR made the framework popular across European countries and a number of non-European countries including Uzbekistan. Now it is officially established that the requirements of CEFR. It is intended to provide a basis for the development of syllabuses, curricula, textbooks and tests. The impact of this document has been very deep in a range of areas in language, like listening, reading, speaking, and writing but main tools are teaching and testing. Actually all the aspects connected with foreign language teaching are covered by CEFR. The foreign language instruction of the students a university level should be focused and based on the field of their qualification. There is no doubt that teaching English conversation is the most important part of language learning. It is clear to teachers that students need English to communicate first and foremost therefore they must have more conversation practice in language classroom. It is common practice for general-purpose second foreign language program to incorporate the teaching of speaking skills. The recognition of speaking as a «crucial part» of a second language curriculum is reflected in general methodology texts», as well as in «second language syllabus. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Despite of its importance, teaching speaking has been undervalued for many years. English language teachers have continued to teach speaking just as a repetition of drills and memorization of artificial dialogues which purport to be developing learners' speaking skills.

As a result, many English language learners have developed the ability to speak both accurately and appropriately. In the other words, they are able «to speak reasonably correct and even fluent English but they are unable to engage in «on-going, interactive, mentally satisfying conversation. They don't take the initiative to say more, they satisfy themselves with short answers, they are not able to keep up long turns in conversation due to a lack of conversational skills. The ability to take part in a conversation is «believed to be a part of learner's communicative competence, the ultimate goal of second language learning. Therefore, teaching conversational skills in the frame of teaching speaking can improve learners' confidence how to communicate in an informal setting using basic vocabulary and sentence structures. This is the way the learner's communicative competence is developed. Teaching conversation is the highest phase of the language learning. CEFR illustrates in a detailed and comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop in order to be able to act effectively in the target language. To practice with foreign language is difficult process. In CEFR program's main approach is student-learner approach, because hero of the lesson is student not a teacher. Basic part of this approach is motivation. Motivation has been found to be

vital to development of learner participation and success. Individual motivation is related to mastery achievement because, teaching and practicing with language take much time, patience and there are few requirements to learn it. To understand the requirements of language is willingness to adapt these requirements, differentiate the foreign language for specific purposes. There two ways practicing language: English Language Teaching and English Specific Purposes. In both types, the basic aim is to practice and give samples from real life situations. ESP students are usually learners who already have some conform with English and students are learning the language in order to communicate a set of professional skills and to perform particular job-related, study-related functions.

An ESP program is therefore built on a task of purposes, needs and the functions for which English is required. ESP's important concentration meets more on language in context than on teaching grammar and language structures. It includes subjects varying from tourism or computer science to accounting and business management. The ESP program purpose is that English is not taught as a subject separated from the students' real world (or wishes); instead of this, it is integrated into a subject matter area important to the students and learners.

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**FUTHER IMPROVEMENT SOCIO-CULTURAL COMPETENCE IN
TEACHING ENGLISH FOR SPECIFIC PURPOSES**

Annotation: Knowledge of a foreign language have some value only if it is associated with cultural knowledge, values, norms, behavior, perceptions and stereotypes of native speakers.

Connection between the use of language and social relations plays a crucial role. Hence the important goal of foreign language classes is achieving language activity competence that is often described as the ability of discourse.

The aim of foreign language classes is to achieve broad activity competence which is not limited to grammatical and lexical knowledge but is committed to an integrated language and cultural knowledge. Such competence cannot be mono cultural i.e. cannot be directed to only one culture. It should have a cross-cultural expression [1]. True interculturality embraces not only its own action in a foreign

language and cultural society, but also the actions of representative of another culture in a foreign language and cultural society.

Despite the willingness of both sides to communicate, cross-cultural misunderstandings can always happen, since the communication partners do not have certain knowledge about traditions, religious peculiarities, taboos, norms and values or extra-linguistic rules of another culture. It should be noted that the farther distant is from each other's culture the greater is the likelihood of cross-cultural misunderstandings.

Thus, sociocultural competence covers the following aspects:

-achieving competence in a foreign culture and at the same time the formation of this competence;

-reflections of own culture and the ability to talk about it in a foreign language;
-achieving intercultural understanding, which leads to respect for others and tolerance. Development of sociocultural competence is impossible without mastering sociocultural knowledge that is necessary not only as a means of communication with representatives of foreign language culture, but also as a means to enrich spiritual world of individual on the basis of knowledge about the culture of the country. Sociocultural knowledge includes aspects such as cultural, linguistic and regional studies, socio-psychological, sociolinguistic, linguistic, informational and communicational aspects [2]. It is impossible to acquire knowledge of social and cultural life without them. Knowledge and experience of trainees own and foreign language culture the ability to recognize and analyze the situation, to give it an adequate assessment, to find ways to solve problems and achieve goals is impossible without mastering these aspects.

Thus, according to the sociocultural concept of learning a foreign language involves the study of individual and collective mentality of people, formation of system thinking, ability to percept two cultural dimensions simultaneously and combine linguistic and cultural facts in a single system of linguacultural phenomena. Each change in the structure of language reflects the emergence of new socially significant formations that affect the formation of the inner life of the people. When considering linguistic culture of time section it may be noted that specifics of modern language is largely determined by extra linguistic factors: socio-economic, political, historical state of the country, as well as linguistic, ethnic and religious composition of the territory.

That projection data of cultural and linguistic universals on foreign language learning system provides a new concept of social and cultural education, the most important element of which is the development of sociocultural competence.

The concept of "sociocultural competence" involves the ability to use specific information about nation, speech etiquette knowledge and communication technology in order to achieve mutual understanding with other culture bearers.

A condition of new concept of social and cultural education is to make additions to the content of language education. Filling the content of language course sociocultural component may serve as a means of motivation of trainees' foreign language speech activity and sociocultural development of their educational needs.

Optimally organized process of foreign language teaching can prepare a person to adequate perception of other cultures, conscious attitude towards the existing stereotypes. It can help to develop its own line of behavior in different situations of intercultural contacts.

However, in determining significance of sociocultural competence is appropriate to consider this concept in relation to communicative, linguistic, strategic and other competencies. Formation of sociocultural competence can be achieved by learning not only the rules of sentence structure and system of word, but by the principles of operation of ambiguous words and grammatical structures in real communicative situations. These communicants should be able to cope with potential difficulties by using verbal and non-verbal types of communication estimating emotional level and assessing interaction style, purpose and communication conditions. Thus, there is a certain trend to switch to predominantly structural aspects of language in its pragmatic aspects in the field of language teaching. You receive a new look at language as a means of gaining social communication skills. In other words, there appears a secondary objective of foreign language study - learning culture of the country of studied language.

Highlighting another important aspect of activities to promote a culture of interpersonal relations with representatives of foreign-language communities, namely, consideration of studied society from the perspective of the global multicultural situation. This means that experience of a real intercultural communication is a complex process of interaction between participants and representatives of linguistic and cultural diversity of a country. In our opinion the study of cultural diversity that exists within the framework of one nation should be an integral part of training program for intercultural communication. An idea of "political correctness", tolerance should become familiar for students so that they can warn mini-conflicts and ensure successful achievement of communicative goals without prejudice to the feelings and dignity of the interlocutors.

Appealing of material culture stimulates the awakening of cognitive motivation, not only do students master the program material, but they also get acquainted with the unknown facts of culture, which is certainly causes their interest. Therefore, the learning, taking into account the interests of the students is particularly effective. The purpose of learning a foreign language and culture can be expressed as a preparation to real intercultural communication. A number of authors interpret the intercultural communication as an adequate understanding of communication participants belonging to different countries. This setting corresponds to the needs of education, foreign language requirements at the present stage of development of the society. At present, the question of the admission of the inhabitant of the twenty-first century to world culture, approaching his educational level to the European standard, mastery of at least two foreign languages. To do this, in turn, need to gradually introduce the target language through the history and contemporary life of the country whose language is studied, its traditions and culture. The subject of project works has socio-cultural and cultural studies sounding

in aspect of contrast and comparative character. In the course of implementation of project works students collect, systematize and generalize the original material.

The technology of training in cooperation helps to create conditions for vigorous joint educational activity of student's various educational situations. Interactive interaction of students in couples or groups provides practical use of language in the situations which imitates reality. This technology develops the requirement constantly to improve the speech and creative abilities of students. For successful interaction in different situations of communication the method of role communication is used [3]. The comparison method which allows to compare the fact of native culture and culture of the target language, and also to draw a parallel of comparison of traditions, customs, manners, holidays and achievements is considered to be productive. Comparison and estimation, as a rule, happens in situations of communication. That dialogue as a communication form, and dialogue as contact, contact of the different countries representatives or dialogue of cultures took place and became reality, students need to observe stacks all steps: to come into contact with the interlocutor, to request and give information on the conversation course for the solution of the set of communicative task; to begin, support and finish conversation; to express the relation to the discussed question; to find out opinion and the relation of the interlocutor; it is good to be guided in the facts of culture and to be able to give an assessment of the description of the facts, realities and events.

In summary, we can say that culture and intercultural communication problems should be presented in educational process as global education objectives. However the new concept of sociocultural education requires serious didactic thinking, choice of approach to learning a foreign language which can provide socialization of training foreign language communication and connection of communicative activity of students with cognitive research to the study of sociocultural portrait of native speakers.

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EFFECTIVE WAYS OF RISING STUDENTS` MOTIVATION IN EFL CLASSES

Kalit so'zlar: motivatsiya, ichki, tashqi, ichki, tashqi, tilni o'zlashtirish, mukofot, fikr-mulohaza, yordamchi, raqobat, hamkorlik, qo'rqitish.

Ключевые слова: мотивация, внутренняя, внешняя, внутренняя, внешняя, овладение языком, вознаграждение, обратная связь, фасилитатор, соревнование, сотрудничество, запугивание.

Key words: motivation, internal, external, intrinsic, extrinsic, language acquisition, reward, feedback, facilitator, compete, collaboration, intimidation.

Annotatsiya: Ushbu maqolada chet tilni o'zlashtirishda motivatsiyaning ta'sirini tushuntiriladi. Motivatsiya talabaniqning til o'rganish jarayonida muvaffaqiyatsiz yoki muvaffaqiyat qozonishini aniqlashda asosiy omil hisoblanadi. Ushbu maqolada tadqiqotchi motivatsiya atamasining o'zini - motivatsiyani aniqlash orqali nima uchun juda muhimligini aniqlaydi va EFL/ESL o'qituvchilari sinfda qo'llashi mumkin bo'lgan tadbirlar yordamida talabalarda motivatsiyani qanday oshirish mumkinligi haqida ko'rsatmalar beradi.

Аннотация: Это исследование объясняет влияние мотивации на изучение иностранного и второго языков. Мотивация является ключевым фактором в определении успеха или неудачи студента при изучении языка. В этой статье исследователь определяет, почему мотивация так важна, определяя сам термин — мотивация, и дает инструкции о том, как повысить мотивацию у учащихся с помощью действий, которые учителя EFL/ESL могут использовать в классе.

Abstract: This study explains the impact of motivation in a foreign and second language acquisition. Motivation is a key factor in determining whether a student fails or succeeds while learning a language. In this paper, the researcher defines why motivation is so much crucial by defining the term itself - motivation at first, and gives instructions of how motivation can be raised in students through the help of the activities EFL/ESL teachers may use in the classroom.

Motivation is needed in any field to make something done. Motivation creates energy and energy enables a person to do any task more quickly and efficiently. Therefore, it is one of the most essential tools in language learning as well. However, it is also considered a major issue in EFL/ESL acquisition which embarrasses both students and teachers most of the time. While students struggle with finding enough motivation, teachers struggle with getting students the source of that motivation. It is not only in Uzbekistan's case, but also in anywhere else in the world. As long as all teachers, students and even scientists agree with the idea that motivation plays the important role while acquiring a second or foreign language, we should find an answer to the question - how can we create motivation? Before addressing that question, what is motivation itself? What does it mean that someone is motivated?

“Motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task” (Elizadeh, M. 2016). That is, motivation is a desire to learn the language, which provides one with the aim, intention to achieve that aim, and satisfaction of learning. Without their presence, one finds it very difficult to learn a language, even impossible. According to Narayan (2006),

motivation is the reason behind one's action, which causes him to act toward his goal. It also affects the decisions we make while behaving toward a goal. There are many such definitions of motivation, all of which reassures that motivation is a key to learn a language.

However, there must be something that generates the motivation. Williams and Burden (1997) state motivation is created by different influences, which can be either internal or external. In this manner motivation can be divided into two general types: intrinsic and extrinsic motivation (Deci E, Ryan RM. 1985). The intrinsic motivation is emerged when engaged in an activity that is enjoyable to do, while the extrinsic motivation are gained from external rewards for the activity done. For someone who is learning a language, it is very important both to enjoy the process of learning and to get rewards from surrounding such as being able to communicate in that very language, etc. in order to maintain learning. It means a language learner will need intrinsic and extrinsic motivation simultaneously. However, when compared in terms of their effectiveness, intrinsic motivation is considered more effective. According to Ushioda (2008) intrinsically motivated learners are more likely to display much higher levels of involvement in learning than the ones who are extrinsically motivated. When students engage in an activity because of their high curiosity to satisfy, they find that activity intrinsically motivating, which will lead better learning. On the other hand, extrinsic motivation is less beneficial in this manner.

No matter which one is better, it is crucial to maintain motivation generally while learning a language. The same goes with learning English language too, as either EFL or ESL. Teachers play a major role to activate motivation in students, however, this is the part of teaching that teachers find most problematic. How can teachers tackle this problem? Here are some activities for rising motivation in ESL/EFL classrooms:

As it is widely known, the more interesting and exciting an activity is, the more engaged students are in the lesson, which gradually keeps students motivated and increases the odds that they will learn the language more effectively. One of such activities is *Role playing*. Role playing is an activity in which students work through a situation, event or a problem by performing certain roles (Sambisar, Naro W. 2018). In this activity, students can be either prepared for the their roles beforehand, by practicing or not prepared, generating their roles spontaneously, according to the teacher's instructions. In both cases students find this activity exciting, because it gives them a chance to practice having conversation in different social contexts in different roles, making them imagine how it is like to be someone else and put it in a real world. Since they are performing someone else's identity, they feel less shy to make mistakes. As a result, they get more confident as well. Eventually, students take actively part in learning process, even the passive ones.

Teacher is more like a c while conducting role play activity. S/he observers how well students are doing in their roles and gives feedback at the end. In every social context that students are communicating on, there is a new language to be fed in and this is also what the teacher is responsible for. Teacher can feed in the new

language to students during the time of acting or before it, during the rehearsal. Moreover, teachers are also allowed to participate themselves, in the role play, if necessary.

Whenever a teacher puts students into group work, collaboration is part of the process. Students collaborate as separate teams and help their teammates in order to have the task done. Higher level students can help lower level students with their confusing points and correct their language-related mistakes, as well. Students can explain something in a way students can understand more easily than they do from a teacher's explanation. Therefore, students always find it both more helpful and comfortable to learn from their peers. And this increases their knowledge significantly, which will boost their confidence and motivation as a result.

Having students in groups always gets them practicing speaking more. In ESL/EFL classrooms, nothing is more intimidating than speaking among other skills. Intimidation can be minimized through the help of group work where students speak more by having discussions or debates. The more they speak, the faster it becomes a natural part of their identity to speak in the language they are learning. Consequently, it eliminates the intimidation and makes the students better speakers gradually. And performing better in their speeches keeps them always motivated.

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ОБУЧЕНИЕ АНГЛОЯЗЫЧНОМУ ДЕЛОВОМУ ПИСЬМЕНОМУ ОБЩЕНИЮ В НЕЯЗЫКОВОМ ВУЗЕ

Аннотация. В статье рассматриваются вопросы эффективности обучения англоязычному деловому письму в неязыковом вузе в век

информационных технологий, даётся разработанная модель организации учебной деятельности студентов.

Ключевые слова: *иностраный язык, цифровые технологии, компьютеризация.*

Необходимость надлежащего уровня компетенции специалистов в деловом письменном общении, вызванного изменениями в средствах массовой информации и деловой международной коммуникации (сеть Интернет, электронная почта), перспективность внедрения современных компьютерных технологий обучения ИМ, с одной стороны, и недостаточный уровень теоретического обоснования интеграции компьютерных программ в учебный процесс, с другой стороны, определяют актуальность избранной темы исследования – обучение англоязычному деловому письменному общению.

Цель исследования заключается в теоретическом обосновании, практической разработке и экспериментальной проверке методики организации обучения будущих финансистов в процессе формирования компетенции в англоязычном деловом письменном общении с использованием специализированных компьютерных материалов. Анализ нормативных документов и учет Рекомендаций Совета Европы дали возможность конкретизировать требования и определить уровни владения студентами иностранным языком в зависимости от количества выделенных на дисциплину часов. В наших условиях это – формирование у студентов иноязычной коммуникативной компетенции уровня В2 – «независимый пользователь» – в чтении, разговорной речи, аудировании и письме для обеспечения общения в профессиональной сфере. В нашем исследовании были определены дескрипторы переписки и качественные показатели деловой письменной речи, которые отвечают уровню В2. Обусловленная цель продиктовала необходимость определения: видов деловых писем, которые могут понадобиться тем, кто учится в их учебной и профессиональной деятельности; коммуникативных намерений будущих финансистов и средств их реализации; компонентов, необходимых для создания письменного сообщения и характеристик делового письма (стилевые признаки, структурная организация, организация смысловой части, тематическая организация, социокультурные стандарты).

Исследование научно-педагогических источников указывает на наличие разных подходов к определению компетенций, которые актуализируются в процессе создания письменного сообщения. Теоретическое изучение вопроса и опыт работы дают основания утверждать, что студенты должны владеть знаниями жанровой структуры делового письма; знаниями предметного содержания того, что они должны сообщить; понимать и уметь использовать стилевые речевые средства

(речевые клише, словосочетания, характерные для деловых писем); правильно употреблять языковые, грамматические и пунктуационные средства; знать общие и отличные социокультурные стандарты написания деловых писем. Необходимость конкретизации знаний навыков и умений для создания письменного текста требует определение этапов формирования компетенции студентов в деловом письменном общении. В нашем исследовании такими является: первый этап – рецептивный; второй – рецептивно-репродуктивный; третий – производительный. Обоснование необходимости самоконтроля в процессе организации работы диктует его включение в процесс обучения англоязычному деловому письменному общению как четвертый этап.

Анализ подходов к обучению иноязычному письменному общению, основными среди которых есть процессуальный, текстовый и жанровый, дал возможность определить, что с точки зрения функциональности и прагматичности целесообразным в учебных заведениях экономического характера является применение жанрового подхода, как такового, что рассматривает общение в социальном контексте и отвечает современным коммуникативным потребностям будущих финансистов. На почве результатов теоретического исследования проблемы и результатов процедуры отбора учебных материалов была создана подсистема упражнений для формирования компетенции в деловом письменном общении, в которую вошли 4 группы упражнений: 1) для усвоения знаний, формирования навыков и умений владения жанрово - смысловой и структурной организацией текста; 2) для формирования навыков и умений написания деловых писем; 3) для усовершенствования навыков и развития умений создания деловых писем; 4) для формирования навыков и умений редактирования и усовершенствования написанного текста.

Анализ использования компьютерных технологий в учебном процессе позволил нам очертить их особенности в процессе учебной деятельности студентов и определить задание для преподавателя, функции компьютера и возможности студента в соответствии с этапами учебного процесса. Проведенное исследование позволило нам прийти к заключению, что характерными для применения учебных компьютерных материалов в процессе учебы есть: активизация учебной деятельности студентов; опосредствованное руководство преподавателем; управление своей учебной деятельностью самим студентом; обеспечение системы обратной связи.

Изучение требований относительно содержания, структуры и технического оформления компьютерных материалов, обоснования методических принципов позволили нам сформулировать специальные требования к разработке учебно-контролирующей компьютерной программы в контексте нашего исследования. За компонентным составом

они смыслово-структурные и методические. Смыслово-структурный компонент: оптимальная возможность интегрирования в учебный процесс; соответствие целям и заданиям дисциплины; наличие инструкции относительно работы с программой; включение отобранных формул делового письменного общения в соответствии с коммуникативным заданием; учет количества, объема, типов и видов упражнений и содержания текстового материала; рациональная структуризация на отдельные разделы; наличие автоматизированного подсчета результатов произведенной работы. Методический компонент: соответствие уровню англоязычной коммуникативной компетенции студента; соответствие этапов работы механизма восприятия и механизма запоминания; наличие мотивационного обеспечения; соответствие интерфейса педагогическопсихологическим требованиям; обеспечение обратной связи; системность и целостность.

Для решения поставленного задания – обеспечить надлежащий уровень готовности будущих финансистов к деловому англоязычному письменному общению как компоненту их профессиональной деятельности, мы разработали модель организации учебной деятельности студентов. Первая фаза учебного процесса согласно нашей модели является предкомпьютерной. По характеру учебной деятельности она является мотивационно-ориентировочной. Студенты знакомятся с распечатанными «Методическими рекомендациями по обучению англоязычному деловому письменному общению». Вторую фазу по форме применения элементов системы можно назвать комбинированной, а по характеру учебной деятельности – операционно-обучающей. Она предусматривает комбинированные методы учебы – выполнение студентами упражнений из печатного учебного пособия и работу с информационно-справочным блоком компьютерной программы. Третья фаза учебного процесса – компьютерная. На этой фазе студенты работают с компьютерной программой. Работа студента, регламентированная компьютером; во время работы формируются навыки и умения англоязычного делового письменного общения. Четвертая фаза учебного процесса по форме применения элементов системы может быть как компьютерной, так и послекомпьютерной, то есть задание – написание делового письма на основе ситуаций делового письменного общения может выполняться в режиме текстового редактора, а может быть написанным от руки и поданным на проверку преподавателю. По характеру деятельности студентов ее можно назвать производительной, по характеру учебной деятельности – обучающе-контролирующей.

Представленная выше модель организации процесса формирования компетенции в деловом письменном общении будущих финансистов в условиях кредитно-модульной системы обучения легла в основу экспериментальной учебы с целью проверки ее эффективности для

усвоения знаний, формирования навыков и развития умений деловой переписки, организации самоконтроля и действенного механизма в управлении учебным процессом. Достижение высокого коэффициента усвоения знаний подтверждает общую эффективность разработанной методики обучения деловому письменному общению и подтверждает эффективность применения компьютерной технологии как средства организации учебы для оптимизации процесса на определенных этапах обучения студентов по кредитно-модульной системе.

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ANALYSIS OF FINANCING MECHANISMS IN STATE-OWNED ENTERPRISES

Annotation. One of the important steps in the financing mechanism of state-owned enterprises is the assessment of the effectiveness of joint-stock companies with limited share capital, limited liability and additional liability companies, state-owned enterprises. The state is economically interested in ensuring the minimum efficiency of their financial and economic activities in order to ensure financial stability in the enterprises in which they have a share. Of course, the relationship between the introduction of performance indicators in enterprises with state share, its analysis and its regulation is a comprehensive process. This article focuses on these issues.

Annotation. One of the most important stages of the mechanism of financing of state enterprises is the assessment of the effectiveness of the actions of joint-stock companies with limited authorized capital, the state and additional responsibility, state-owned enterprises. Gosudarstvo ekonomicheskii zainteresovano v obespechenii minimalnoy effektivnosti ix finansovo-xozyaystvennoy deyatelnosti, chtoby obespechit finansovuyu ustoychivost predpriyatiy, v kotoryx ono imeet dolyu.

Bezuslovno, vzaimosvyaz mezhdu vvedeniem pokazateley effektivnosti na predpriyatiyax s gosudarstvennym uchastiem, ix analizom i regulirovaniem predstavlyaet soboy kompleksnyy protsess. Dannaya statya posvyashchena etim voprosam.

Keywords: Efficiency indicator, enterprise, financing mechanism, state-owned enterprise, financial stability, **fulfillment of profit (loss) forecast indicator, return on assets, production capacity utilization ratio, coverage ratio, financial independence ratio, fulfillment of export parameters, profit, taxes, dividend.**

Klyuchevye slova: Pokazatel effektivnosti, predpriyatie, mechanisms finansirovaniya, gosudarstvennoe predpriyatie, finansovaya ustoychivost, prognozirovanie chistoy pribyli (ubytkov), rentabelnost aktivov, koeffitsient ispolzovaniya proizvodstvennyx mozchnosti, mozchnostey, koeffitsient.

Introduction

One of its important financial levers is the introduction of a system of assessment, efficiency and monitoring of the effectiveness of the executive body of enterprises, in which the state owns a share in the market relations. This is **KPI - English**, which is widely used in world practice **Key Performance Indicators - (key performance indicator) - important indicators are used. In fact, KPIs are an important indicator of efficiency It is a quantitative measure of the evaluation criteria**⁷⁴ used to determine the effectiveness of members of the executive body of joint-stock companies, limited liability companies and state-owned enterprises with a state share in the charter capital, and **has been widely used in Uzbekistan since March 2016.**

financing mechanism of state-owned enterprises is the assessment of the effectiveness of joint-stock companies with limited share capital, limited liability and additional liability companies, state-owned enterprises. The state is economically interested in ensuring the minimum efficiency of their financial and economic activities in order to ensure financial stability in the enterprises in which they have a share.

Literature review

In the context of market relations, a lot of research has been conducted on the application of performance indicators as a means of financial management of the state. In particular, in the financing mechanism of state-owned enterprises, joint-stock companies with state share in the charter capital, limited liability and additional liability companies, research on the effectiveness of state-owned enterprises Armstong M., Beron A., Druker P.F., Lezhnev.O, Kaloshina.L, Eremina. G.A., Jemchugov A.M., Kaplan R., Norton D., Klochkov A., Redchenko K., Chiapello E., Lebas M. Kabilar,⁷⁵ as well as Uzbek scientists T.Malikov,

⁷⁴<https://kpi.davaktiv.uz/site/ru/kpi> .

⁷⁵ Armstong M., Beron A. Upravlenie rezultativnostyu. M.: Alpina Publisher, 2014. 240 p., Druker P.F. Effective upravlyayushchiy. - M.: Book Chamber International, 2004. - 268 p., Oleg Lejnev, Lyudmila Kaloshina. Postroenie kompleksnyx sistem upravleniya zdorovem promyshlennyx holdingsov s ispolzovaniem Business Studio . https://www.businessstudio.ru/articles/biznes_protessy/., Eremina Galina Anatolevna. Klyuchevye pokazateli effektivnosti kak instrument upravleniya organizatsiy . Internet magazine "NAUKOVEDENIE" 240

O.Olimjanov, S.Elmirzaev carried out by. In particular, M.Armstrong and A.Beron in their research created a theoretical basis for the use of performance indicators that are important in the organization of financial management of enterprises, P.Drucker in his research studied the application and analysis of performance indicators, A.Jemchugov in his research evaluates as balanced indicators, while A. Klochkov showed a system of evaluating important performance indicators for the activities of enterprises, as well as Kaplan R., D. Norton also reveals the differences between performance indicators of balanced indicators and the characteristics of their application.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 28, 2015 " On the introduction of criteria for assessing the effectiveness of joint-stock companies and other business entities with state share" **Resolution** No. 207 stipulates that the management of joint-stock companies and other business entities with state participation should consider these issues to ensure the introduction of performance evaluation criteria , and despite the fact that this process has been used in the Uzbek economy for the past 5 years. there are also specific problems in implementing the process. This indicates that the need for scientific research remains high with the application of key performance indicators in state-owned enterprises.

Research Methodology

This scientific article, aimed at monitoring the activities of state-owned enterprises, ensuring their competitiveness, assessing the responsibility of the executive bodies in such enterprises, makes effective use of general and specific research methods of scientific research. Of course, if the dialectical method is studied in relation to the economic indicators used in the activities of state-owned enterprises, the scientific and theoretical analysis of approaches to financing state-owned enterprises based on theoretical observation and a logical approach. Scientific conclusions are obtained based on the methods of synthesis and analysis of important indicators of efficiency, based on the deductive or inductive approach allows to study the factors influencing the important indicators of efficiency from the bottom up and vice versa.

Analysis and results

In the 80s and 90s of the last century, the results of scientific and theoretical research on the development and application of a new system of economic indicators as one of the important factors in the effective management of enterprises in the world economy began to be put into practice. For example, Management by

<http://naukovedenie.ru>. Volume 7, №5 (September - October 2015) ., A.M. Jemchugov. SBALANSIROVANNAYA SYSTEM POKAZATELEY. NEDOSTATKI ILI NEPRAVILNOE ISPOLZOVANIE? Journal “ Problems of Economics and Management ”, № 8 (36) - 2014. , Kaplan R., Norton D. Sbalansirovannaya system pokazateley, izmeryayushchix efektyvnost. // Series «Classic Harvard Business Review », Review of company results. M .: Alpina business box, 2007. p. 123-144. , Klochkov A. KPIs and staff motivation. M .: Eksmo , 2010. 170 p ., Redchenko K. Pokazatelnoe nesoglasie: Balanced Scorecard and Tableau De Board [Electronic resource]. - URL: <http://www.management.com.ua/strategy/str046.html> ., Peter F. Drucker . Management practices. Per. s ang . M .: Mann, Ivanov and Ferber, 2014. 416 p . , Chiapello E., Lebas M. The Tableau de Bord , a French Approach to Management Information // Working Paper (Revised Third Draft), August 2001, p. 3-10.

Objectives , created by professors at Harvard Business School in the 1980s and 1990s, that is “The ability to anticipate the results of their work and ways to achieve them A “Balanced Scorecard System ” has been developed to define targets for the implementation of its mission and strategic objectives and to disclose information on the status of their implementation to ⁷⁶stakeholders . has been used in many countries for nearly forty years.

of the Decree of the President of the Republic of Uzbekistan dated October 27, 2020 No. PF-6096 " On measures to accelerate the reform of state-owned enterprises and privatization of state assets ", as well as business associations and state unitary enterprises with 50% or more Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of July 28, 2015 " On the introduction of criteria for assessing the effectiveness of joint-stock companies and other business entities with state participation" According to Resolution No. 207, ensuring the efficiency of economic activity of enterprises with state participation is a priority.

According to the above-mentioned normative-legal documents, the state had a share in the charter fund **joint stock companies , limited liability companies and to state enterprises, as well as** *Due to the fact that the state share in the charter capital of joint-stock companies belongs to public administration and local government bodies, state enterprises and institutions, the Central Bank of the Republic of Uzbekistan and the Fund for Reconstruction and Development, it is mandatory to introduce them in such companies.*

Table 1.

Introduction of key performance indicators in state-owned enterprises in Uzbekistan and its results ⁷⁷

№	Years	Level of application											
		High		Enough		Medium		Not enough		Past		Unsatisfactory	
		Soni	%	Soni	%	Soni	%	Soni	%	Soni	%	Soni	%
1.	2019	857	46.3	158	8.5	206	11.1	305	16.5	107	5.8	219	11.8
2.	2020	802	43.0	196	10.5	231	12.4	277	14.9	125	6.7	232	12.5
3.	2021	606	30	128	6.3	156	7.7	191	9.5	65	3.2	871	43.2

As noted above, since the first quarter of 2016 in the economy of Uzbekistan, the management of state-owned joint-stock companies and other business entities has been implementing performance evaluation criteria.

The analysis of the data in Table 1 shows that in 2019-2021, the level of application of key performance indicators in state-owned enterprises in the country increased quantitatively, but the number of enterprises used at a high level decreased to 251 in 2021 compared to 2019. While the number has decreased by 30 in the years under analysis, the number of enterprises used unsatisfactorily has increased to 652 in 2021 compared to 2019. It follows that despite the fact that the enterprises of the republic have 5 years of experience in the application of important performance indicators, the implementation of this process is unsatisfactory. This, in turn, leads to the

⁷⁶<https://kpi.davaktiv.uz/site/ru/kpi>.

⁷⁷ Uzbekistan Republic State assets management based on agency data. <https://kpi.davaktiv.uz/site/uz/kpi>.

conclusion that the efficiency of economic activity of state-owned enterprises is not good.

Table 2.

Regional analysis of the introduction of key performance indicators in ⁷⁸state-owned enterprises in Uzbekistan (As of 01.12.2020)

№	Name of regions	C is the number of enterprises that need to introduce key performance indicators	C is the number of enterprises that have introduced key performance indicators	
			Soni	Percentage
	Tashkent city	507	232	46
	Surkhandarya region	50	26	52
	Bukhara region	105	53	50
	Andijan region	102	92	90
	Jizzakh region	75	73	97
	Namangan region	97	90	93
	Syrdarya region	75	71	95
	Samarkand region	144	101	70
	Navoi region	77	62	81
	Kashkadarya region	191	163	85
	Khorezm region	57	47	82
	Tashkent region	169	168	98
	The Republic of Karakalpakstan	89	82	92
	Fergana region	109	47	82

If we pay attention to the analysis of the introduction of key performance indicators in state-owned enterprises in Uzbekistan by region, 168 out of 169 enterprises in Tashkent region (98%), 73 out of 75 enterprises in Jizzakh region (97%), 75 enterprises in Syrdarya region. 71 (95%) have been implemented, and in addition to the effective organization of work in this area, the implementation of key performance indicators in Tashkent, Surkhandarya and Bukhara regions is an average of 50%, which is insufficient.

In terms of content and structure, the key performance indicators (EPIs) in state-owned enterprises consist of two parts, namely, the main and additional indicators:

⁷⁸ Uzbekistan Republic State assets management based on agency data. <https://kpi.davaktiv.uz/site/uz/kpi>.

Table 3.

Features of key performance indicators used in state-owned enterprises in Uzbekistan ⁷⁹

№	S naming of important indicators of efficiency	C. Properties of important indicators of efficiency
1.	Return on assets (profitability)	Enterprise financial - economic activities profitability (or damage) level shows
2.	Net revenue forecast indicator completion	the products produced by the enterprise, the services rendered, the total amount of money received from the work performed
3.	Net profit (loss) forecast indicator completion	the final result of the enterprise's activities for the reporting period, as well as how useful it is to carry out this type of activity
4.	Developers remove from power use coefficients	Indicates the level of utilization of production capacity in the enterprise on the basis of the volume of actual production, the ratio of maximum production capacity (excluding leased and conserved capacity)
5.	Coverage ratio (solvency)	Indicates the ability of the enterprise to meet short-term liabilities based not only on the successful sale of the finished product and timely settlements with debtors, but also on the assessment of other elements of current (current) assets
6.	Financial independence coefficients	The ratio of own and short-term borrowings (in the current financial independence) determines the degree of security of repayment of borrowed funds from their own sources
7.	Dividend calculation	Represents how much of an enterprise's net profit is directed to ordinary shares as dividend payments.
8.	Export parameters completion (defined assignment relatively percent)	It is calculated on the basis of the percentage of the actually achieved indicators of the approved export parameters to the established forecast indicators
9.	Localization indicator fulfillment	Calculated on the basis of the percentage of actual implementation of projects identified for the current period in the approved network and (or) regional localization programs
10.	Investment programs completion	Calculated on the basis of the percentage of funds actually disbursed under the investment program to the target (forecast) set by the approved investment program
11.	From foreign currency independence coefficients	The ratio of imports to exports shows that payments for imported goods are offset by product exports
12.	Return on Equity (TSR - Total Shareholders Return)	Total share income. This indicator represents the value of shareholders' income as a result of changes in stock quotes and the calculation of dividends on the stock exchange

In addition, additional performance indicators are used to describe the economic and financial condition of state-owned enterprises, including " Earnings Before Interest and Taxes", "Earnings Before Interest, Taxes", "Taxes and depreciation and other interest payments". Earnings Earnings Before Interest, Taxes,

⁷⁹ Compiled by the author on the basis of current regulations.

Depreciation & Amortization”, “Cost Income Ratio”, “Return on Capital Employed”, “Shareholder Return on Equity”, “Absolute liquidity ratio”, “Daily turnover of accounts payable”, “Daily turnover of receivables”, “Depreciation rate of fixed assets”, “Renewal ratio of fixed assets”, “Labor productivity”, “Fund return”, “Share of innovative products in total sales”, “Total expenses of the enterprise The share of expenditures on innovative activities, such as "Employee Unemployment Ratio", "Performance Indicator Performance Indicator" ⁸⁰, etc., which also serve to effectively organize the production of enterprises and reflect the state of financial indicators.

Table 4.

Analysis of important indicators of additional efficiency for 2020 in JSC "Quartz"⁸¹

№	Indicators	Weight	Forecast (target) indicator for 2020	Real indicator 2020	Percentage of completion	SMK
	A	V	S	D	E	$F = \frac{E \times B}{100}$
1	Depreciation rate of fixed assets	10	0.68	0.73	93.2	9.3
2	Fixed asset renewal ratio	8	0.2	0.013	6.6	0.5
3	Labor productivity	20	87 423	132 909	152.0	30.4
4	Fund efficiency	15	3.06	5.23	171.0	25.6
5	Production capacity utilization factor	20	1.0	1.0	100.0	20.0
6	Energy efficiency (energy costs relative to the cost of the product)	7	0.23	0.219	104.9	7.3
7	Staff training costs are calculated per employee	5	12 421	54 736	440.7	22.0
8	Effectiveness of staff turnover	5	0.99	0.98	101.0	5.1
9	Execution of export parameters (in% of cash flows)	10	87.3	125.1	143.3	14.3
10.	Total:	100				134.7

If we see this in the economic and financial activities of JSC "Quartz", which belongs to the category of enterprises with state participation, . The main indicators of efficiency of the enterprise for 2020 serve to determine the efficiency of the executive body of the enterprise. This is stated in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 28, 2015 " On the introduction of criteria for assessing the effectiveness of joint-stock companies and other business

⁸⁰ <https://kpi.davaktiv.uz/site/uz/kpi>.

⁸¹ Calculated by the author on the basis of financial indicators of JSC "Quartz".

entities with state participation." According to the requirements of the "REGULATIONS on the criteria for assessing the effectiveness of joint-stock companies and other business entities with state participation " approved by Resolution No. 207, the basis for assessing the level of financial activity of the joint-stock company is good.

Conclusions and Recommendations

Indeed, not only in state-owned enterprises, but also in the financial activities of other enterprises engaged in entrepreneurial activities , net income, net profit, cost reduction, financial stability, solvency, capacity utilization, export-import, localization and investment programs, energy efficiency and other indicators of efficiency are important indicators, and it is of high economic importance to determine efficiency by setting a minimum level of these indicators.

At the same time, in our opinion, it is expedient to apply important indicators of efficiency in state-owned enterprises and further improve its criteria. That is, in accordance with paragraph 27 OF THE "REGULATIONS on the criteria for assessing the effectiveness of joint-stock companies and other business entities with state share " , the effectiveness of the executive body is recognized as follows:

If the sum of the efficiency indicators is less than 40% - unsatisfactory;

If the sum of the indicators of efficiency is from 40% to 60% (including this level) - at a low level;

If the sum of the indicators of efficiency is from 60% to 80% (including this level) - not enough;

If the sum of the indicators of efficiency is from 80% to 90% (including this level) - on average;

If the sum of the indicators of efficiency is from 90% to 100% (including this level) - sufficient;

If the sum of the efficiency indicators exceeds 100 percent - at a high level.

However, this criterion does not take into account the level of state share in the enterprise. Therefore, if the state's share in the enterprise is less than 30%, it is advisable to set an unsatisfactory limit of 25 or less.

In addition, as an important indicator of efficiency, the indicator "Daily turnover of receivables" was transferred to the additional efficiency indicator, combining the additional efficiency indicators " Fund efficiency " and "Capacity utilization coefficient" and renamed it "Fund utilization efficiency" and its weight criterion 15. It is advisable to define Because the ratio of "daily turnover of receivables" does not have a significant negative impact on the financial performance of the enterprise, at the same time, the indicators of "Fund efficiency " and "Capacity utilization ratio" are close in content.

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SOME ISSUES ABOUT USING ROLE PLAY ACTIVITIES DURING ENGLISH LANGUAGE CLASSES

In recent years, language teaching has focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

Thus, extended activities in the form of role play, simulations and problem solving are vital in developing the communicative ability of the learners. These activities require the learners to go beyond a text. They require the learners to have a sound understanding of a text and be able to apply their knowledge outside the classroom and their own experiences into the activities. Extended activities can be carried out at different levels depending on the learners' language proficiency. The role of the teacher in such activities will often depend on the learners and their language abilities. However, the teacher is not wholly responsible for the learners' language acquisition as students must also play their part to be motivated in following the lesson. Role play was chosen as one of the tasks in this course to create a situation for the learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to the different learning styles -- listening, remembering, discussing, writing and presenting. Distance learners from different districts meet their respective instructors twice a semester in their tutorial centre. Each meeting is made up of six contact hours. These learners are quite different from the mainstream students. They do not meet as often as the latter which in a way inhibits interaction (perhaps due to shyness and unfamiliarity). Individual work such as task-based activities may hamper or minimize communication among the learners. Full time students in normal classes who have plenty of contact hours for teacher-student consultation may not face such problems. Role play in this distance learning class allows the objectives of the course to be met in the limited time, through an integrated approach which allows the practice of language skills, content and interaction skills and strategies. The teacher's role in giving clear instructions was equally important. The learners were asked to get into groups of five and choose a leader for each group. All the reports were given to the leaders who assigned individual roles to each group member. They were asked to improvise the message in the reports which were not too structured and to find a structure that fits into a real life situation. Larsen-Freeman explains that role plays, whether structured or less structured, are important in the communicative approach because they give learners an opportunity to practice communicating in

different social contexts and in different social roles. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse , role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Although at the beginning the learners had doubts and lacked confidence, the activity was successful in achieving its aims. Teachers want learners to gain fluency and accuracy in the oral presentation. Being accurate does not mean using structures and vocabulary correctly, but saying the right things in the right place, at the right time. It is crucial for teachers to think and plan what should be done to stimulate and facilitate the use of spoken English for academic purposes effectively when making oral presentation, participating in discussions and in a variety of other classroom situations. We need to think of what kind of approaches can be created for distance learners to participate actively in class and how to successfully achieve the needs especially of the weaker learners who have limited face --to- face interaction. Language teaching can be an interesting challenge when teachers make the effort to explore a variety of approaches. Role play is just one of the many methods available for exploitation. With some attention given to the needs of the learners, both the teacher and the learners can play active roles in the classroom, making language classes livelier, challenging and above all rewarding.

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ФИЛОСОФИЯ ПРЕПОДАВАНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация

Внимание уделяется философии коммуникативному обучению, обучению культуре изучаемого языка, и повышению мотивации студентов к изучению иностранных языков.

Ключевые слова: освоение второго языка, иностранный язык, коммуникативное обучение языку,

Аннотация

Ушбу мақолада чет тилини самарали ўқитиш бўйича янгича ёндашув ва тавсиялар тўғрисида маълумот берилган. Бундан ташқари, коммуникатив таълимнинг хусусиятлари ва ўрганилаётган тил маданиятини ўргатиш, ўқувчиларнинг хорижий тилларни ўрганишга бўлган иштиёқини янада оширишга ётибор қаратилган.

Калим сўзлар: иккинчи тилни ўзлаштириш, чет тили, коммуникатив тилни ўргатиш,

Abstract

This article presents a work on the effective teaching of a foreign language. Attention is paid to communicative learning, teaching the culture of the language being studied, and increasing students' motivation to learn foreign languages.

Key words: Second Language Acquisition, Foreign Language, Communicative Language Teaching,

Философия преподавания

В философии преподавания здесь можно остановиться на трех стратегиях, которые считаю ключевыми для поддержки диалога между учителем и учеником и достижения наилучших результатов в обучении иностранным языкам. В частности, обсуждаются такие принципы, как коммуникативное обучение, обучение культуре изучаемого языка и повышение мотивации учащихся к изучению языка.

Опыт показывает, что любая образовательная среда, предполагающая взаимодействие учителя и ученика, может стать средой, в которой ученик испытывает успех или разочарование и естественно, учитель играет важную роль в этом опыте.

Учитель - это влиятельная фигура, которая влияет на опыт обучения, а иногда даже на жизненный путь человека. Прежде всего, у хорошего учителя большое сердце. Хороший учитель щедро делится с учениками знаниями, временем и страстью к своему предмету. Безразличие к любопытству студентов к курсу или к их академическим достижениям несовместимо с хорошим преподаванием.

Еще одним "обязательным условием" для выдающегося преподавателя является высокий уровень знаний в выбранной области, хороший учитель всегда преподает больше, чем просто предмет, и это можно применить и к преподаванию иностранного языка. Например, рассказывать студентам об эффективных стратегиях обучения, воспитание конструктивного отношения к ошибкам, обучение культуре изучаемого языка. Наконец, хороший учитель всегда чутко реагирует на потребности учащихся и готов изменить способ преподавания в зависимости от обстоятельств. Может привести в свою преподавательскую практику лучшее и избежать худшего, высокий профессионализм и мудрость, готовность сотрудничать со студентами, а не авторитетно преподавать это есть философия преподавания.

Самая важная и привлекательная часть преподавания - это делиться. Каждый преподаватель делится своими знаниями, временем и страстью к предмету со своими учениками. Совместное использование создает связь между внутренним и внешним мирами человека – связь, необходимая для того, чтобы жить полноценной и осмысленной жизнью.

Философия преподавания состоит из двух частей. В первой части рассматриваются роли учителя и учащихся в классе иностранного языка. Во второй части подробно рассматриваются три стратегии, которые являются важными для успешного обучения.

Подход к обучению языку (коммуникативное обучение языку), который подчеркивает роль общения в овладении новым языком. Многочисленные исследования продемонстрировали обоснованность применения коммуникативного обучения языку в современном классе, хотя этот подход все еще вызывает определенное недовольство со стороны студентов, которые, возможно, привыкли к более традиционному обучению. Иногда студентов смущает отсутствие обильных грамматических пояснений. В других случаях они ожидали бы дословного перевода с целевого языка на свой родной язык. Жалоба ученика: “Я не знаю. Мне нужен список слов с их переводом” может сигнализировать о несоответствии ожиданий учителя и ученика относительно целей и динамики обучения иностранному языку.

Руководящая роль учителя включает в себя множество функций. Одного из них можно назвать “Консультантом” (Ли и Ван Паттен, 2003, стр. 68), который готов поделиться знаниями о целевом языке, но делает это, отвечая на вопросы студентов и не в авторитетной манере. Я также считаю, что такой обмен выходит далеко за рамки преподавания целевого языка как такового, поскольку студенты часто хотят знать, как изучать язык.

Другими словами, они заинтересованы в освоении новых стратегий обучения, которые помогут им стать более эффективными учениками. Отказ от авторитетной позиции и принятие роли консультанта, преподаватели иностранного языка должны быть готовы к ситуациям, когда их ученики могут бросить им вызов. Готовность к вызову не подразумевает зубрежки энциклопедий и стремления к совершенству за пределами здравого смысла. Это скорее подразумевает смирение, которое “помогает нам понять эту очевидную истину: нет такого который знает все”. (Фрейр, 2005, с. 72). Смирение, которое “ни в коем случае не несет в себе оттенок отсутствия самоуважения” (стр. 71) и помогает учителям “избежать заикливания на своей собственной правде” (стр. 72), имеет важные последствия для создания ориентированной на учащихся среды в классе, где учитель и ученики являются партнерами, которые ведут образовательный диалог.

Несомненно, овладение иностранным языком - это не прогулка в парке. Часто это длительный, а иногда даже пожизненный процесс, сопровождающийся многочисленными взлетами и падениями. Одной из распространенных ошибок на этом пути является неосведомленность учащихся о том, что изучение нового языка - это медленный процесс (Ли и Ван

Паттен, 2003). Ошеломленные успехом, достигнутым на занятиях начального уровня, обучающиеся иностранным языкам могут быть разочарованы отсутствием заметных успехов на более продвинутых курсах. Другим часто наблюдаемым явлением является тревожность учащихся, которая обычно оказывает разрушительное воздействие на успеваемость (Дёрней, 2005). Кроме того, неопытные учащиеся часто не знакомы с тем влиянием, которое их родной язык может оказать на изучение второго языка. В литературе по освоению второго языка, такое воздействие описывается как положительный или отрицательный перенос в зависимости от сходств или различий, существующих между конкретными языками (Ван Петтен и Вильямс, 2007). Эти и многие другие проблемы расширяют роль учителя как руководства по управлению стрессом.

Безразличие несовместимо с хорошим преподаванием, поскольку учащиеся “реагируют на людей, которым небезразлично” (Котлер, Зем и Котлер, 2005, стр. 46). Как управляющие стрессом, учителя показывают, что они и учащиеся находятся в одной лодке и должны сотрудничать, чтобы преодолеть трудности, связанные с изучением языка. Иногда студентам может быть полезна утешительная и ободряющая беседа, в ходе которой преподаватель помогает им выработать конструктивное отношение к ошибкам, обучает трюкам с запоминанием или дает другие советы, чтобы сделать обучение более плавным.

Роли, которые учитель выполняет в качестве гида, другими словами, в качестве консультанта, архитектора и менеджера по стрессу, подразумевают уроки, ориентированные на ученика, которые “переносят чувство автономии обучения на ученика” (Кушинг-Лойбнер и Бигелоу, 2014, стр. 250). Делая акцент на индивидуальном вкладе учащихся, учителя подчеркивают ценность автономного обучения, которое в конечном итоге позволяет учащимся стать находчивыми и независимыми в процессе обучения на протяжении всей жизни.

Заключение

В этой статье дана философия преподавания и обсуждение ролей, которые учителя и учащиеся выполняют в аудитории. В качестве гида учитель адаптирует учебную деятельность к интересам и потребностям учащихся, создает дружественную атмосферу в классе, чтобы преодолеть беспокойство и стресс учащихся, и выступает в качестве консультанта, который может помочь ответить на трудные вопросы. Вступая в образовательный диалог с учителем, учащиеся принимают роль активных учащихся, чтобы сотрудничать и учиться друг у друга в конечном счете, становятся автономными в изучении языка.

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THE PROCESS OF WORKING ON PROFESSIONAL LEXICS AT HIGHER EDUCATIONAL INSTITUTIONS

Abstarct : This article examines the importance of working on the professional lexics and being able to use them in the professional themes which will help students to use them in their professional specialty in future. The students must be able to use these professional lexics in the theme of oral speech, reading and writing.

Key words: *lexical minimum, approach of teaching, professional lexics, typology of lexics, active and passive vocabulary.*

It is important that the lexical minimum must be selected according to the taking specialty, profession. Working on them somehow will be similar as at institutions. But there are differences there. The students must be able to use these professional lexics in the theme of oral speech, reading and writing. In the first year of the institute the students, will repeat, remember all the lexics which are studied, learned at schools and lyceums. The corrective course are conducted. Then in the main course of institution students begin, work on the professional lexics are organized. It will be continued in the second and third year. Working on, learning being able to use the lexics in professional themes is one of the main aim of the teaching lexics at institutions. Working on the professional lexics and being able to use them in the professional themes help for the students to use them in their professional specialty in future. The teachers of schools, of lyceums, of collages and institutions must know, must be warned: Teaching lexics at schools, working on lexics at lyceums, at collages and institutions must be differently. Otherwise, the pupils loose their interest for learning, selecting English language, their interests are disappeared. The lexics are taught separately in forms, 5,6 at shool. The lexics are worked on in form 8,9 also. Then the students of institutions study learn many words. They learn, study them through the text

books, the dictionaries at home independently much time .The students of the institutions much time must spend for the usage of the lexics and consolidation, assimilation them in the speech activities, in the professional themes. The teachers must know this approach of teaching, working on the words, the combinations there. Unfortunately, some the teachers are not paying attention the theme or they don't know about them. The teachers of institutions, teach, work on the lexics as in forms 1,2,3,4 courses at institutions and are making methodic mistakes. For that one the speech activities are not developed at institutions. Methodological typology of lexics used in higher education system. Teachers always work at the lesson with words, lexics, but it doesn't give the expected result every time. Because the teacher spends the same amount of time for easier and more difficult words, uses regular methods and exercises. While choosing exercises teacher doesn't take into account the difficulty of every word. If we pay attention to the specific features of words, they will be digested easily, but it demands lots of time. Time is limited at the lesson. That's why Methodists find out the best way of teaching words in limited time. They named it as methodic typology of the word lexics. Methodological of the word is very helpful for teachers. In methodology and practices methodological of words is different than grouping words. Sometimes, both processes are done equally. Grouping is combing words into a group. According to the aim of words, they can be combined into a topic (e.g. Sport). Typology considers the difficulties of words in the teaching processes. Methodological of words gather them taking into account of their difficulties while learning. It is important to differentiate more frequent difficulties between active and passive vocabulary. Methodological also deals with difficulties which occur in speech. Difficulties which can be met while learning words:

- a) In each of the word (according to their form, meaning and usage)
- b) It may appear by the relationship of the English language native language and Uzbek language.

Forming methodological of words is today's actual task. It can be pointed out that in the active vocabulary there are words with both primary and secondary meanings. The usage of free and bound morphemes, pronunciation of words, likeness in the meaning (synonyms), different ways of making grammar forms in English and Uzbek languages, semantic correspondence of words in two languages but differentiation in the form, absence of correspondence in the semantic volume and the ability of combination of words in two languages.

For example: a map, a pen, a pencil, a table, to go, to sit, to write: the difficulties of the words: a map, a pen, a pencil, - are pupils perceive them easily when they see them in the picture. But it's more difficult to show the pictures of the words - to go, to sit, to write. The best way to express these word is by acting.

To this reason we divide these 8 words into 2 types in order to express their meaning:

1. Showing pictures of things or themselves
2. Showing the action.

Scientists such as Charles Freeze, Moris, Yakushina worked this field lately, professor Berman has been working on 3 main directions in the typology of lexical difficulties:

- according to the form and meaning of words in Russian and foreign languages.
- according to the specific features of the words in learning foreign language.
- Listening to foreigner's speech and pronouncing native speakers.

In conclusion we can suggest that working on the lexic methodology in foreign languages help teachers using this method during the lesson. It is more important for students to introduce with the success, scientific inventions happening in foreign countries and apply in their activity. Students in enriching their knowledge on their specialty in English and can improve their knowledge on English for specific purpose.

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PRAGMALINGUISTICS AS A NEW BRANCH OF LINGUISTICS.

One of the most conspicuous direction of linguistics in the XXI century is a connection between linguistics and pragmatics in both structure and logical meaning. This issue should be viewed and analyzed from multiple perspectives. How language represents the world has long been, and still is, a major concern of philosophers of language. Many philosophers, such as Leibniz, Frege, Russell, the early Wittgenstein, and Carnap, have thought that understanding the structure of language could illuminate the nature of reality; they developed the so-called referential theory of meaning.

At first Pirs wrote about pragmatics in XIX century, but the main parameters linked to philosophy of pragmatics was formulated by Morris in 1920. Later, modern linguistic oriented pragmatics was developed under influenced ideas of Nitgenshteyn and the theory of speech acts.⁵ Speech act theory is now receiving great attention and valid theoretical proposals from cognitive linguistics. In this article we will try to describe possible approaches to the description of pragmalinguistics as a system of science of Linguistics and connection with semantics, tasks and practical role of pragmemas. According to Ariel —Pragmatics derives via Latin *pragmaticus* from the Greek *πραγματικός* (*pragmatikos*), meaning

amongst others "fit for action", which comes from *πρᾶγμα* (pragma), "deed, act", and that from *πράσσω* (prassō), "to pass over, to practise, to achieve". Linguistics in pragmatics: the study of features of language use related to speakers' knowledge of the structure and expressive resources of the language itself rather than of the social context.

Linguistic pragmatics do not have a clear form. It includes a set of issues related to the speaker and the listener, their interaction in the speech process. Linguistic pragmatism includes a realistic expression of social activity. Uzbek linguistics has conducted some research on the pragmatic aspects, the relationship between the speaker and the listener, the interaction of participants in the speech act, and their influence on ethical emotions.

The problems of linguistic pragmatics does not have their own interpretation. As a part of Pragmatics and a part of the linguistic science, the word *pragmaling* seems to be a natural thing to say about the category of units. There are two pragmalinguistic units:

1. *Informema*.

2. *Pragmema*.

Pragmalinguistic units are directly affected by language units and functional language areas. The pragmats come into opposition with the information gathering function. Pragmemas are always pragmatic information carriers. Example:

1. To let the cat out of the bag- (idiom)

a) *To let some secret become known- (pragmema)*

b) *Allow the cat to go out from bag-(informema)*

2. The police are barking up the wrong tree as usual-Idiom

a) *They suspect somebody who has nothing to do with the crimepragmema.*

b) *they are barking to the tree-informema the ambigiuty of these interesting word-groups may lead to an amusing misunderstanding, especially for children who are apt to accept words at their face value.*

Nowadays, pragmatic studies are more varied than before. One area of increasing interest is historical pragmatics which, like general diachronic studies, depends heavily upon corpus data. For example, Arnovick examines the speech event of parting, focusing on the development of Goodbye, which was originally an explicit blessing God be with you. She finds that the formal development from God be with you to Goodbye is linked to functional shifts. Arnovick's study shows that the end of the seventeenth century and the beginning of the eighteenth century marked as crucial period during which the blessing declined and the closing form Goodbye increased in frequency. Incomplete words, pronouns, the specific meaning of nouns are clarified only in the text, in public speaking. Also, there are words that are not indistinguishable. Because these words are linked to the text or speech situation. Morris states, — Pragmatics came to linguistics from semiotics-the theory of sign system, and distinguished with three directions: semantics (sign of meaning), syntactics (sign of connection) and pragmatics (sign and person)¶. Basically, Morris is saying that linguopragmatics is the symbolic languages which indicates common meaning in particular area.10 Example: Posters depicting running wild goats on the

road- symbolize the caution that drivers must observe, and at the same time indicate a danger, an accident can occur if drivers are not careful in California.

Pragmatics is a network of linguistic spheres, namely, a science network that studies the use of speech units in combination with other non-zero tools in the speech process, and its effectiveness. There has been a great amount of discussion on the boundary between semantics and pragmatics, and there are many different formalizations of aspects of pragmatics linked to context dependence. Particularly interesting cases are the discussions on the semantics of indexical and the problem of referential descriptions, a topic developed after the theories of Donnellan.

A proper logical theory of formal pragmatics has been developed by DallaPozza, according to which it is possible to connect classical semantics (treating propositional contents as true or false) and intuitionistic semantics (dealing with illocutionary forces). The presentation of a formal treatment of pragmatics appears to be a development of the Fregean idea of assertion sign as formal sign of the act of assertion.

Linguistics, Literature, Sociology, Psychology, Ethics and Aesthetics, and other disciplines, separate elements from the system of speech from the same system and analyze the distinctive element in the same way (using it in the same position). Pragmatics learns that the discourse, which is a manifestation of human activity in various systems, is interpreted as a single unit of these elements as a microsystem. This is to say that all the elements loaded with affection marks associated with the inner feeling of the speech unit into the pragmatic area, and expresses the attitude of the person to the target.

V. Dresslar, "Pragmatics is not related to Linguistics. It is incorrect to mix them". Most linguists will probably disagree with this assertion, but there are countless scientists who are pragmatically languishing. Most of them consider pragmatic as a linguistic one, a kind of language school, and a special aspect of speech and language learning.

Scientists who interpret Pragmatism as a branch of linguistics, still are not able to give a clear answer for simple questions like:

- *"What is Pragmatics?"*
- *What is the source of its study?*
- *What aspects of the multilingual speeches does it learn?*

Accordingly, pragmatics are somewhat new in the field of sociology and semantics. When it comes to the topic of Semantics, most of us will readily agree that it could not explain enough verbal speech to explain the social linguistic and other non-linguistic components, which led to pragmatism. When the relationship between the speech and the text is very strong, it is necessary to implement pragmatics in the context of the speech, in relation to the text. In a syntactic device, the analysis of descriptive words is based on semantics, while non-descriptive words are analyzed by pragmatics.

In other words, Semantics is the literal meaning of an idea whereas pragmatics is the implied meaning of the given idea. Thus, the relationship between the subject and the meaning of the subject relates to pragmatics. The talk is a conceptual concept

of linguistic pragmatism, which is indistinguishable from the point of view, such as text, speech situation.

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PROBLEMS AND PROSPECTS OF FOREIGN LANGUAGE EDUCATION

Abstract: *In up-to-date world, knowing and learning foreign languages is of great importance, especially English. Because it has become a requirement of the period. In developed countries, modern enterprises, medicine, marketing, and education, individuals who can communicate in multiple languages are more demanding than their peers who do not have this ability. By the 21st century, attitudes towards the English language in Uzbekistan have developed significantly*

Keywords: *study, advantages of foreign language, growing up, culture, foreign environment, problems of learning English.*

The advantages of learning foreign languages are mushrooming as the world becomes increasingly globalized and bilingualism is now perhaps the most useful real world skill to ever exist, rather than just being a nifty party trick. If you are thinking about making the effort to learn a foreign language rather than expecting the world to accommodate your monolingualism, you are a rare breed indeed. Blossoming into the impressive polyglot you aspire to be is 100% feasible with the right approach and mindset.

Foreign language study is all about learning how to truly communicate and connect with others an incredibly important life skill that can only be cultivated by interacting with people. When you master a foreign language, you can exercise your new superhuman power of being able to understand what someone is saying, recall the proper vocab and grammar, put that vocab and grammar into the proper context, and reply back all on the spot and in a timely manner. Knowledge of foreign languages creates a number of advantages in various spheres of society, education, medicine, business and serves to accelerate development. The following are a number of reasons and advantages to confirm the importance of foreign languages:

1. Studying a foreign language will improve your chances of getting a job and opens up a world of work opportunities.

It is no secret that learning a foreign language can improve your employment prospects. More companies than ever are doing business in several often dozens of countries around the world, but they can not do it without hiring people who have a grasp on at least one foreign language. Even in small, local companies, chances are that the ability to speak a second language will set you apart from other applicants. And in an increasingly competitive job market, why not give yourself every possible edge?

But, it is not just about padding your resume. With globalization in full swing, there is a good chance you will be working with people whose first language is not English. Maybe it is a development team in India, or a manufacturing plant in China, or an alternative energy supplier in Germany. Being able to communicate in other languages makes you much more valuable to an employer and having that competitive edge on your resume is without a doubt an eye-catcher.

2. Foreign language study grows your brain.

Studies have demonstrated the cognitive benefits of learning another language, no matter how old you are. These studies have shown that bilinguals tend to have bigger brains, better memories, are more creative, better problem solvers, etc. Not only do these advantages make it easier to learn yet more languages, they also make it easier to learn, well, anything. The ability to quickly switch between tasks is especially important in today's busy multitasking world. Bilinguals can switch between tasks much faster than their monolingual counterparts and can handle many more tasks at once.

3. Studying a foreign language makes you more open-minded.

Foreign language study is simply part of a very basic liberal education. To educate is to lead out to lead out of confinement and narrowness and darkness. Learning a foreign language and getting soaked into an entirely new culture and worldview is the surest way to become an open-minded, understanding, tolerant individual, and that is absolutely priceless. Once you are aware of the fact that we are all cultural beings, products of our own environments, and that you recognize the cultural base for your own attitudes and behavior, you are ready to consider others in a more favorable light. Seeing the world from a different perspective, and understanding where you and others come from, is a fantastic, eye-opening experience.

4. Foreign language study helps you better understand your own language and culture.

Learning a foreign language can actually pull a sort of reverse psychology on you and provide you with a better understanding of your own native tongue and culture. This is one of the most unexpected advantages of learning a foreign language. You will become much more conscious of not only cultural customs, but of the grammar, vocabulary, and pronunciation patterns of your first language. This likely explains the improvements in listening, reading, and writing skills that foreign language impart to former monolinguals.

5. International travel is made easier and more pleasant through knowing a foreign language.

It's 10 p.m. You just got off a 14-hour flight and all you want to do is fall face-first into your pillow. If you are solely armed with a smattering of navigational terms in the local language, finding your place to crash could turn into a painfully slow process. Without the right lingo, you are limited to expensive or slower options. So you save yourself some time, money, and grief when you learn a foreign language. Just as a few key phrases will make transportation that much faster and

cheaper, and the same is true for choosing a place to stay. This means lower rates and a better (even more authentic) experience.

We know well food is the most problematic thing during the travel. When you learn a foreign language, you don't need to be Anthony Bourdain to find the best local grub. You can ask around for yourself. This valuable intel will usually lead you to far tastier and cheaper fare than any tourism board or guidebook ever could.

6. Foreign languages open the door to art, music, dance, fashion, cuisine, film, philosophy, science.

Most of the books or films that have significant and profound content are written in English. Honestly speaking in translated films we may lose basic emotions, inner experiences or stray from the subject. Knowledge of English allows us to read the work with emotion, to understand the author's experiences or to watch movies with special impressions: sadness, enthusiasm, high spirits.

Nowadays many people choose English as their second language because English is the language of International Communication. Although English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. But that's not all, it is also the most common second language in the world. According to the British Council, by 2020 about two billion people in the world will be studying English. English is currently the language of the internet. An estimated of 565 million people use the internet every day and about 52% of the world's most visited websites are displayed in English. Therefore, learning this language gives access to over half the content of the internet, which might not be available otherwise. Whether it is for fun or for work, if you understand English, you will be able to exchange information with more people online and use many more materials.

Learning English is of the utmost importance and the reasons to study a foreign language are innumerable. Studying English helps break barriers and connects human beings on a deeper level of mutual understanding. Plus, reaching this mutual understanding will inevitably open a series of doors leading to a more interesting and satisfying personal and professional life! But learning foreign language as a second language is not really easy. If you are learning language outside of the country which learning language is spoken, certainly you encounter certain kind of problems. These problems can make some obstacles to grasp new language although the learner are willing to learn new language. The problems can be considered as challenges because of the strong interest.

On the other hand, we can give some information about problems during the learning English.

1. Unqualified Teachers

This is the most significant and the most overlooked problem. What makes this problem so difficult to solve is that, since many communities are English language learners, they cannot determine who is a good English teacher and who isn't. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner. This has led to a lot of confusion among learners because different teachers tell them different things. One of the main causes of this problem is the

difficulty teachers have translating from their native languages. For instance, the word ‘cup’ is pronounced by different teachers as either [kap], [kop], or with a vowel sound that does not exist in English. For instance, the sound /ʌ/ does not exist in the sound systems of many African languages, so even teachers sometimes have problems pronouncing it.

2.Limited Learning Environments

When I talk about limited learning environments, I’m not referring to the weather, the availability of furniture in the classrooms, or the location of the school. While all of these factors can affect learning, in learning English, what happens outside of class matters most. In most cases, students only make an effort to speak proper English in the classroom when they are under supervision. Moreover, students don’t always hear people around them speaking proper English. As a result, it becomes more difficult to learn correct English.

Learning materials refer to items that aid in the learning process. Books may be a necessary material, but books are not enough by themselves. Audio tools are also needed. As observed above, if a student sees a sound symbol in a book, how does he/she know how to pronounce it? The fact is, students of English Language graduate into teachers of the English language without ever getting to hear the correct pronunciation by a native speaker.

3.Over-Use of Native Language in the Classroom

Students learn another language best when they’re forced to use it. Teachers must be vigilant about requiring students to communicate in English and only in English even if they’re just talking to each other. If you know the students’ native language, pretend in the classroom that you don’t as that will force them to make requests and respond to questions in English. This problem comes from the cultural demands of the family and society. Part of learning anything means figuring out how to solve problems on your own. If a student goes to the teacher with every little problem s/he runs into, then the student will never be able to learn the language on their own. If students insist that they don’t know how to say or do something on their own, they need to be reassured that they actually can with positive feedback and encouragement.

However these problems are not insurmountable. The solutions for this topic for students who are willing to put in the effort, there are a number of steps they can take to improve their English language skills.They must be extra careful to be sure to use correct materials recommended by a reliable teacher of English.They must make a deliberate and conscious effort to learn with or without a class teacher.The student should get audio materials so he/she can hear the correct pronunciation of sounds and words.

Although there are many shortcomings, they lose their relevance in the face of opportunities that can be achieved through language. The words of the First President of the Republic of Uzbekistan Islam Abduganievich Karimov, “The best investment is in education. Although it will take a long time, in the future you will get good results.”

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PROBLEMS OF LEARNING FOREIGN LANGUAGES

***Annotation.** This thesis explores and identifies some reasons for the problems of foreign language learning (English) and teaching from the perspective of instructors and learners using the case study model.*

In contemporary settings, there are a huge interest and need in learning foreign languages among youngsters as well as seniors, where information technologies and internet are influencing everyone’s lifestyle in developed and developing countries, likewise studying extra languages especially, English is being important to stay in the rocket competition but many people feel a lot of difficulties or problems in learning that language because they may not follow an appropriate method of learning the language, lack of practice opportunities and time, fear of speaking with strangers, doubt about abilities, finally lack of motivation.

Both teaching and learning English as a foreign language is a challenging task in developing countries in general. Learning a foreign language can be difficult. Some people learn it faster than others since everyone has their own learning mentality. Any language is foreign to someone if it’s not their first language. For example, If my first language is Uzbek and I want to learn English or is learning English, then English would be the foreign language that I am learning. Typical any other language that is not our first is our foreign language if we are not familiar with the language. Learning a new language is crucial because knowing two languages is better than one in every sphere. For instance, when you apply for a job they will most likely ask if you know more than one language. When it comes to getting the job and you get hired, you are going to be earning more money due to the fact that you are fluent in two or more languages. Knowing more than one language is a wholesome in our life. Learning a foreign language is an art where a student need to practice reading, writing, speaking and listening appropriately. Learning a new language can be a fun challenge. Whether you find yourself with extra time or you’re dreaming of traveling to an exotic non-English speaking place, there are a lot of good reasons to take the plunge. While every new language learner struggles at some point in their journey to fluency, today’s technology does make learning a language easier than ever. As the Internet

and digitization makes the world smaller, the opportunities to communicate with anyone around the world are expanding.

As I mentioned some problems of learning foreign language, one of the problems were doubt about one's abilities. People say, "I'm not good at learning new languages!" This is our brain making a prediction about our skill set. If you really explore the truth of this statement, you'll likely have to admit that you haven't given language learning much of a chance. Maybe a one-on-one tutor could customize your learning experience and help you reach your goal. Also, many language-learning apps employ features that align with the latest research about how our brains best learn new languages. It's possible that techniques such as asking you to write, read, and listen during the same lesson will help you learn vocabulary more quickly, for example. We should keep in mind, though, while all the apps and virtual language tutorials available to us now remove one big barrier to learning a new language, if you doubt your own abilities, technology cannot help you. So find a way to shut down those negative thoughts and get prepared mentally.

Another problem can be fear of speaking strangers, which is widely spreaded among language learners not only introverted people face this issue but majority comes to accept it. Since nothing can replace practicing your new language with someone else in conversation, it's pretty hard to avoid speaking with strangers when you're practicing. We're assuming, of course, that you aren't surrounded by friends and family also learning the language alongside you (as wonderful as this sounds). So, a fear of speaking with strangers can be a huge obstacle for new language-learners.

It is not about the weather, the availability of furniture in the classrooms, the location of the building where new language is learning. Despite of the fact that all of the factors can effect learning while learning English, what happens outside of class matters most. In most situations, learners only make an effort to speak proper English in the classroom when they are under supervision. In addition to this, students do not always hear people around them speaking proper English. As a consequence, it becomes more difficult to learn correct English.

This is the most vital and the most overlooked problem among others. What makes this problem so hard to solve is that, because many communities are English language learners, they can not clarify who is a good teacher and who is not. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner. It can be led to great deal of confusion among learners since different teachers say them different things. One of the main causes of this issue is difficulty teachers have translating from their native languages. For instance, some words can be pronounced differently by different teachers because of their language.

No matter how the learners are divided into groups, there will still be differences in how much students know and quickly they can learn. The most important problem of this situation is setting the pace of the class to keep up with the strongest learners. It may leave the weaker ones behind. Weaker ones should not

be forgotten in classroom discussions and activities. But also they should be the main scenes of the lesson. They insist much more attention than others.

In some cases learners may take their own studies seriously even though they really want to learn the language. This might be because they may be very busy with other things or they have personal problems. In this situation, students often think that the same English they can speak at home or on the street is the same they will write in their exams. Whilst, because communication does not have to be grammatically correct in order to be intelligible, students do not always abide by the rules they learned at school and therefore do not get fully educated or pass the exam and tests. It is also the case that learners do not study English as much as they study other subjects. In most cases, students may study English language only in the classroom during the lesson when the instructor is teaching. Having finished the class, they drop their books and wait for the next class. They do not study pronunciation, they do not study essay writing or make an effort to grasp new words and to build a new vocabulary. They may bring every little problem to the teacher during the classes, even things they could just look it up in the dictionary or their own vocabulary. When learners make mistakes and are corrected, they often say "It is not my language at all". This may greatly affect their ability to learn English.

Part of learning anything means figuring out how to solve problems on your own. If a student goes to the instructor with every little issue she or he runs into, then the students will never be able to learn the language on their own. If students insist that they do not understand or know how to say and do something on their own, they require to be reassured that they actually can with positive feedback and encouragement by others.

The materials which are used while learning new language refer to items that aid in the learning process. Books may be necessary material, but books are not enough by themselves. Audio materials is considered also the vital ones. As observed above, if a student sees a sound symbol in a book, how does he or she know how to pronounce it? The fact is, students of English language without ever getting to hear the correct pronunciation by a native speaker. Students also study haphazardly. They have books to read but they cannot tell how certain words are said. Learners must hear the right pronunciation from his or her teacher or from a native speaker of English. Students tend to learn from movies they watch but they often learn from movies they watch however they often learn the wrong things because movies contain slang and dialects that are not appropriate in many forms of communication. Learning materials give the most important aid to the learners, so instructors can choose the right ones that are suitable for the learner's level and his or her learning style.

All things considered, each learner has his or her own issues but the most common that are mentioned above even though different instructors can give different information about their student's problems during learning language. These problems may be like these ones:

-lack of vocabulary;

-correct pronunciation;

Yes, it may be awkward to stumble through a conversation with a stranger in a language you're not entirely comfortable speaking. Our advice here is: embrace the awkwardness.

It turns out that there are several benefits to finding a group of strangers to practice with online:

- You won't be talking to strangers for long, since they'll quickly become friends.
- Everyone in the group knows you're there to practice speaking the language.
- You can all stumble along and embrace the awkwardness together.

Still, at some point, you'll likely need to overcome your fear of speaking with strangers. If you're learning the language because you want to communicate with locals when you travel, for instance, fear is not compatible with this goal. Also, if you're learning the language for business purposes, speaking with strangers is most likely unavoidable.

If the fear of speaking to strangers is standing in the way of you picking up this new skill, though, it can help to find a friend to learn along with you. You can both download the same app and set weekly meetings to practice together. Then, when you're both ready, venture out together to speak with strangers

As with learning any new skill, often the biggest obstacle to learning a new language can be as simple as a loss of motivation. No matter how excited you are at the beginning, you will encounter the inevitable slump. Every long-term project that takes some effort requires staying motivated to get through the most difficult parts. The key here is to figure out what will motivate you enough to push through. When you feel your motivation sliding, it's always a good idea to go back to the purpose of undertaking this project. Maybe you've promised yourself once you're fluent in German, you're going to book that trip to Germany to meet your distant relatives. This may be good motivation for you. Again, if you're learning a new language because you believe it will help you scale your business, that may be the purpose (or your "why") behind the effort. In this case, reminding yourself of all the ways the effort could pay off (literally) may be enough to bring your motivation back. What if you don't have such a lucrative goal in mind? Even if you've decided to learn a new language simply because you think it will be a fun way to exercise your mind, this could be good motivation to keep marching forward toward your goal. For some people, it's enough to develop a consistent habit. If seeing your "streak" of practice days on the app or seeing a physical calendar full of "x's" fills you with joy, this can be a great motivational tool. For others, it's the ritual of doing your language homework at your favorite coffee shop. Whatever motivates you, make sure you have a plan.

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MTU “TIQXMMI”

CHET TILI DARSLARIDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH

Annotation. The role of foreign languages in modern society is growing. Knowledge of a foreign language allows you to join the world culture, use a wide range of Internet resources in your work, as well as work with information and communication technologies (ICT) and multimedia learning tools. In this regard, there is a need to develop a methodology for the use of computer information technology in foreign language teaching. New information pedagogical technologies are becoming part of the educational process.

Computer technology and foreign language course is a topical area of methodology and requires new approaches and non-standard solutions.

Forms of working with computer curricula in foreign language classes include: vocabulary learning; pronunciation exercises; teaching dialogic and monologue speech; learning to write.

The possibilities of using Internet resources are huge. The Global Internet provides students and teachers everywhere with access to all the information they need: local history materials, news from the lives of young people, articles in newspapers and magazines, and more.

Chet tillarini o'qitishning asosiy maqsadi o'quvchilarining kommunikativ madaniyatini shakllantirish va rivojlantirish, chet tilini amaliy o'zlashtirishga o'rgatishdir. O'qituvchining vazifasi har bir talabani tilni amaliy o'zlashtirishi uchun shart-sharoit yaratish, har bir talabaga o'z faolligini, ijodkorligini namoyon etish imkonini beradigan o'qitish usullarini tanlashdan iborat. O'qituvchining vazifasi chet tillarini o'qitish jarayonida talabani bilim faolligini faollashtirish kabi zamonaviy pedagogik texnologiyalarda mashq qilish, hamkorlik, dizayn, texnika, foydalanish, yangi ma'lumot, texnologiya, Internet resurslari, texnologiya, rivojlanish, tanqidiy fikrlash ta'limga talabaga yo'naltirilgan yondashuvni amalga oshirishga yordam berish, talabalarning qobiliyatlarini, ularning o'rganish darajasini hisobga olgan holda o'qitishni individuallashtirish va differentsiallashtirishni ta'minlash [1].

Chet tili darslarida kompyuter o'quv dasturlari bilan ishlash shakllariga quyidagilar kiradi: lug'atni o'rganish; talaffuzni mashq qilish; dialogik va monologli nutqni o'rgatish; yozishni o'rganish; grammatik hodisalarning rivojlanishi. Internet

resurslaridan foydalanish imkoniyatlari juda katta. Global Internet dunyoning istalgan nuqtasida joylashgan talabalar va o'qituvchilar uchun zarur bo'lgan har qanday ma'lumotni olish uchun sharoit yaratadi: mamlakatshunoslik materiallari, yoshlar hayotidan yangiliklar, gazeta va jurnallardagi maqolalar va boshqalar. Internetdan foydalangan holda chet tili darslarida siz bir qator didaktik vazifalarni hal qilish: global tarmoq materiallaridan foydalangan holda o'qish ko'nikmalarini shakllantirish; talabalarning yozish ko'nikmalarini oshirish; talabalarning so'z boyligini to'ldirish; talabalarning chet tilini o'rganish motivatsiyasini shakllantirish [2]. Bundan tashqari, ish talabalarning dunyoqarashini kengaytirish, chet tilida so'zlashuvchi mamlakatlardagi tengdoshlari bilan ishbilarmonlik aloqalari va aloqalarni o'rnatish va qo'llab-quvvatlash uchun internet texnologiyalari imkoniyatlarini o'rganishga qaratilgan. Ommaviy kompyuterlashtirishning mazmunli asosi zamonaviy kompyuter aqliy mehnat sharoitlarini, umuman, uning har qanday ko'rinishida optimallashtirishning samarali vositasi ekanligi bilan bog'liq. Kompyuterning bir xususiyati borki, u boshqalarga o'rgatish qurilmasi va bilimlarni egallashda yordamchi sifatida foydalanishda namoyon bo'ladi, bu uning jonsizligidir [3]. Mashina foydalanuvchi bilan "do'stona" muloqot qilishi va qaysidir vaqtda uni "qo'llab-quvvatlashi" mumkin, lekin u hech qachon asabiylashish belgilarini ko'rsatmaydi va unga zerikib qolganini his qilishiga yo'l qo'ymaydi. Shu ma'noda, kompyuterdan foydalanish, ehtimol, o'qitishning ayrim jihatlarini individuallashtirishda eng foydalidir. Chet tilini o'rganishning asosiy maqsadi kommunikativ kompetentsiyani shakllantirish bo'lib, boshqa barcha maqsadlar (ta'lim, tarbiyalash, rivojlantirish) ushbu asosiy maqsadni amalga oshirish jarayonida amalga oshiriladi. Kommunikativ yondashuv muloqot qilishni o'rganish va Internet faoliyatining asosi bo'lgan madaniyatlararo o'zaro ta'sir qilish qobiliyatini shakllantirishni nazarda tutadi. Muloqotdan tashqari, Internet hech qanday ma'noga ega emas - bu xalqaro ko'p millatli, madaniyatlararo jamiyat bo'lib, uning hayoti dunyo bo'ylab 2 so'zlashadigan millionlab insonlarning elektron aloqasiga asoslangan [5]. Chet tili darsiga jalb qilib, biz haqiqiy muloqot modelini yaratamiz. Hozirgi vaqtda muloqot, interaktivlik, muloqotning haqiqiyliigi, madaniy kontekstda til o'rganish, avtonomiya va o'rganishga ustuvor ahamiyat beriladi. Ushbu tamoyillar kommunikativ qobiliyatning tarkibiy qismi sifatida madaniyatlararo kompetentsiyani rivojlantirishga imkon beradi. Kommunikativ yondashuv - bu muloqotga psixologik va lingvistik tayyorgarlikni shakllantirishga, materialni va u bilan ishlash usullarini ongli ravishda tushunishga qaratilgan muloqotni modellashtiruvchi strategiya. Foydalanuvchi uchun Internetda kommunikativ yondashuvni amalga oshirish ayniqsa qiyin emas. Kommunikativ vazifa talabalarga muammo yoki savolni muhokama qilish uchun taklif qilishi kerak va talabalar nafaqat ma'lumot almashishadi, balki uni baholaydilar [6]. Bu yondashuvni boshqa o'quv faoliyati turlaridan ajratib turuvchi asosiy mezon shundan iboratki, talabalar o'z fikrlarini shakllantirish uchun til birliklarini mustaqil tanlaydilar. Kommunikativ yondashuvda Internetdan foydalanish mukammal motivatsiyaga ega: uning maqsadi talabalarning bilim va tajribasini to'plash va kengaytirish orqali chet tilini o'rganishga qiziqishdir. Internet-resurslardan foydalangan holda chet tillarini

o'qitishning asosiy talablaridan biri bu auditoriyada o'zaro ta'sirni yaratishdir, bu odatda metodologiyada interaktivlik deb ataladi. Interaktivlik - bu "nutq vositalari orqali kommunikativ maqsad va natijaning sa'y-harakatlarini birlashtirish, muvofiqlashtirish va to'ldirish"dir. Haqiqiy tilni o'rgatish orqali Internet suhbatlashish ko'nikmalarini rivojlantirishga yordam beradi, shuningdek, lug'at va grammatikani o'rgatadi, chinakam qiziqish va shuning uchun samaradorlikni ta'minlaydi. Interaktivlik nafaqat hayotdan real vaziyatlarni yaratadi, balki talabalarni chet tili orqali ularga adekvat munosabatda bo'lishga o'rgatadi [8].

Talabaga yo'naltirilgan ta'limni ta'minlovchi texnologiyalardan biri **bu loyiha usuli bo'lib**, ijodkorlikni, kognitiv faollikni, mustaqillikni rivojlantirishdan iboratdir.

Loyihalarning tipologiyasi xilma-xildir. Loyiha ishi til o'rganishga ko'p bosqichli yondashuv bo'lib, o'qish, tinglash, gapirish va grammatikani qamrab oladi. Loyiha usuli talabalarning faol mustaqil fikrlashlarini rivojlantirishga yordam beradi va ularni birgalikdagi faoliyatiga yo'naltiradi [9]. Ijodiy qobiliyatlar talabalarni quvvatlantiradi. Umuman, loyiha asosida o'qitish jarayonida ta'lim va tarbiyaning ajralmasligini kuzatish mumkin. Loyiha usuli talabalarning muloqot ko'nikmalarini, muloqot madaniyatini, fikrlarni qisqa va oson shakllantirish qobiliyatini, aloqa sheriklarining fikriga bag'rikenglik bilan munosabatda bo'lish, turli manbalardan ma'lumot olish, zamonaviy kompyuter texnologiyalaridan foydalangan holda qayta ishlash qobiliyatini rivojlantiradi [10].

Chet tilida muloqot qilishda tabiiy ehtiyojning paydo bo'lishiga yordam beradigan til muhiti. Loyihaviy ish shakli talabalarga fan bo'yicha to'plangan bilimlarni qo'llash imkonini beradigan tegishli texnologiyalardan biridir. Talabalar o'z dunyoqarashini, tilni bilish chegaralarini kengaytiradi, undan amaliy foydalanish tajribasiga ega bo'ladi, chet tilidagi nutqni tinglashni va eshitishni, loyihalarni himoya qilishda bir-birini tushunishni o'rganadi. Talabalar ma'lumotnomalar, lug'atlar, kompyuter bilan ishlaydilar va shu bilan haqiqiy til bilan to'g'ridan-to'g'ri aloqa qilish imkoniyatini yaratadilar, bu tilni auditoriyada faqat darslik yordamida o'rganish mumkin emas. Loyiha ishi ijodiy jarayondir. Talaba mustaqil ravishda yoki o'qituvchi rahbarligida muammoning yechimini izlaydi, bu nafaqat tilni bilishni, balki katta hajmdagi fan bilimlariga ega bo'lishni, ijodiy, kommunikativ va intellektual qobiliyatlarga ega bo'lishni talab qiladi. Chet tili kursida loyiha usuli deyarli har qanday mavzu bo'yicha dastur materialining bir qismi sifatida ishlatilishi mumkin. Loyihalar ustida ishlash xayolot, fantaziya, ijodiy fikrlash, mustaqillik va boshqa shaxsiy fazilatlarni rivojlantiradi [12].

XULOSA

Chet tilini o'rganishning asosiy maqsadi - kommunikativ kompetentsiyani shakllantirish, boshqa barcha maqsadlar (ta'lim, tarbiyalash, rivojlantirish) buni amalga oshirish jarayonida amalga oshiriladi. Kommunikativ yondashuv muloqot qilishni o'rganish va Internetning ishlashi uchun asos bo'lgan madaniyatlararo o'zaro ta'sir qilish qobiliyatini shakllantirishni nazarda tutadi. Muloqotdan tashqari Internet hech qanday ma'noga ega emas - bu xalqaro ko'p millatli, madaniyatlararo jamiyat, uning hayotiy faoliyati butun dunyo bo'ylab bir vaqtning o'zida gapiradigan

millionlab odamlarning elektron aloqasiga asoslangan - hajmi va soni bo'yicha eng ulkan. bo'lib o'tgan suhbat ishtirokchilari. Chet tili darsiga jalb qilib, biz haqiqiy muloqot modelini yaratamiz.

Hozirgi vaqtda muloqot, interaktivlik, muloqotning haqiqiyliigi, madaniy kontekstda til o'rganish, o'rganishning avtonomligi va insoniylashuviga ustuvor ahamiyat beriladi. Ushbu tamoyillar kommunikativ qobiliyatning tarkibiy qismi sifatida madaniyatlararo kompetentsiyani rivojlantirishga imkon beradi. Chet tillarini o'qitishning yakuniy maqsadi chet tili muhitida erkin yo'nalishni va turli vaziyatlarda adekvat javob berish qobiliyatini o'rgatishdir, ya'ni. aloqa. Bugungi kunda internet resurslaridan foydalanishning yangi usullari chet tillarini an'anaviy o'qitishga qarshi. Chet tilida muloqot qilishni o'rgatish uchun siz materialni o'rganishni rag'batlantiradigan va adekvat xulq-atvorni rivojlantiradigan haqiqiy, real hayotiy vaziyatlarni (ya'ni, muloqotning haqiqiyliigi printsipi deb ataladi) yaratishingiz kerak. Yangi texnologiyalar, xususan, Internet bu xatoni tuzatishga harakat qilmoqda.

Talabalarga yo'naltirilgan ta'limni ta'minlaydigan texnologiyalardan biri bu ijodkorlik, kognitiv faollik va mustaqillikni rivojlantirish usuli sifatida loyihalar usuli. Loyihalarning tipologiyasi xilma-xildir. Loyiha usuli talabalarning faol mustaqil fikrlashlarini rivojlantirishga yordam beradi va ularni birgalikdagi tadqiqot ishlariga yo'naltiradi. Menimcha, loyihaga asoslangan ta'lim dolzarbdir, chunki u bolalarni hamkorlikka o'rgatadi va hamkorlik qilishni o'rganish o'zaro yordam va empatiya qobiliyati kabi axloqiy qadriyatlarni tarbiyalaydi, ijodiy qobiliyatlarni shakllantiradi va o'quvchilarni faollashtiradi. Umuman, loyiha asosida o'qitish jarayonida ta'lim va tarbiyaning ajralmasligini kuzatish mumkin.

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LEARNING IMPROVING FINANCIAL LITERACY IN FOREIGN LANGUAGE CLASSES

Abstarct: Profession oriented foreign language communication efficiency directly depends on the ability to consider cultural features of the interlocutor's country, on the ability to change communicative behavior tactics in changing conditions of communicative situation and to apply these skills for the solution of professional tasks. This article discusses the ways of improving literacy of students during language lessons .

Key words: *basic skill, creative thinking, foreign language , culture globalization , innovative skills , future professional activity ,create new knowledge*

Today, much success lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge.

Hence, new standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life.

New economic conditions, new approaches and requirements to the content of education can't be implemented without innovative approach to improvement of training methods. Modern expert's professional level implies not only the ability to analyze and solve problems, but also the ability to improve one's own activity technologies and to define one's own strategy. The modern expert is more likely to master not the sum of knowledge, but the set of key competences including such modern resource as a foreign language.

Foreign language occupies a special place in the education system in the era of culture globalization. For the modern professional it is not only a means of communication, but also the source of intellectual, cultural and professional personality development and the factor of society's social, economic, scientific and technical progress. Foreign language skills in the field of professional

communication enable to facilitate socialization in the labor market, to adapt to dynamically changing conditions and to apply knowledge in creating new competitive products.

Profession oriented foreign language communication efficiency directly depends on the ability to consider cultural features of the interlocutor's country, on the ability to change communicative behavior tactics in changing conditions of communicative situation and to apply these skills for the solution of professional tasks. Ability to carry out effective foreign language communication in the process of professional activity is an important component of the expert's vocational training. Hence, it's necessary to create a qualitatively new education system, capable to provide the experts' effective communication in the modern global space.

Foreign language teaching demands the approach fully reflecting peculiarities of the students' future professional activity. It is commonly accepted that language is a part of culture and that it plays a very important role in it. However, the priority given to the place of culture as a significant component in language teaching has not been equally the same in different approaches and methods of foreign language teaching.

Traditional education models have often focused on learning identified content for subject areas, and then assessing this content knowledge with quizzes, and tests at the end of a learning module. Desired outcomes within 21st century learning frameworks include learning traditional high school subject and contemporary content themes in combination with the interdisciplinary 21st century themes. The core subjects and themes that frame 21st century learning include traditional core subjects while emphasizing civic literacy, global awareness, financial literacy, health literacy, and environmental literacy.

Let's consider financial literacy. Financial literacy speaks to the set of skills individuals need to make informed economic decisions. Financial literacy is the ability to understand how money works in the world: how someone manages to earn or make it, how that person manages it, how he/she invests it and how that person donates it to help others. More specifically, it refers to the set of skills and knowledge that allows an individual to make informed and effective decisions with all of their financial resources.

Financial literacy helps students become self-sufficient so that they can achieve financial stability. Those who understand the subject should be able to answer several questions about purchases, such as whether an item is required, whether it is affordable, and whether it an asset or a liability.

To provide students English language learners with an improved comprehension of how the economic crisis is affecting their everyday lives and to offer an increased understanding of key financial literacy concepts using new media tools. The intention is to give students hands-on practice using free online tools to help them take control of their finances, get out of debt and plan for the future.

Making financial decisions in present times is a complex task and requires understanding and knowledge of various areas such as saving, spending, borrowing and investing, as well as a wide range of skills, for example consumer literacy, document use, decision making, critical thinking and problem-solving skills, to name a few. It also requires awareness of any risks involved in making various financial choices. By incorporating the financial literacy content into language teaching, instructors can help learners develop the knowledge and skills that will enable them to understand and respond to various issues related to their own or their families' finances.

Students who are financially literate are better equipped than those who are not to make wise choices regarding institute selection, what degrees to pursue, and how to pay for postsecondary education. The choices students make while in often institute have a direct impact on their financial futures.

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ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЙ ПОДХОД К ИЗУЧЕНИЮ ФРАНЦУЗСКОГО ЯЗЫКА.

Ключевые слова: обучение иностранному языку преимущества для обучения профессиональные дискуссии коммуникативные навыки

Сегодня уже трудно представить работу учебных заведений без доступа глобальное информационное пространство.

Насущная необходимость знания иностранных языков продиктована активизацией процесса мировой глобализации. В современном мире образ успешного преподавателя, профессионала в своём деле, несомненно, связан со знанием нескольких иностранных языков. Под знанием подразумевается владение иностранным языком не на элементарном уровне общения, а на профессиональном уровне.

Цель обучения иностранному языку на неязыковом факультете – умение использовать полученные знания применительно к своей профессии. В идеале предполагается, что специалист сможет читать статьи газет и профессиональных журналов на иностранном языке, участвовать в работе международных конференций, выступать с докладами, отвечать на вопросы, вести профессиональные дискуссии. Достижение этой цели на неязыковом факультете возможно при хорошем уровне владения школьной программой, то есть в том случае,

если студенты первого курса уже имеют базовый набор знаний и умений: определённый словарный запас, знания грамматики, обладают коммуникативными навыками. Чем выше исходный уровень, тем больших успехов в изучении иностранного языка специальности можно добиться. Ведь на изучение иностранного языка отводится, как правило, 2-4 часа в неделю. Преподавателю уже не придётся отвлекаться на изучение базовой лексики, объяснение элементарной грамматики и обучение навыкам аудирования.

Одно из главных условий успешного овладения профессионально ориентированным иностранным языком является аутентичность изучаемых материалов.

В последние годы французские издательства Hachette, Clé international, Didier выпустили серию курсов французского языка по специальности, например: *Objectif express*, *Affaires à suivre*, *Vivez les affaires*, *Comment vont les affaires*, *Le français juridique*, *Le français du tourisme*, *Travailler en français en entreprise*, *Administration.com*. Данные аутентичные комплексы имеют разные уровни сложности (от А1 до В1 и В2 по единой европейской шкале лингвистических компетенций). Содержание материала соответствует поставленным целям изучения языка и позволяет изучить достаточное количество лексических единиц по профессии, углубить знания грамматики, усовершенствовать навыки аудирования и коммуникативные навыки специальной направленности. Эти комплексы оснащены аудио и видеоматериалами, что позволяет эффективно выполнять задания по аудированию и упражнения на развитие диалогической и монологической речи. Достигнув базового уровня профессионального языка целесообразно перейти к изучению статей, взятых из аутентичных газет и журналов. Французские ежедневные издания *Le Monde* и *Le Figaro* изобилуют подобными статьями, которые можно использовать для студентов разных факультетов. Спектр рассматриваемых тем очень широк: политические статьи, статьи по истории, экономике, праву, культуре, педагогике, спорту и т.п. Газетные статьи имеют разный объём (от небольших статей до

представлены научные издания по различным отраслям знаний: юриспруденции, экономике, истории, искусству, психологии, географии, физике, химии и т.п. (например: *L'année psychologique*, *Annuaire Français de Droit International*, *Culture & Musée*, *Politique étrangère*, *Économie et statistique*, *Économie & prévision*, *Enfance*, *Économie rurale*, *Histoire, économie & société*, *Revue d'économie industrielle*, *Revue de l'Art*, *Revue économique*, *Revue française d'économie*, *Revue française de pédagogie*, *Revue française de science politique*, *Revue française de sociologie*, *Revue internationale de droit comparé*, *Vingtième Siècle*. *Revue d'histoire* etc.). Регулярное проведение упражнений на реферирование статей – важное и неотъемлемое условие успешного владения профессионально ориентированным иностранным языком. При этом необходимо помнить о

специфике работы с аутентичным текстом по специальности. Следует обратить внимание на разные аспекты изучения языка: на фонетику, грамматику, разговорную практику и перевод. Статьи изобилуют датами, цифрами, сокращениями, географическими названиями. Их произношение представляет определённую трудность для студентов. Грамматика статей периодики отличается от учебных и художественных текстов набором употребляемых наклонений и времён, глагольных форм, сложностью синтаксических конструкций. Разговорная практика требует тщательной работы над выработкой навыков делового общения по телефону, ведение профессиональной дискуссии. Перевод вызывает затруднения, так как текст периодических изданий, как правило, изобилует длинными предложениями, внимание при переводе следует уделить порядку слов в предложении, учитывая разницу характера синтаксического словоупотребления во французском и русском языках.

Итак, эффективность преподавания профессионально ориентированного иностранного языка зависит от нескольких факторов: – учитывая дефицит учебного времени на неязыковом факультете, занятия должны проходить с большой плотностью, то есть необходимо рационально использовать время; – занятия должны носить комплексный характер, то есть каждому аспекту профессионального иностранного языка необходимо уделять внимание (фонетике, грамматике, чтению, аудированию, разговорной практике и письменной речи); – все используемые материалы должны быть аутентичными, что позволит избежать ошибок, связанных с неправильным сочетанием слов; – постоянное использование аудио и видеоматериалов позволяет сделать занятия интересными, развить навыки аудирования и коммуникативные возможности обучающихся; – осознание практического применения полученных знаний в своей профессиональной деятельности служит сильной мотивацией изучения иностранного языка.

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XORIJIY TIL TA'LIMINING MUAMMOLARI VA ISTIQBOLLARI

Bugungi axborot texnologiyalari va raqamli iqtisodiyoti jadal sura'atlarda o'sib borayotgan barcha mamlakatlarda xorijiy tillarni bilish darajasi kadrlar salohiyatini belgilab beradigan asosiy omillardan biri hisoblanadi. 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. Shu qatorda rivojlanayotgan mamlakatimiz ta'lim tizimi uchun ham xorijiy tillarni ayniqsa rus va ingliz tillarini o'rganish muhim rol o'ynaydi. Xorijiy tillar shubhasiz iqtisodiy o'sishni belgilaydigan juda muhim omil hisoblanadi. Chet tilini bilish chet adabiyotlari ma'lumotlaridan va amaliyotidan keng foydalanish imkoniyatini beradi. Jumladan bu boradagi ishlarni samarasi o'laroq O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida" 2021-yil 19-maydagi PQ-5117-son qarori qabul qilindi, va bunda xorijiy tillarni o'rganishni ommalashtirish bo'yicha tashkiliy chora-tadbirlarni samarali amalga oshirish maqsadida O'zbekiston Respublikasi Vazirlar Mahkamasi huzurida Xorijiy tillarni o'rganishni ommalashtirish agentligi tashkil etildi. "Chet tillari bo'yicha yuqori ko'rsatkichlarga erishgan maktablar uchun Prezident sovrini ta'sis etiladi" — Shavkat Mirziyoyev. Darhaqiqat, chet tilini rivojlantirish orqali dunyo tan olgan davlatlar standartiga javob bera oladigan maktab darslik yaratish pedagoglarimizning asosiysi vazifasidir. Quvonarlisi, ingliz tilida biyron so'zlasha oladiganlar maktabning birinchi sinfidayoq topilayotgani, tizimda ingliz tili mutaxassislarining ko'p mehnati singayotganidan dalolatdir. Ayniqsa, chet tilida xalqaro darajalarga erishayotgan o'quvchilar safi kundan kunga ko'payib bormoqda. Shuningdek, milliy oliygoharimizdan tashqari dunyoning top 1000 talikka kirgan universitetlarga bir o'quvchining yettitadan ortig'iga talaba bo'layotgani ham bizni quvontiradi.

Zamonaviy jamiyatda chet

tillari kasbiy ta'limning muhim tarkibiy qismiga aylanmoqda. Turli sohalardagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko'rsatkichi yuqori bo'lganligi sababli, ular da 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 shakllanadi. Bunda o'qitish va o'rganishning bir necha metodlaridan foydalanish yaxshi samara beradi. Zamon ilgarilab borgani sari har bir sohada yangilik ko'paymoqda. Chet tilini o'rgatishda o'rganuvchining salohiyat va darajasi yoshidan kelib chiqqan holda bosqichma bosqich o'rgatish yaxshi natija beradi.

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.

Oliy ta'lim tizimimizning o'qish davomidagi muammolarga to'xtaladigan bo'lsak hozirda bilm olayotgan talaba-yoshlar orasida muhtojlik ya'ni ishtimoiy himoyaga muxtoj oilalarimizning farzandlari yo'q emas albatta. Lekin Prezidentimiz tarafidan ijtimoiy himoyaga muxtoj (temir daftarga kiritilgan) oilalarga sezilarli darajada ko'mak ko'rsatilgani rost. Ularga o'qish kontraktlarini to'lashda va yotoqxonada masalasida yordamlar ko'rsatildi. Lekin qiynalgan talabalar «Kontraktning yarim puli ham to'landi lekin qolgan yarimini hozir o'qiydigan bo'lsam qay yerdan topaman?» deb chuqur o'yga botadilar va o'zlarini ishga urishadilar. Shu talabalar uchun masofadan o'qish qulayliroq. Masofaviy o'qitish usuli an'anaviy ta'lim shakllaridan farq qiladi. U o'quvchitalabalarni o'ziga qulay vaqtda, joyda va sharoitda o'qitish imkonini beradi. O'quv kursiga bog'liq bo'lmagan holda shaxsiy va guruh talabi asosida o'quv rejalari ishlab chiqiladi. O'qitish jarayonida o'quvchi-talabalarga ilmiy axborot va ma'lumotlar bo'yicha markazlashgan tarmoq orqali o'zaro axborot almashinuvini joriy etish mumkin. O'quv maydonlari, texnik va transport vositalaridan samarali foydalanish, ma'lumotlarni yig'ib bir tizimga solingan holda ifodalab berilishi va mutaxassislarni qayta tayyorlashda ham xarajatlarni kamaytirishga erishilishi kutilmoqda. Ta'lim tarbiya berish jarayonida eng zamonaviy axborot, telekommunikatsiya va turli samarali texnologiyalardan foydalaniladi. Masofaviy ta'lim o'qituvchi (pedagog) va mutaxassislarning ham vaqtini tejab, imkoniyati darajasidan kelib chiqqan holda moddiy manfaatdorligini oshirish bilan mustaqil ta'lim olish uchun keng sharoit yaratib beradi. Ta'lim sohasida erishilayotgan yutuqlarning jahon ta'lim tizimi doirasida almashinuvini tashkil etish, bu sohadagi yutuqlarni qo'lga kiritishni ta'minlashi shubhasizdir. Masofaviy o'qitish usuli mutaxassis o'qituvchi (pedagog)larning oldiga yangidan-yangi dolzarb vazifalarni qo'yimoqda.

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 foydalanilganidir

Foydalanilgan adabiyotlar ro'yxati:

1. O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida" 2021-yil 19-maydagi PQ-5117-son qarori ;

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THE IMPORTANCE OF LEARNING FOREIGN LANGUAGES TODAY

After achieving independence our republic gained wide reforms in every field of social and economical life. Increasing globalization has created a large need for people in the workforce who can communicate in multiple language. The uses of common languages are in areas such as trade, tourism, international relations, technology, media, and science, Uzbekistan has recently been putting economic importance on foreign language learning, especially the English Language. Under the guidance of president Islam Karimov a special attention is paid to formation of responsibility for the fate of the Homeland.

In consistent realization of the Law of the Republic of Uzbekistan "On Education", national program of personal training, significant police is received for construction of new schools, academic lyceums, vocational colleges, higher education institutions, capital reconstruction and strengthening material-technical base of the existing ones, their provision with modern educational equipment.

On 10 December, 2012 president of the Republic of Uzbekistan Islam Karimov signed and decreed "On measures to further improve foreign language learning system. It is not that is the framework of the Law of the Republic of Uzbekistan "On education" and the national program for training in the country, a

comprehensive foreign languages teaching system, aims at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created.

During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities. English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary school, professional colleges and academic lyceums were equipped with languages laboratories.

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; Improving skills of teachers and provision of modern teaching materials are required.

Also it is envisaged that university models, especially technical and international areas, will be offered in English and other foreign languages at higher education institutions.

This document serves as an important guideline development of new textbooks for teaching foreign languages, introduction and advantage teaching methods using modern pedagogical and information communication technologies, education of a new generation to foreign languages cardinal improvement of the system of training of specialist, fluent in these languages, creation of conditions and opportunities for wide use of information resources by students. It should be noted that Uzbekistan has its own place in the world and the labels and manuals documents of the goods which coming from outside are written in foreign language.

According to the purpose and its characteristics we can divide learning foreign language into two groups.

1. Foreign language-universities, institutes and faculties which prepares specialists for teaching FL;

2. Foreign language-universities, institutes and faculties which doesn't prepare specialists for teaching FL.

These two groups are different from each other according to its purpose. In the first group language is taught deeply, both practically and theoretically, because, they prepare specialist language teachers. The syllabus structure will be compiled widely and deeply. The language is taught with special textbook. There will be lecture on English phonetics, grammar, analytical reading, independent reading, oral speech and working with information materials will be learned perfectly. Requirements for using independently oral and writing speech and also, having free communication with foreign people. The number of lexical items is 3000. The student will be learn language in four purposes and his/her aim learning language and using it during working activity. They will be learn translating and reading the text and learn new words which belong to their specialty. That's why, syllabuses and textbook will be compiled for each specialities.

Also, students learn English independently. A lot of experienced textbook and methodology manuals writers have agreed that games are not just time filling activities but they have a great educational value. If we use new pedagogical technologies during EFL classes our work will be easy. Also, students should have independent creative research, they should work on themselves.

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KEY ISSUES OF DEVELOPING STUDENTS' CREATIVE SKILLS

Annotation : Nowadays, creative skill is one of the skills, which make us stand apart from others and have better chances for a good life. We need to be creative both at work and in the family to tackle everyday issues. Unfortunately, traditional classrooms do not always value creativity, and sometimes even hold it back. In this article we discuss a number of tried and tested activities in ESL classes, which boost students’ creative skills.

Keywords: traditional classrooms, nurture creativity, tested activities, self-assessment, instructional strategies, creative skills.

Creativity requires a safe environment in which to play, exercise autonomy, and take risks. As teachers, it’s up to us to establish this kind of supportive classroom. Here are some suggestions from psychologists and educators for how to develop and nurture your students’ creativity:

➤ Create a compassionate, accepting environment. Since being creative requires going out on a limb, students need to trust that they can make a mistake in front of you.

➤ Be present with students’ ideas. Have more off-the-cuff conversations with students. Find out what their passion areas are, and build those into your approach.

➤ Encourage autonomy. Don’t let yourself be the arbiter of what “good” work is. Instead, give feedback that encourages self-assessment and independence.

➤ Re-word assignments to promote creative thinking. Try adding words like “create,” “design,” “invent,” “imagine,” “suppose,” to your assignments.

Adding instructions such as “Come up with as many solutions as possible” or “Be creative!” can increase creative performance.

➤ Give students direct feedback on their creativity. Lots of students don’t realize how creative they are, or get feedback to help them incorporate “creative” into their self-concept. Explore the idea of “creative competence” alongside the traditional academic competencies in literacy and mathematics. When we evaluate something, we value it! Creating a self-concept that includes creativity.

➤ Help students know when it’s appropriate to be creative. For example, help them see the contexts when creativity is more or less helpful—in a low-stakes group project versus a standardized state assessment.

➤ Use creative instructional strategies, models, and methods as much as possible in a variety of domains. Model creativity for students in the way you speak and the way you act. For example, you could say “I thought about 3 ways to introduce this lesson. I’m going to show you 2, then you come up with a third,” or show them a personal project you’ve been working on.

➤ Channel the creativity impulses in “misbehavior.” For students who are often disturbances, see if you notice any creativity in their behavior. Perhaps that originality could be channeled in other ways.

A well-accepted definition of creativity is the generation of a new product that’s both novel and appropriate in a particular scenario. (A product could be an idea, an artwork, an invention, or an assignment in your classroom.) There isn’t just one way for a person to “be creative,” or one set of characteristics that will differentiate “the” creative person. Instead, many experts think of creativity as a set of skills and attitudes that anyone is capable of: tolerating ambiguity, redefining old problems, finding new problems to solve, taking sensible risks, and following an inner passion.

It may also be instructive to think about what creativity is not:

➤ Just for artists, writers, and painters. It’s an attitude and way of problem solving that applies across domains, from engineering, to biology, to business.

➤ Necessarily a result or sign of mental illness. While there may be connections between creativity in individuals with certain disorders, beware anecdotal stories of ear-slicing artists and hot-headed scientists.

➤ A fixed trait that only some people possess.

➤ The same as IQ. Even students who are not intellectually “gifted” can be highly creative.

➤ Beyond measurement. While no single test is perfect, there are many ways to assess (and improve) creativity.

Many experts in psychology and education argue that creativity skills are psychological skills needed for success in school and in the future workforce. As such, schools have a duty to teach them and value them. One survey found that over 1,500 executives valued creativity as the most crucial business skill in the

modern world. In a knowledge economy where rote tasks are can be completed by machines, and almost all information is available with one click, students need to be ready to learn independently, and constantly adapt, innovate, and creatively problem-solve in the workplace.

Creativity also directly enhances learning by increasing motivation, deepening understanding, and promoting joy. Intrinsic motivation is essential to the creative process—and relies on students pursuing meaningful goals. “Create” is at the top of Bloom’s taxonomy for a reason: By noticing broader patterns and connecting material across academic disciplines, creative thinking can facilitate deeper cross-curricular learning.

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TURLI TA’LIM TASHKILOTLARIDA KREDIT MODUL TIZIMIDA
ONLINE O’QITISHNING O’ZIGA XOS XUSUSIYATLARI:
MUAMMOLAR, TAJRIBALAR, ISTIQBOLLAR.

Annotatsiya: Masofaviy ta'lim - internet texnologiyasi yoki boshqa interfaol usullar va o'quv jarayonining barcha tarkibiy qismlari - maqsadlari, mazmuni, usullari, tashkiliy shakllari va o'qitish usullari bir-biridan ma'lum masofada joylashgan talaba va o'qituvchi o'rtasidagi munosabatlar.

Kalit so'zlar: Masofaviy ta'lim, telekommunikatsiya texnologiyalari, ta'lim kompleksi, Konsortsium, Franchayzing

Masofaviy ta'lim tizimi o'qitishning zamonaviy usuli hisoblanadi. Zamonaviy ta'lim jarayonida an'anaviy tushunchalarga yangi tushunchalar kirib bormoqda. Quyida ushbu tushunchalarning asoslari va ta'riflari keltirilgan. Ta'lim - bilim va ko'nikmalarning maqsadga yo'naltirilgan tizimi bilan qurollangan jarayon. Ta'lim - o'qitish, shaxsni tarbiyalash va rivojlantirish natijasidir. Masofaviy ta'lim – masofaviy va kunduzgi ta'lim kabi axborot va telekommunikatsiya texnologiyalariga asoslangan ta'lim shakli bo'lib, u eng yaxshi an'anaviy va innovatsion usullar, o'quv qo'llanmalari va shakllarini o'z ichiga oladi. Masofaviy ta'lim yangi axborot texnologiyalari, telekommunikatsiya texnologiyalari va texnik vositalarga asoslangan ta'lim tizimidir. Bu o'quvchidan ko'proq mustaqil mashq qilishni talab qiladigan, o'quvchiga ta'lim sharoitlarini ta'minlaydigan va ma'lum standartlar va ta'lim qoidalari asosida o'qituvchi bilan aloqani ta'minlaydigan

tizimdir. Bunday holda, o'quv jarayoni talabning qachon va qaerda bo'lishiga bog'liq emas. Masofaviy ta'lim - bu maxsus axborot muhiti yordamida aholining barcha qatlamlari va chet ellik talabalarga ta'lim xizmatlarini ko'rsatadigan masofaviy ta'lim ma'lumotlarini almashish vositalariga asoslangan o'quv majmuasi. Demak, masofaviy ta'lim masofaviy ta'lim kompleksidagi jarayondir. Masofaviy ta'lim va masofaviy ta'limning o'ziga xos xususiyatlari, pedagogik tizimi, zaruriyati va maqsadi bor.

Sayyoramizning turli burchaklarida deyarli har daqiqada o'zgarishlar, yangilanishlar va kutilmagan hodisalar ro'y beradi. Inson axborot ta'sirisiz normal faoliyat ko'rsata olmaydi. Hayotni tushunish va o'rganish axborotni to'plash va o'zlashtirish orqali amalga oshiriladi. Insonning bilim darajasi, shuningdek, ma'lum vaqt davomida o'zlashtirgan ma'lumotlarning miqdori bilan belgilanadi. Shu bois ta'limni takomillashtirish, zamonaviy bilimlarga yo'l ochishda yangi axborot texnologiyalaridan samarali foydalanish bugungi kun talabiga aylandi. Kadrlar tayyorlash milliy dasturi va O'zbekiston Respublikasining "Ta'lim to'g'risida"gi qonuni ham bizlarga ham shunday mas'uliyat yuklaydi. Biroq ta'lim tizimida jiddiy o'zgarishlar ro'y bermoqda. Ta'lim tizimida masofaviy ta'lim shakllari qo'llaniladi. Masofaviy ta'lim - bu masofaviy ta'limning yangi shakli. Masofaviy ta'lim mustaqil ta'limdir. Mustaqil o'qish shaxsning mustaqil fikrlash, vaziyatni baholash, xulosa chiqarish va bashorat qilish qobiliyatini rivojlantiradi. Masofaviy ta'limning yana bir afzalligi shundaki, talaba o'ziga qulay vaqtda va hatto ishdan chiqmasdan ham o'qishi mumkin. Aynan shu afzalliklarga ko'ra, bu uslub hozirda dunyoda keng qo'llaniladi. Ko'pgina yirik kompaniyalar bu usulni tejash yoki o'z malakalarini o'zgartirish, yiliga millionlab dollarlarni tejash uchun foydalanadilar. Masofaviy ta'limning yana bir afzalligi shundaki, o'qish muddati talabning o'zi tomonidan belgilanadi, ya'ni talaba xohlagan vaqtda o'qishni boshlaydi, o'qituvchi nazorati ostida materiallarni o'zlashtiradi. Assimilyatsiya vazifalarni, testlarni bajarish bilan belgilanadi. Talaba dasturni qanchalik tez o'zlashtirsa, shunchalik tez o'qishni tugatib, sertifikat oladi. Agar u dasturni o'zlashtira olmasa, unga mustaqil ishlash va o'qishni davom ettirish imkoniyati beriladi. Ma'lumki, bu usul juda ko'p afzalliklarga ega. Barcha oliy ta'lim muassasalarida masofaviy ta'lim texnika va texnologiyalarini joriy etish ustida ish olib borilmoqda. Axborot texnologiyalarining rivojlanishi masofaviy ta'limni tashkil etishda yangicha yondashuvni talab qiladi. Masofaviy ta'limning zamonaviy modellari aloqa va tarmoq texnologiyalariga asoslangan. Masofaviy ta'lim asosida ta'lim berish uchun ta'lim muassasasi joylashgan joyda o'qishni xohlovchilarning ma'lum sonini to'plash shart emas. Ikkinchidan, tinglovchi yoki o'quvchining ortiqcha pul sarflashiga hojat yo'q. Uchinchidan, ushbu turdagi ta'lim bilan shug'ullanadiganlar uchun yosh cheklolarini istisno qilish mumkin. Masofaviy ta'limga jalb qilingan kontingent quyidagi ijtimoiy guruhlarning a'zolari bo'lishi mumkin:

- Ikkinchi oliy yoki qo'shimcha ma'lumot olish, malaka oshirish va qayta tayyorlash istagida bo'lganlar;
- Hududiy davlat hokimiyati va boshqaruvi organlari rahbarlari;

- An'anaviy ta'lim tizimining imkoniyatlari cheklanganligi sababli ta'lim olish imkoniyatiga ega bo'lmagan yoshlar;

- O'z ta'lim maqomini zamon talablari darajasiga ko'tarish istagida bo'lgan korxonalar va korxonalar xodimlari;

- Ikkinchi parallel ma'lumot izlayotgan tinglovchilar;

- Chekka, rivojlanmagan hududlardan kelganlar;

- Harakatchanligi cheklangan shaxslar;

- Nogironligi bo'lgan shaxslar;

- Harbiy xizmatchilar va boshqalar.

Masofaviy ta'limning afzalliklari va kamchiliklari.

Masofaviy ta'limning uslubiy, iqtisodiy, ijtimoiy afzalliklari va kamchiliklari bilan bir qatorda kamchilik va salbiy tomonlari ham mavjud.

Uslubiy yutuqlar va afzalliklarga quyidagilar kiradi:

- Dars jadvalining qulayligi. Talaba istalgan vaqtda o'quv jarayonida ishtirok etishi mumkin.

- Foydalanish oson manzillar. Talaba o'quv jarayonida internet-kafe, uy, mehmonxona, ish joyi va boshqa joylardan qatnashishi mumkin.

- Qulay o'qish tezligi. Ta'lim o'quvchilarning yangi bilimlarni tushunish tezligida olib boriladi.

- Qulay o'quv dasturi. O'quv dasturi talabalar uchun individual va davlat ta'lim talablariga muvofiq tashkil etilishi mumkin.

- Ma'lumotlar bazasi to'plami. Oldingi o'quvchilarning bilimlarini to'plash va ulardan foydalanish imkoniyati.

- Ko'rgazmali inshootlar. Multimedia imkoniyatlariga to'liq kirish.

- Ta'lim jarayoniga malakali o'qituvchilarni jalb etish.

Iqtisodiy foyda va afzalliklarga quyidagilar kiradi:

- Cheksiz masofani o'qitish. O'qituvchi va talabalar orasidagi masofa muhim emas.

- Ish jarayoniga aralashmaslik. Talaba mehnatdan ajralmas tarzda tarbiyalanadi.

- Talabalar sonini ko'paytirish. Masofaviy ta'lim texnologiyalaridan to'liq foydalanadigan ta'lim muassasasida o'quvchilar soni 2-3 barobarga oshishi mumkin.

- Narx. Masofaviy ta'lim kurslari oddiy kurslarga qaraganda 2 va 3 baravar arzon.

Ijtimoiy yutuqlar va imtiyozlarga quyidagilar kiradi:

- Ijtimoiy guruhlarga bo'linmaslik. Masofaviy ta'lim kursida ikkinchi oliy yoki qo'shimcha ta'lim oluvchilar, malaka oshirish va qayta tayyorlash istagida bo'lganlar; ikkinchi parallel ma'lumot olishni xohlovchi talabalar; chekka, rivojlanmagan hududlar aholisi; jismoniy imkoniyati cheklangan shaxslar; armiyada xizmat qilayotgan shaxslar; erkin harakatlanish imkoniyati cheklangan shaxslar; va boshqalar ishtirok etishi mumkin.

- Yosh cheklovlari yo'q. Ro'yxatga olishda yosh cheklovlari bundan mustasno.

Masofaviy ta'limning kamchiliklari

- Elektron ta'lim va aloqa jarayonlarida ishonchsizlik. Shu sababli talabalar virtual ta'lim shaklida emas, balki oddiy (kunduzgi va sirtqi) ta'lim shaklida o'qishni afzal ko'radilar.
- Masofaviy ta'limning davlat standartlari yo'qligi va buning natijasida davlat diplomlarining berilishi. Shu sababli, masofaviy ta'limning ko'plab bitiruvchilariga faqat kursni tugatganligi to'g'risida sertifikat beriladi.
- Virtual muhit va apparat aloqasi. Masofaviy ta'lim deganda Internetning mavjudligi, undan foydalanish narxi, xizmatlar tezligi va mavjudligi, maxsus aloqa texnikasining mavjudligi va ishlashi tushuniladi.

Masofaviy ta'lim modellari quyidagilardan iborat:

- Birlamchi model;
- Ikkilamchi model;
- Aralash model;
- Konsortsium;
- Franchayzing;
- Tasdiqlash;
- Masofali auditoriya;

Mustaqil Davlatlar Hamdo'stligining boshqa davlatlari qatori O'zbekistonda ham ta'limni jahon andozalari darajasiga olib chiqish borasida katta sa'y-harakatlar amalga oshirilmoqda. Mamlakatimiz hududining kattaligi va geografik jihatdan chekka hududlarning mavjudligi elektron ta'limning rivojlanishining asosiy sabablari bo'lib va uning katta ahamiyat kasb etishiga olib keladi. Hozirgi moliyaviy tanqislik davrida ta'limning bu turidan keng foydalanish kerak. Ta'limning bu turini joriy etishda ayrim muammolar yuzaga kelishi tabiiy. Bular, asosan, mablag', texnik jihozlar va bu sohada malakali muhandis-o'qituvchilarning yetishmasligi, ammo biz bu muammolarni imkon qadar hal qilishimiz kerak, chunki O'zbekistonda masofaviy ta'limni tashkil etish juda samarali.

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THE ROLE OF THE ENGLISH LANGUAGE IN THE DEVELOPMENT OF THE COUNTRY

English is critical for countries' successful participation in the global economy, that it provides individuals with access to crucial knowledge, skills and employment opportunities and enables organizations to create and sustain international links.

Undeniably, English has played a central role as the common international language in linking people who have different mother tongues. The rapid breakdown

of national barriers over the last decade has resulted in English language skills acquiring a great deal of importance in business circles.

English is the essential medium in business and trade, without the ability to comprehend the language, it is impossible for ones to succeed in this challenging field, especially when talking about international trading and business transaction. In order to fully grasp its significance, it is important to get a general understanding of the language's scope and reach around the world. It is estimated that there are around 2 billion people in the world are using English, with only 400 million of them are the native.

A study into the economic impact of learning English in developing countries has concluded that the language can increase the earning power of individuals by around 25% and that developing economies need access to English if they are to grow and position themselves in the global economy.

The British Council, the UK's education and cultural relations organization, which commissioned the report from Euromonitor, a leading research organization, says that it is the first statistical research into the benefits of English in developing countries.

English is also proven to be a vehicle for rapid national development, a means of international relations, and a tool for inter-cultural communication and understanding.

Learning English will help you understand different cultures, communicate with people from all over the world, and observe habits that are different from yours.

It is well recognized that there is a positive relationship between education and development: for example, if women are literate, they tend to have fewer children, are healthier and are better able to look after and educate the children they do have. But where exactly should we look for evidence of a relationship between English and development?

Economic growth is necessary in the development of the country, but not sufficient, condition for development. The English language can create a wide range of opportunities in the development of the country. Thus, the English language covers various spheres.

Tourism is particularly important to developing countries. The United Nations World Tourism Organization recognizes this importance through its ST-EP (Sustainable Tourism – Eliminating Poverty) Program which provides assistance for the development of tourism in poor, rural and marginalized communities. The importance of English in international tourism is well recognized. There is a dynamic commercially driven response to the need in the form of English language training provided as part of tourism training programs and in the publication of English language course books designed particularly for those engaged in the tourism industry.

The movement of students from their country of origin to universities elsewhere is also a well recognized phenomenon. In 2008 there were almost three million international students worldwide, an increase from two million in just seven years. Approximately 45% of the world total of international students are studying

in just four countries: USA, UK, Australia and Canada. These four destinations are said to be attractive not only because of the perceived quality of their higher education institutions but also because they use English. Many international students believe that by studying in one or other of these nations they will be able to achieve not only the qualification for which they have enrolled but also an improved degree of competence in English. The importance of English in international student mobility has been well recognized for many years, as manifested in the international English language competency tests - IELTS and TOEFL - which most receiving institutions and many visa issuing authorities require students to pass.

The third aspect of international mobility – that of international migrant working – is much less well recognized compared to international tourism and international student mobility. There were 900 million people working away from their place of origin in 2009. In all three aspects of international mobility (tourism, students studying abroad and people moving abroad to find employment) English has been shown to play a crucial role. There is general consensus regarding the role of English in the first two of these areas, but the role of English in international migrant working has received relatively very little attention.

English is the language of trade and business. In many countries, English occupies a very important place as the language of diplomacy, trade and business. 90% of global transactions are concluded in English. Global financial funds and exchanges operate in English.

English is the language of science and technology. English has become the language of the XXI century-the century of technological progress and information technology. Today, all instructions and programs for new gadgets are written in English. Scientific reports, articles, and reports are published in English. 90% of Internet resources are in English.

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SOME ISSUES ABOUT TEACHING ENGLISH AT EDUCATIONAL INSTITUTIONS

Recently, special attention has been paid to the study of foreign languages and foreign language proficiency is a competitive advantage of any modern person:

"in modern ethno - cultural conditions characterized by bilingualism and multilingualism in the work environment, language knowledge is an important component of the intellectual capital of employees".

The English language in the modern world is quite a popular means of communication. M. V. Volosova points out that: "the consciousness of this has led to the fact that English language training is given great attention not only in language schools, and the applied teaching methods are aimed at developing skills of writing, reading and, of course, speaking".

However, as far as students from different schools are concerned, we can see different proficiency in a foreign language, ranging from an advanced level of a foreign language to almost no skills in reading, writing, listening and speaking a foreign language. Some school graduates can almost speak and write a foreign language fluently, know grammar rules well, and understand foreign speech by ear. Other graduates have only basic skills.

It should be noted that there are several reasons for this situation.

First, not all students are motivated to learn a foreign language. Some consider a foreign language an "unnecessary" subject that only takes time and effort. As a result, in connection with a similar attitude possession of I A is low or improved only slightly. A. N. Leont'ev emphasizes that: "not to formally learn the material, you need not to "serve" training, but to live it, you need to training became part of life, to have meaning for the learner". The formation of motivation to learn a foreign language depends on many factors. The teacher's personality and educational environment play an important role in this process.

In higher education, the student's attitude to learning a foreign language may change. Students strive to master the AI, first of all, in order to further use the AI for professional purposes.

Secondly, many students are not ready not only to communicate in a foreign language, but also to communicate in their native language. These students are not ready to communicate with their peers and teachers because of a number of their intellectual and personal qualities. According to some scientists: "in addition to language skills and speech skills, communicative success also depends on other properties of intelligence and personality in General, which determine the readiness to communicate".

In addition, we note that the personal characteristics of students can both strengthen and destroy the communicative motivation. To the "destroyers motivations" some authors consider the individual shyness and lack of social skills. In other words, some young people are not ready to communicate. It is known that such a communicative attitude as readiness to communicate is manifested in the desire to communicate (WTC – willingness to communicate). The desire to communicate depends on the purpose of communication, as well as on the attitude to other participants of communication. If there is no desire to communicate, then learning a foreign language will be ineffective. As a result, quite often school graduates who have shown a satisfactory level of results in language tests are unable to build communication in real situations of communication in a foreign language.

In addition, schools often face a shortage of qualified teaching staff. If the school does not have a foreign language teacher, at least for a certain period of time, it will be difficult for students to fill the knowledge gap in the subject, and it is unlikely that such a training format will cause positive emotions and be effective. In such conditions, the process of live communication between the teacher and the student is disrupted, which should not be underestimated: "it is experimentally established that the result of friendly relations between the teacher and students is an increase in the motivation levels of the latter".

Due to this difference in the training of students, teachers of higher education institutions face a situation when they come to students with different levels of knowledge of a foreign language. And even if the educational institution provides for the division of students into groups according to the level of language proficiency, this does not guarantee the creation of a group of the same level. Moreover, in recent years, universities and colleges increasingly do not provide such a possibility.

In this situation, the teacher must think very carefully about the strategy of teaching in such an educational environment. On the one hand, weaker students should not feel uncomfortable when learning, on the other hand, the development of skills of students with a higher level of language knowledge should not stop. Our own observations show that often students who are proficient in the language are willing to help other students with lower levels.

In this regard, a form of group interaction may be effective, when a stronger student takes on the role of a teacher. For example, they may be given a task to prepare and then ask questions about the text that the group's students are reading. The teacher may also ask these students to prepare news reports but they must first comment and explain the new vocabulary from these messages.

In addition, the teacher needs to choose the right training tools used in multi-level groups. Educational materials, and especially their levels of complexity, are of great importance when engaged in such an educational environment.

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THE IMPORTANCE OF LEARNING ENGLISH IN A GLOBAL ECONOMY

There are a number of reasons why learning a new language is a good idea. It allows you to communicate with new people and helps you to see things from a

different perspective, or get a deeper understanding of another culture. This can also help you to become a better listener. English opens up a world of opportunities, especially in the globalized economy of today.

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most of the students study English from the examination point of view, so they are not able to produce even a sentence without the grammatical error. Furthermore, sufficient practice is not given to students to learn a language. Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job.

Keywords: unofficial, vital, opportunity, international, numerous, tremendously, demand, competitive, awareness.

English is the first language of many countries and the unofficial second language of countless more. Learning, understanding, and being able to speak English opens up a world of opportunities, especially in the globalized economy of today. To get a high paying job in any English speaking country, fluency in the language is vital, and a basic knowledge is necessary just for day-to-day life. Many people fear that learning English is too hard, but it is much simpler compared to certain languages like Chinese or Arabic. English is based on an alphabet of 26 letters, and English words are created by putting these letters together. Idiomatic expressions, grammar and punctuation seem to be some of the hardest concepts to understand, but a dedicated student can have the language mastered in no time at all.

Since English is such a widely adopted second language in non-English speaking countries, it is important to know when traveling abroad. Many foreigners can communicate effectively in English, even if one person primarily speaks Dutch and the other's first language is Japanese. In addition to traveling, English is also great to know for business. Many non-English speaking businessmen learn English because a lot of business is done with the US, Australia, the UK, and other English speaking countries.

Even if you don't need to speak English for your benefit, you may like to learn it for your children's sake. As the economy becomes more and more globalized, more countries will turn to English for the sake of business. Preparing your children to enter this global market at a young age will present them with countless opportunities when they get older. It has been proven that immersing oneself in a language aids tremendously when trying to learn it, so speaking English at home will help your child greatly.

Once you get started, learning English only becomes easier. There is no better time to start than now, as the sooner you get started, the quicker you will be able

master the language. So to set yourself- or your child- up for success in a global economy, start learning English as soon as possible. The opportunities for improvement that you get when you learn English are far more numerous than the ones that you get with any other language.

“Many businesses will rely on the help of translators, but we have found that investing in a dedicated service has led to stronger relationships with clients – so much so that the majority of work the firm receives under this service is through personal recommendations,” says partner Ciaran McCabe.

The changing global economy and international settings demand high levels of foreign language skills, as well as cultural competencies to be taken into account while conducting business. In particular, top managers' and key personnel's foreign language and cultural skills emerge as being critical as a source of competitive advantage contributing to superior company performance in international markets. Based on a sample of 123 respondents employed in managerial and key personnel positions, our study examines the role and impact of foreign language skills and cultural competencies on the international performance and success of small and medium-sized enterprises (SMEs) from the Istrian County, Croatia. Our findings support the hypothesis that foreign language skills positively affect a company's success; however, contrary to our expectations, there was no statistically significant support for the positive effect of cultural awareness on a company's success. The authors suggest that it is crucial for domestic SMEs that they adopt strategies for dealing with linguistic barriers upon entering a new foreign market, as this will inevitably lead to reduction in cultural barriers as well, and help domestic companies in achieving improved international performance.

Sh.Khamrayeva, TFI, senior lecturer

THE ROLE OF THE COMPUTER IN MODERN COMMUNICATIVE TECHNOLOGY OF TEACHING FOREIGN LANGUAGES

In our days of accelerating scientific and technological progress, when the possession of the necessary information becomes one of the main tools in any field of human activity, the main and most important task is to teach the younger generation to live in the world of technology and information. Possession of information and communication technologies provides opportunities for improving language competence and intercultural communication. In modern society, the role of foreign languages is increasing. Knowledge of a foreign language gives young people the opportunity to join the world culture, use the potential of the vast resources of the global Internet in their activities, as well as work with information and communication technologies and multimedia teaching aids.

Now everyone understands that the Internet has enormous information capabilities and no less impressive services. The Internet creates a unique opportunity for foreign language learners to use authentic texts, listen and communicate with native speakers.

In recent years, the question of the use of new information technologies has been increasingly raised. These are not only modern technical means, but also

new forms of teaching, a new approach to the learning process. The use of multimedia tools helps to implement a student-centered approach to learning, provides individualization and differentiation, taking into account the characteristics of children, their level of learning, inclinations. Learning English with the help of computer programs is of great interest to students.

Disks that exist today allow displaying information on a computer screen in the form of text, sound, video, and games. Learning with the help of a computer makes it possible to organize the independent work of each student. Integrating a regular lesson with a computer allows the teacher to transfer part of his work to the computer, while making the learning process more interesting and intense. At the same time, the computer does not replace the teacher, but only complements it. The selection of training programs depends, first of all, on the current educational material, the level of training of the trainees and their abilities.

Working with a computer not only contributes to an increase in interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, encouraging correct decisions. In addition, the computer allows you to completely eliminate one of the most important causes of a negative attitude towards learning - failure due to a lack of understanding of the material or a problem in knowledge. It is this aspect that is provided by the authors of many computer training programs. The student is given the opportunity to use various reference manuals and dictionaries that can be called up on the screen with a single click on the mouse. Working on a computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary help.

The purpose of teaching a foreign language is the communicative activity of students, that is, the practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student in the learning process, to create situations for their creative activity.

We consider information, communication and audiovisual technologies as a whole, as subordinate to the solution of a more important task - the creation of a new educational environment, where information, communication and audiovisual technologies are organically included in the educational process to implement new educational models.

The use of information technology in combination with knowledge and skills in the field of foreign languages will allow students to get an idea of the realities of the current economic and social situation in our country and in the world, and will contribute to successful social adaptation.

The influence of the information revolution on education is great. The use of a computer opens up wide opportunities, contributing to the formation of information literacy of the individual, increasing the efficiency of the educational process and the quality of professional training of schoolchildren. One of such significant programs is PowerPoint, Prezi, with the help of which the teacher and students create multimedia presentations that provide information support in the preparation and conduct of foreign language classes.

Multimedia presentation is a qualitatively new approach to learning a foreign language. To prepare such a presentation, the student must conduct research work, use a large number of sources of information, which allows you to avoid templates and turn each work into a product of individual creativity. In the process of preparing a presentation, conditions are created for the development of motivation for learning a foreign language, the background knowledge of the student, his horizons and information are expanding.

Thus, multimedia presentations are an effective technique for developing and improving a monologue statement, since in the course of his speech, the student has the opportunity to use keywords, diagrams, pictures, tables that he independently developed. This allows you to speak consistently, deployed, expressively, with sufficient speed, without unreasonable pauses between phrases. A multimedia presentation is a combination of computer animation, graphics, video, music and sound, which are organized into a single environment. As a rule, a multimedia presentation has a plot, script and structure organized for easy perception of information. The mechanism of the presentation is that in preparation for it, the effective use of speech means is trained, and during the presentation, processes of a higher level are automated. In general, the presentation should be preceded by the preparation of language and information material, and also include knowledge of the structure of the presentation: introduction, main part with the development of the main provisions, logically related to each other, and conclusion. Being an innovative method, multimedia presentations can be used both in "open" classes and in current ones due to their simplicity and accessibility.

The advantages of multimedia presentations are as follows: a combination of a variety of textual audio and video clarity; the possibility of using for presentation as an interactive, multimedia board, which allows you to more clearly semantize new lexical, grammatical and even phonetic material, as well as provide support support in teaching all types of speech activity; the ability to use individual slides as handouts (supports, tables, charts, graphs, diagrams); activating the attention of the whole class; ensuring the effectiveness of perception and memorization of new educational material; monitoring the assimilation of new knowledge and systematization of the studied material; a combination of classroom and extracurricular independent work of students; saving study time; the formation of computer multimedia competence of both teachers and students, the development of their creative abilities in the organization of educational work.

The tasks of education modernization cannot be solved without the optimal implementation of information technologies in all its spheres. The use of information technology gives impetus to the development of new forms and content of traditional activities of students, which leads to their implementation at a higher level. Working with a computer should be organized in such a way that from the very first lessons of the initial stage of education it becomes a powerful psychological and pedagogical means of forming a need-motivational plan for the activity of schoolchildren, a means of maintaining and further developing their interest in the subject being studied. Properly organized work of students with a

computer can contribute, in particular, to the growth of their cognitive and communicative interest, which in turn will contribute to the activation and expansion of the opportunities for independent work of students in mastering the English language, both in the classroom and outside of school hours.

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EFFECTIVE USE OF VISUAL AIDS IN EFL CLASSES

Abstract: *The article aims at providing general information about visual aids and their effective use and importance in English Foreign Language classes.. The article provides detailed information about effectiveness of visual aids as well as opinions of different experts of the language teaching sphere.*

Key Words: *visual aids, fun pictures, capture, meaningfulness, authenticity, a street scene, maps and symbols, drawings, objectives;*

Learning foreign languages is becoming more and more popular in modern globalized society. Learning English as well as foreign languages is one of the most important ways to improve different relations among people. Nowadays, thousands of people are doing their research or travelling abroad every day and everybody knows that English can unlock the doors of the world for them and help to better their life.

As it is known, organizing unusual classes has become more common than traditional ones in teaching foreign languages. Different authentic materials, internet sources, visual aids as well as pictures are being used to make foreign language classes more interesting and effective.

Motivation is very important in any learning. The more complicated subject to learn, the stronger the motivation should be. It is known that motivating through personal experience and catchy materials such as visual aids is highly efficient. Visual aids are really widespread types of materials that can catch the attention of any learner of all ages. Using visual aids is one of the most effective

ways of teaching language which can improve students' writing, listening and speaking skills, vocabulary as well as spelling skills and pronunciation.

As we know one of the most common types of visual aids is pictures. Pictures in teaching languages are especially suitable for learners with special needs. They are also very useful when introducing new topic. The teacher can, thanks to them, provoke the students to express themselves emotionally. Pictures can be used with as well beginners as advanced students of all ages. There is usually minimal preparation and low costs. [1]

Using pictures in English foreign language lessons is also an interesting and enjoyable way of introducing any learner to words in everyday use or chosen topic of the lesson. The use of colourful, fun pictures will delight any learner. At the same time they help learners to recognize, learn and remember a variety of different words. Pictures capture learner's interest and stimulate their desire to learn and develop their skills in writing and spelling.

It is important to expose students to various stimuli so that they can develop their skills broadly. According to Wright, one of the leading experts of the sphere, teacher's resources must include pictures. We are not exposed only to spoken language, but we perceive a lot of context visually. Students have to learn to predict, induce and deduce. Pictures play a key role in motivating students and contribute to interest and awareness of context.

When using the pictures the teacher should consider some aspects before preparing the lesson.

- Demandingness of preparation: if the preparation is difficult in relation to what the outcome should be, then it is no worth doing it.
- Class organization: if the class organization would be difficult, it is no use to do it.
- Interest: the activity should be interesting for students and the teacher, too.
- Meaningfulness and authenticity: the language should be authentic to the activity. There should be some outcome, so that the student can reflect on their work and see, whether they use the language correctly or not.
- Amount of language: there should be sufficient amount of language in the activity, otherwise it is no use to do it. [2]

Using pictures in classes can help to practice various language skills such as:

- structures (tenses, transitive/intransitive verbs, interrogative etc.);
- vocabulary (topic-based vocabulary, opposites, adjectives etc.);
- functions (making request, describing things, expressing likes and dislikes etc.);
- situations (describing the situation, situation dialogues, role play etc.);
- skills (listening, reading, writing, speaking).

It should be clear to the students what are they going to do and why are they going to do it. They should have the language to be able to do it.

Wright says that pictures can motivate students in such a way that they want to pay attention and be included. Pictures bring the world or a street scene or other environments to the classroom. Describing pictures can be objective or subjective (This is a train. / I like travelling by train.) Pictures can stimulate and provide material to be discussed in a conversation or discussion.

What kind of pictures can be used? Wright recommends pictures of one person or of several people, people in action, places, from history, with a lot of information, the news, fantasies, maps and symbols, pairs of pictures, pictures and texts, sequences of pictures, related pictures, single stimulation pictures, ambiguous pictures, bizarre pictures, explanatory pictures and student and teacher drawings. [2]

After discussing Wright's recommendations, it is our choice what kind of visual aids or pictures to use and how to use them effectively during our lessons.

To sum up, it is important to emphasize that organizing classes by using modern pedagogical technologies as well as using visual aids can really help students to be motivated, to improve and develop their language skills such as speaking, listening, writing, their vocabulary, grammar and pronunciation. So teachers should try to organize their lessons more efficient and interesting by using pictures and other authentic materials, in such case it is easy for teachers to get objectives and learning outcomes that they have put before themselves when preparing lesson plans.

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REFORMS OF FOREIGN LANGUAGES IN NEAR FUTURE WITHIN THE DEVELOPMENT STRATEGY OF NEW UZBEKISTAN

Recently, there has been an upsurge in educating English as a foreign language to learners all around the world, and this has also been seen in Uzbekistan. Despite the fact that there's been a lot of interest in studying English, the preponderance of English as a Foreign Language (EFL) students around the world public school graduates are still unable to interact in a foreign language. They have been studying. One of the most difficult obstacles a learner has is that English is not being used accurately in everyday situations. Thus, it's possible that students aren't getting enough exposure to the target language.

As today our country is moving towards the construction of new Uzbekistan, millions of works are being held in all spheres of the society. Including economic, politic and social issues is the main huge ways to reform the community. Among them the economical and political reforms are considered as important as possible. However, it is reasonable to take the importance of social life and education sphere within it. The process of educating children doesn't stay in a place as it needs to be updated and diversified. The most effective and quickest way to reach that is making mammoth efforts to teach the youngsters new foreign languages. As letting them able to speak, search, read, comprehend the info or data they need in foreign languages is a key towards the broadening the knowledge not only in the language itself but the within the subject also.

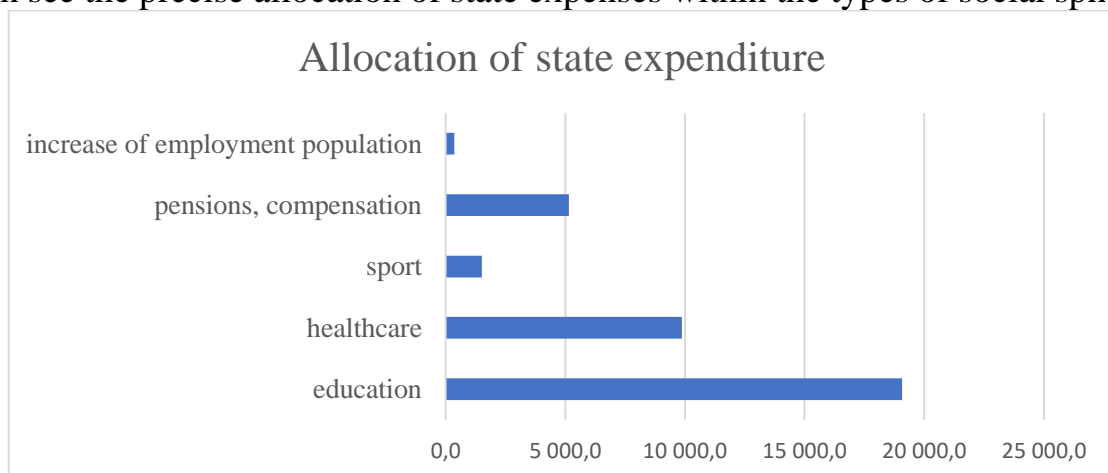
Having understand that, the Head of the state noted that raising human dignity and improving people's lives are determined as the main goal in the country, and these principles should be the main criterion in the formation of the budget.

Therefore, the main attention in the draft state budget for the next year is paid primarily to social issues. In particular, 58 trillion UZS are planned to be allocated to education and healthcare.⁸²

In the New Uzbekistan's Development Strategy for 2022-2026 Decree signed by President Shavkat Mriziyoyev on January 28 in the current year, it is mentioned that 605 billion sum is planned to allocate from the Government budget for program to spend updating of textbooks in the schools and guidebooks of average educational institutions.

The document approved the state program for the implementation of the strategy, which includes seven priority areas. In particular, in the framework of the third area, it is planned to expedite the economic development and the GDP growth. It is not a mere allocation for the education system so, it is important to organize this in an orderly and efficient manner.

It is worth to cite out that the expenses in education sphere are not incurred for only specific period, but it has been ongoing process, as the developed countries continue to make abundance of investment in schooling system. Below in the graph, we can see the precise allocation of state expenses within the types of social sphere.



⁸² <http://tashkenttimes.uz/economy/8284-shavkat-mriziyoyev-siqns-new-uzbekistan-s-development-strategy-for-2022-2026-decree-economy-highlights>

Figure 1. Allocation of state expenditure within the social sphere.

Society will benefit from educated individuals because they are more understanding of other people's needs. Therefore, people should invest in quality education so that they will be able to create a better world. They need to promote the value of education so that more people will be encouraged to invest in education.

The more educated individuals there are, the better off society will be because they can share their knowledge and experience to make the world a better place. People need education. They will know how to reason instead of acting impulsively on what they feel at any moment without considering consequences. In addition to all these, educated people tend to live longer and are generally healthier.

MUNDARIJA
BIRINCHI SHO'BA
TURLI TA'LIM MUASSASALARIDA UNIVERSAL MASOFAVIY TA'LIM
SHAROITIDA O'QITISHNING O'ZIGA XOS XUSUSIYATLARI:
MUAMMOLAR, TAJRIBALAR, ISTIQBOLLAR

1.	Saidova F.B.	<i>Formation of a communicative competence in training foreign language</i>	3
2.	Акобирова С.Т.	<i>Кредит-модуль тизимида хорижий тил таълими: муаммолар ва ечимлар</i>	6
3.	Атаева Н.С.	<i>Инглиз тили таълими жараёнида иқтисодчи кадрларнинг касбий компетенциясини такомиллаштиришнинг илмий-методик масалалари</i>	10
4.	Azimova D.S.	<i>Ingliz tili nomutaxassislik bo'lgan ta'lim muassasalarida til o'rgatishda web2 materiallaridan foydalanish</i>	12
5.	Normatova D. I.	<i>Information and communication technologies in teaching foreign languages</i>	15
6.	Хамраева Ш.Ш.	<i>Использование компьютерных презентаций на уроках английского языка</i>	19
7.	Giyasova U. E.	<i>Components of developing mechanisms for improving the quality of education in a foreign language in the process of teachers' professional development</i>	21
8.	Kadyrkhodjayeva D.B.	<i>Online learning at universities: advantages and disadvantages</i>	24
9.	Mirkasimova M.B.	<i>Socio-cultural competence is the main aspect in teaching foreign languages</i>	27
10.	Qulaxmedova G.A.	<i>What ideas would you bring to the classroom to make the learning more interesting and rewarding</i>	30
11.	Yuldashova U.B.	<i>Nutq faoliyati turlarini kompetensiyaviy yondashuv asosida takomillashtirishning zarurati</i>	33
12.	Azimov A.	<i>The importance of communicative language teaching method and its interactive strategies</i>	36
13.	Закирова Г.С.	<i>Интернет как ресурс для изучения языка</i>	42
14.	Рустамова З.Р.	<i>Иқтисод йўналишидаги талабаларнинг касбий аудитив лаёқатини ривожлантиришида ахборот ресурслардан фойдаланиш технологияси</i>	45

15.	Каримова А. И.	<i>Практическое овладение учащимися русской речью – основная цель изучения русского языка в общеобразовательной школе.</i>	47
16.	Qulaxmedova G.A.	<i>Investigating children’s language skills.</i>	50
17.	Kakharova N.I.	<i>The importance of reading in teaching Foreign languages.</i>	52
18.	Shadmanbekova K.A.	<i>O’zbekiston iqtisodiyotini rivojlantirishda xorijiy tillarning o’rni.</i>	54
19.	Рустамова З.Р.	<i>Иқтисод йўналишидаги талабаларнинг касбий аудитив лаёқатини ривожлантиришида ахборот таълимий ресурслардан</i>	56
20.	Muradova N.T.	<i>Die erarbeitung einer konzeption für den unterricht deutsch als fremdsprache</i>	58
21.	Khamrayeva Sh.	<i>The development of dialogic speech in students of non-philological universities</i>	60
22.	Имомов И.А.	<i>Зиддиятларни юзага келиш шарт-шароитларида шахс тоифалари ва уларнинг хислатларининг педагогик таҳлили</i>	62
23.	Saidova F.B.	<i>The influence of motivation in learning foreign languages</i>	67
24.	Sheraliyeva Sh.I., Yoldoshev A.	<i>Teaching English using problem–based approach.</i>	69
25.	Aripova Z.X.	<i>Turli ta’lim muassasalarida masofaviy ta’lim tizimini tashkil etishning o’ziga xos xususiyatlari</i>	72
26.	Khalilova H.Kh., Musirmanova L.	<i>Using internet resources in teaching English</i>	76
27.	Pardayeva S.A.	<i>Independent work of students of bachelorate in the practical course of foreign languages</i>	80
28.	Nurullaeva G. A.	<i>Methods of teaching listening and selection of material.</i>	82
29.	Kurbonova Z.A.	<i>Online distance learning – new opportunity or “dead end”</i>	86
30.	Saipova M.T.	<i>Ta’lim sifatini oshirishda axborot va ta’lim texnologiyalaridan foydalanish</i>	91
31.	Акбаева Х.Б.	<i>Использование креативных методов на уроках французского языка.</i>	94
32.	Khamidov Sh., Namraeva Sh.,	<i>The application of innovative methods in language and the role of computer technologies</i>	96

33. **Ишанходжаева Ф.А.** *Использование деловых игр как средство профессионализации обучения студентов-экономистов* 99
34. **Khamrayeva Sh.Sh.** *Intercultural communication and learning foreign languages* 102
35. **Pardayeva S.A.** *Problems of dialogue and dialogic speech in the aspect of linguistic pragmatics.* 105
36. **Тулаганова Д.** *Обучение иностранному языку с применением информационно-коммуникативных технологий* 107

IKKINCHI SHO'BA

SUN'IY INTELLEKT DAVRIGA TARJIMA: TURLI YONDASHUVLAR INTEGRATSIYASI, TARJIMANI PEDAGOGIK VOSITAGA AYLANTIRISH.

37. **Саримсоков Х. А.** *Мамлакатимиз худудида жисмоний тарбияга оид терминларнинг шаклланиш кетма-кетлиги.* 110
38. **Nazarova M.A.** *Artificial intelligence as a tool for translator* 112
39. **Irgasheva Sh.S.** *Neologizmlarni ekstralingvistik omillarini kelib chiqishi* 116
40. **Хайдаров И.Т.** *Суғурта терминларининг шаклланишида морфологик хусусиятлар* 120
41. **Сайдалиева Г.А.** *Бадий услуб матнининг лингвосемиотик таҳлили масаласининг ҳозирги замон фанидаги талқини* 124
42. **Nurtaev S.X.** *The impact of technological development on the use of neologisms* 127
43. **Ускенбаев Ў.Ю.** *Немис ва ўзбек тилларини чоғиштириб ўрганишга доир баъзи мулоҳазалар* 131
44. **Ускенбаев Ў.Ю.** *“Пайт” концептининг умумий фразеологик модели* 135
45. **Мансурова Н. А.** *Семантический анализ маркетинговых терминов* 141
46. **Nabiyeva D.J., Egamnazarova O.O.** *Ingliz va o'zbek tillarida gap qurilishining o'ziga xos xususiyatlari* 145
47. **Дана Камилла Анваровна** *Феминитив в китайском языке.* 147
48. **Махамадалиева З.Б.** *The history of phraseological units and its development stages* 151
49. **Эштўхтарова Б.Б.** *Ҳозирги замон тилишунослигида концепт тушунчаси* 153
50. **Ne'matova Iroda** *O'zbek toponimlarini lug'atlashtirish masalalari* 156

51.	Эшгўхтарова Б.Б.	<i>Фразеология фанининг ривожланиши босқичлари</i>	160
52.	Saipova M.T.	<i>Fransuz tili o`qitishda leksikani o`rgatish</i>	163
53.	Назарова С.А.	<i>Ирригация ва мелиорация соҳасига оид терминларнинг ўзбек ва инглиз тилларидаги эвалюцияси.</i>	167
54.	Хайдаров И.Т.	<i>Инглиз ва ўзбек тили суғурта терминларининг таржимавий эквивалентлик хусусияти</i>	172
55.	Собирова Д.А.	<i>Тилшуносликда қўшма гапларнинг умумсинтактик ва стилистик табиати</i>	174
56.	Акбаева Х.Б.	<i>Влияние эволюции французского языка на менталитет нации.</i>	177
57.	Ниязов Р. Т.	<i>Америка юридик детектив асарлар генезиси ва ривожланиши босқичлари</i>	180
58.	Abdurakhmonov G.T.	<i>Semantic features of phraseological units in sport</i>	184
59.	Кахарова И.С.	<i>Ўзбек ва инглиз тилларида тақлид сўзлар морфологияси</i>	189
60.	Собирова Д.А.	<i>Қўшма гапларнинг структурал-семантик ва стилистик тавсифи</i>	194
61.	Mansurova N.A.	<i>Adequacy of translation of terminological lexicon in texts with economic direction: functional aspect</i>	197
62.	Pardayeva S.A.	<i>Main characteristic feature of pragmalinguistics</i>	200
63.	Bekmurodova Z.E.	<i>Хиазмнинг грамматик конструкцияси</i>	202

UCHINCHI SHO'BA

MUTAXASSISLIK UCHUN XORIJIY TILLAR (ESP) O'QITISHDA FANLARARO INTEGRATSION TA'LIMNING AHAMIYATI: TAJRIBA, YUTUQLAR, MUAMMOLAR VA YECHIMLAR.

64.	Ikromkhonova F., Hoshimova O.	<i>Innovative methods in teaching English for special purpose</i>	205
65.	Атаева Н.С.	<i>Иқтисодий таълимнинг касбий компетенция такомиллаштиришида хорижий тилларнинг ўрни (инглиз тили мисолида)</i>	210
66.	Khalilova H.Kh.	<i>Teaching English for specific purposes</i>	212
67.	Эрданова С. А.	<i>Инновационные методы обучения будущих экономистов-менеджеров</i>	215
68.	Abdurahmonova M.T.	<i>So'z turkumlarini o'qitishning samarali usul va metodlari.</i>	217

69.	Chinibayev X.X.	<i>Akademik litseylarda nemis tilini o'qitishning dolzarb muammolari</i>	221
70.	Yuldashova U.B	<i>Teaching English in non-philological classes.</i>	227
71.	Mirkasimova M.B.	<i>Futher improvement socio-cultural competence in teaching English for specific purposes</i>	229
72.	Yaqubov O.M.	<i>Effective ways of rising students` motivation in efl classes</i>	232
73.	Ишанходжаева Ф.А.	<i>Обучение англоязычному деловому письменному общению в неязыковом вузе</i>	235
74.	Fayzieva N.Sh.	<i>Analysis of financing mechanisms in state-owned enterprises</i>	239
75.	Mansurova Sh.I., Tangrikulov F.	<i>Some issues about using role play activities during english language classes</i>	248
76.	Муратова Э.Р.	<i>Философия преподавания иностранным языкам</i>	249
77.	Khalilova H.Kh., Nuraliyeva B.	<i>The process of working on professional lexics at higher educational institutions</i>	253
78.	Pardayeva S.A.	<i>Pragmalinguistics as a new branch of linguistics</i>	255
79.	Ismanova M.K., Erdanova S.A.	<i>Problems and prospects of foreign language education</i>	258
80.	Ashirova D., Khamrayeva Sh.	<i>Problems of learning foreign languages</i>	262
81.	Saipova M.T.	<i>Chet tili darslarida innovatsion texnologiyalardan foydalanish</i>	266
82.	Shodmonbekova K.A., Musirmanova L.	<i>Learning improving financial literacy in foreign language classes</i>	270
83.	Акбаева Х.Б.	<i>Профессионально-ориентированный подход к изучению французского языка.</i>	272
84.	Erishboyeva N., Xamrayeva Sh.	<i>Xorijiy til ta'limining muammolari va istiqbollari</i>	275
85.	Ismoilova SH.F.	<i>The importance of learning foreign languages today</i>	277
86.	Khalilova H.Kh., Jovliyeva D.	<i>Key issues of developing students' creative skills</i>	279
87.	Turobov U.A.	<i>Turli ta'lim tashkilotlarida kredit modul tizimida online o'qitishning o'ziga xos xususiyatlari: muammolar, tajribalar, istiqbollari.</i>	281
88.	Erdanova S., Xurramov J., Yandashova P.	<i>The role of the english language in the development of the country</i>	284

89.	Xalikova L.U., Akmalov.O.I , Gofurov.S.I.	<i>Some issues about teaching english at educational institutions</i>	286
90.	Xamroyeva Sh., Yuldoshev J.	<i>The importance of learning English in a global economy</i>	288
91.	Khamrayeva Sh.	<i>The role of the computer in modern communicative technology of teaching foreign languages</i>	290
92.	Nazarova D.O.	<i>Effective use of visual aids in EFL classes</i>	293
93.	Erdanova S.A., Yandashova P., Xurramov J.	<i>Reforms of foreign languages in near future within the development strategy of new Uzbekistan</i>	295

XORIJIY TIL TA'LIMINING MUAMMOLARI VA ISTIQBOLLARI

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Тошкент Молия институтида ризография усулида чоп этилди
100000, Тошкент, Амир Темур шоҳ кўчаси 60 а уй.