ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ТАЪЛИМ, ФАН ВА ИННОВАЦИЯЛАР ВАЗИРЛИГИ

«ХОРИЖИЙ ТИЛЛАРНИ ЎРГАНИШДА ИННОВАЦЯЛАР ҲАМДА ТИЛ, МАДАНИЯТ ВА УЛАРНИНГ УЗВИЙЛИГИ»

Халқаро илмий-амалий конференцияси материаллари

(II қисм)

2023 йил 26-27 июн

САМАРҚАНД 2023

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САМАРҚАНД ИҚТИСОДИЁТ ВА СЕРВИС ИНСТИТУТИ
“ТИЛЛАРНИ ЎҚИТИШ” КАФЕДРАСИ

ТАМБОВ ДАВЛАТ УНИВЕРСИТЕТИ,
КОРЕЯ ГАЧОН УНИВЕРСИТЕТИ.
ТУРКИЯ БУРДУР МЕҲМЕТ АКИФ ЭРНАСОЙ УНИВЕРСИТЕТИ.
ИПАК ЙЎЛИ ТУРИЗМ ВА МАДАНИЙ МЕРОС ХАЛҚАРО УНИВЕРСИТЕТИ.
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МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ, НАУКИ И ИННОВАЦИЙ РЕСПУБЛИКИ УЗБЕКИСТАН
САМАРКАНДСКИЙ ИНСТИТУТ ЭКОНОМИКИ И СЕРВИСА
КАФЕДРА «ОБУЧЕНИЯ ЯЗЫКАМ»
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УНИВЕРСИТЕТ ГАЧОН, КОРЕЯ.
УНИВЕРСИТЕТ БУРДУРА МЕХМЕТА АКИФА ЭРНАСОЙ, ТУРЦИЯ
МЕЖДУНАРОДНЫЙ УНИВЕРСИТЕТ ТУРИЗМА И КУЛЬТУРНОГО НАСЛЕДИЯ ШЕЛКОВЫЙ ПУТЬ.
УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ МИРОВЫХ ЯЗЫКОВ
АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ.
САМАРКАНДСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ

«ИННОВАЦИИ А ТАКЖЕ ЯЗЫК, КУЛЬТУРА В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ И ИХ ПРЕЕМСТВЕННОСТЬ»

26-27 июня 2023 г.

САМАРКАНД - 2023

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Ў.Болибекова

Саҳифаловчи: Д. Саматова

Мақолалар муаллифлар таҳририда босилмоқда. Уларда келтирилган рақамлар, фактлар, хулоса ва тавсияларга муаллифлар масъул. Уларнинг айрим фикрлари ташкилий гуруҳ қарашларига тўғри келмаслиги мумкин.

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ХОРИЖИЙ ТИЛЛАР ТАКОМИЛЛАШУВИДА ИННОВАЦИЯ, ТИЛ ВА МАДАНИЯТНИНГ ЎРНИ

М.Э.Пўлатов

СамИСИ ректори, и.ф.д., профессор

Мамлакатимизда бир қанча соҳаларнинг ривожланишида чет эл давлатлари билан ўрнатилган мустаҳкам алоқалар муҳим аҳамият касб этмоқда. Улар билан ўзаро мулоқотга киришиш учун албатта ўша давлат тилини билиш муҳимдир. Бу эса ўз навбатида халқаро миқиёсида чет тилини ўрганишга бўлган талабни ортишига, жамоалар кундан –кунга кўп тилли ва кўп маданиятли бўлиб боришига ва бу тилларни ўрганишга инновацион ечим муаммолларини ҳал этишда муҳим омил ҳисобланиб келмоқда.

Бу борада “Ўзбекистон Республикаси Олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПФ-5847-сонли фармонидаги, шунингдек, 2021 йил 19 майдаги ПҚ- 5117 Ўзбекистон Республикасида хорижий тилларни ўрганишни оммалаштириш фаолиятини сифат жиҳатдан янги босқичга олиб чиқиш чора тадбирларида белгиланган вазифаларни амалга оширишда фундаментал фанлар билан бирга тилшунослик ва адабиётшунослик фанлари бўйича илмий тадқиқотлар натижаларини амалиётга татбиқ этиш кўзда тутилганлиги зиммамиздаги масъулиятли вазифалардан биридир.

Ахборот алмашинуви кенгайган даврда институтимизда тараққиётни янгича идрок этадиган, миллат ғурури учун курашадиган янги авлод таълим-тарбия олиб камол топмоқда. Олий таълим тизимида амалга оширилаётган кенг қамровли ислоҳотлар, таълим сифатини юқори босқичга кўтариш, хорижий тилларни ўқитишнинг комплекс тизимини янада такомиллаштириш ҳамда илғор хорижий тажрибаларни миллий таълим тизимида татбиқ этиш, тизимли ўрганиш, таҳлил этиш долзарб масалардан биридир.

Ўтказилаётган ушбу Халқаро илмий-амалий анжуман Ўзбекистон Республикасида Олий, фан ва инновациялар вазирлигиининг 2023 йил 02 майдаги 118-сонли буйруғига мувофиқ — Хорижий тилларни ўрганишда инновацялар ҳамда тил, маданият ва уларнинг узвийлиги “**Хорижий тилларни ўрганишда инновацялар ҳамда тил, маданият ва уларнинг узвийлиги**” мавзусига бағишланади**.**

Мазкур халқаро илмий-назарий анжуманни ўтказишдан мақсад ҳукуматимизнинг илм фанини ривожлантириш соҳасидаги қарор ҳамда

буйруқлари асосида хорижий тилшунослик ва адабиётшуносликнинг қиёсий-типологик таҳлили хусусида таниқли тилшунос ва адабиётшунос олимларнинг фикрларини умумлаштириш, илм-фанга лаёқатли ёшларни кашф этиш, уларда илм-фан ва технологияларга рағбатни кучайтириш кабилардан иборат. Анжуманда Тамбов давлат университети, Корея Гачон университети, Туркия Бурдур Меҳмет Акиф Энасой университети, Ипак йўли туризм ва маданий мерос халқаро университети, Ўзбекистон давлат жаҳон тиллари университети, Андижон давлат университети. Самарқанд давлат чет тиллари институти ва бошқа бир қатор олий таълим муассасаларининг етук олимлари ҳамда тадқиқотчилари иштирок этишлари кутилмоқда.

Ўйлаймизки, иштирокчилар анжуманда соҳа илм-фани ва таълими самарадорлигини ошириш юзасидан муҳим хулосалар ишлаб чиқадилар ҳамда келгуси режалар белгилаб олинади ва илмий изланишларда тадқиқ қилинмаган долзарб мавзулар аниқланиб, янги тадқиқотлар учун замин яратилади.

Бугунги Халқаро илмий-назарий анжуман ишига муваффақиятлар тилар эканман, мазкур тадбирда кўриладиган масалалар барча олимлар, тадқиқотчилар ва магистрантларга ўз илмий фаолиятларида муҳим ўрин эгаллашига ишонаман.

외국어 학습과 관광 산업의 상호 의존성: 현실과 전망

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국제 교류와 관광 산업의 급속한 성장에 따라 외국어 학습의 중요성이 더욱 부각되고 있다. 현대 사회에서는 다양한 국가와 문화를 경험하고 이해하는 것이 필수적인 요구사항으로 자리매김하였으며, 이를 위해 외국어 구사 능력은 필수적인 역량이 되었다. 특히, 관광 산업은 다양한 국적의 관광객들이 오고 가는 공간이기 때문에 외국어의 중요성이 더욱 강조되고 있다. 이에 따라, 외국어 학습과 관광 산업 간의 연관성을 탐구하고, 그 중요성을 더욱 분석해보고자 본 기사를 작성하게 되었다. 외국어 학습과 관광 산업 간의 상호 의존성에 대한 연구와 탐구는 아직 부족한 실정이다. 많은 관광 기업들은 외국어 구사 능력을 갖춘 직원을 채용하고자 하는 경향이 있으며, 관광객들도 다양한 문화와 상황에서의 적응력과 이해력을 갖추기 위해 외국어 학습에 더 많은 관심을 가지고 있다. 그러나, 이에 대한 체계적인 연구와 실증적인 자료는 아직 부족한 상황이다. 따라서, 이 기사는 외국어 학습과 관광 산업 간의 연관성을 조사하고, 외국어 학습이 관광 산업에 미치는 영향과 중요성을 분석하여 관련 분야의 전문가들과 이와 관련된 이해관계자들에게 의미 있는 정보를 제공하고자 한다. 이를 통해 관광 산업의 발전과 성장에 기여하며, 외국어 교육과 관광 산업 간의 상호 협력을 촉진할 수 있는 방향성을 제시하고자 한다. 본 기사에서는 외국어 학습과 관광 산업 간의 연계성을 분석하고, 관광 업무 직원의 외국어 필요성, 관광객과의 원활한 의사 소통을 위한

외국어 구사 능력, 외국어 학습이 관광 경험에 미치는 영향 등을 조명한다. 또한, 현재의 상황과 앞으로의 전망을 고려하여 외국어 학습과 관광 산업 간의 상호 의존성을 보다 명확하게 제시할 것이다.

외국어 학습과 관광 산업은 상호 의존적인 관계를 형성하고 있다. 외국어를 구사할 수 있는 관광 업무 직원은 관광객과의 원활한 의사소통과 서비스 제공을 위해 필수적이다. 예를 들어, 호텔, 여행사, 관광 안내소 등에서 외국어를 구사하는 직원들은 다국적인 관광객들과의 의사소통을 원활히 할 수 있으며, 필요한 정보와 서비스를 정확하게 전달할 수 있다. 이를 통해 관광객들은 더 편리하고 만족도 높은 여행 경험을 할 수 있다. 또한, 외국어를 구사하는 가이드나 업체가 있는 관광 목적지에서도 외국어 학습의 중요성은 부각된다. 외국인 관광객들은 현지 문화와 관광 명소에 대한 이해를 높이기 위해 가이드의 도움을 필요로 한다. 따라서, 외국어를 구사할 수 있는 가이드가 존재한다면, 관광객들은 보다 심층적인 문화 체험과 관광 정보를 얻을 수 있게 된다. 뿐만 아니라, 외국어 학습은 관광 경험에도 큰 영향을 미친다. 외국어를 학습하면 관광객들은 방문하는 지역의 문화와 사회를 더 잘 이해하고 존중할 수 있다. 외국어 학습을 통해 관광객들은 현지인들과의 상호작용에서 자신감을 갖고, 다양한 문화와 상황에서의 적응력과 이해력을 향상시킬 수 있다. 이는 관광객들이 더욱 풍부하고 의미 있는 경험을 즐길 수 있도록 도와준다. 따라서, 관광 산업은 외국어 학습에 대한 교육 및 훈련 프로그램을 강화하고, 외국어 구사 능력을 갖춘 인재를 육성하는 데 노력해야 한다. 또한, 외국어를 구사하는 가이드나 업체들과의 협력을 강화하여 관광객들에게 문화적인 교류와 상호작용의 기회를 제공해야 한다. 이를 통해 관광 산업은 보다 풍부하고 유익한 관광 경험을 제공하고, 글로벌 시장에서 경쟁력을 강화할 수 있을 것이다.

본 기사에서는 외국어 학습과 관광 산업 간의 상호 의존성을 탐구하였다. 외국어 구사 능력을 갖춘 관광 업무 직원의 수요와 중요성, 외국인 관광객과의 원활한 의사 소통을 위한 외국어 필요성, 그리고 다국적 기업과의 업무 협력을 위한 외국어 사용 필요성 등이 이를 뒷받침한다. 또한, 외국어 학습은 관광 경험에도 큰 영향을 미치며, 문화적 적응과 이해를 위한 외국어 학습의 중요성과 현지 문화와의 상호작용을 촉진하는 역할이 있다. 외국어 학습과 관광 산업 간의 연관성은 앞으로 더욱 중요해질 것으로 전망되며, 글로벌화가 더욱 가속화되고 다양한 문화 간의 상호작용이 증가함에 따라 외국어 구사 능력은 보다 필수적인 요구사항이 될 것이다. 또한, 관광 산업은 지속적인 성장이 예상되며, 다양한 국적의 관광객들이 세계 각지에서 새로운 경험을 찾을 것으로 예측된다.

그리고 앞으로 다음과 같은 추세를 예상할 수 있다:

디지털 기술의 발전: 인공지능, 음성 인식, 번역 기술 등의 발전은 외국어 학습과 관광 산업에 혁신을 가져올 것이다. 관광 업체들은 이러한 기술을 적극적으로 도입하여 관광객들에게 더욱 편리하고 개인화된 서비스를 제공할 수 있을 것이다.

지속 가능한 관광: 환경 보호와 지속 가능한 관광은 더욱 중요해질 것이다. 외국어 학습은 지역 사회와 자연 환경과의 조화로운 관광 산업을 구축하는 데에도 기여할 수 있다. 관광객들은 지속 가능한 관광에 대한 관심과 요구가 더욱 높아지며, 이를 수용하고 반영할 수 있는 외국어 학습이 필수적일 것이다.

문화 교류와 상호 이해 강화: 외국어 학습은 문화 교류와 상호 이해를 촉진하는데 큰 역할을 할 것이다. 외국어를 구사하는 관광객들은 방문하는

지역의 문화를 더욱 깊이 이해하고 존중할 수 있으며, 이는 문화 교류와 상호 이해의 토대가 될 것이다.

이러한 전망에서는 외국어 학습과 관광 산업 간의 상호 의존성이 더욱 강화될 것이며, 이를 바탕으로 지속적인 협력과 발전이 이루어질 것이다. 이는 관광 산업의 성장과 지속 가능한 발전에 기여하며, 개인과 사회의 국제적 이해와 문화적 열림을 촉진하는데 큰 역할을 할 것이다.

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THE IMPORTANCE OF IMPROVING LEARNING FOREIGN LANGUAGES AND SOME PROBLEMS OF USING INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Annotation. *The article describes the importance of improving the system of learning foreign languages and increasing its relevance, since mastering a foreign language provides numerous benefits in both personal and professional life, including economic growth, personal growth, and cultural understanding. It also highlights the importance of further improvement of the system of learning foreign languages.*

Key words. *incorporate, technology, importance, acquisition, technological tools, proficiency, technology-based strategies, assessment, presentations, debates, group discussions, communicative competence, educators.*

Аннотация. *В статье описывается важность совершенствования системы изучения иностранных языков и повышения ее востребованности, поскольку овладение иностранным языком дает многочисленные преимущества как в личной, так и в профессиональной жизни, включая экономический рост, личностный рост и понимание культур. Также подчеркивается важность дальнейшего совершенствования системы изучения иностранных языков.*

Ключевые слова. *технология, важность, приобретение, технологические инструменты, мастерство, технологические стратегии, оценка, презентации, дебаты, групповые обсуждения, коммуникативная компетентность, преподаватели.*

Annotatsiya. *Maqolada chet tilini o'zlashtirish shaxsiy va kasbiy hayotda, jumladan, iqtisodiy o'sish, shaxsiy o'sish va madaniyatlarni tushunishda katta ahamiyatga ega ekanligi sababli chet tillarini o'rganish tizimini takomillashtirish va uning dolzarbligini oshirish muhimligi bayon etilgan. Shuningdek, unda xorijiy tillarni o‘rganish tizimini yanada takomillashtirish muhimligi ta’kidlangan.*

Kalit so'zlar. *texnologiya, ahamiyat, egallash, texnologik vositalar, malaka, texnologiyaga asoslangan strategiyalar, baholash, taqdimotlar, bahslar, guruh muhokamalari, kommunikativ kompetentsiya, o'qituvchilar.*

The ability to communicate in a foreign language provides numerous benefits both in personal and professional life. Individuals who master a foreign language create significant opportunities for themselves in the global job market. With the advancement of technology and globalization, the demand for persons who can communicate in languages other than their native language is more apparent than ever before. The article will examine the importance of further improving the learning system of foreign languages and increasing the demand for it. One of the significant factors for considering foreign language acquisition is the economic growth of nations. The global economy depends on systems of communication beyond national borders, and multilingual individuals play a pivotal role in bridging the communication gap between countries. The acquisition of foreign languages improves individuals' job prospects as they are able to communicate with international colleagues, customers and clients, thus contributing to economic and business growth.

In addition to economic growth, acquiring a foreign language has numerous personal benefits. Learning a foreign language opens windows to new cultures, traditions and perspectives which contribute to cultural understanding and harmony in a global community. Proficiency in a foreign language also enhances educational experiences and personal travel opportunities, as individuals can deeply immerse themselves in the foreign culture. Improving the system of learning foreign languages and increasing demand for it will require a concerted effort from governments, policy makers, educators, and individuals. Governments and policy makers need to provide adequate resources to support foreign language learning, incorporate language learning into educational curriculums, and promote the value of foreign language skills among their citizens. Educators, on the other hand, require training and resources to foster creativity and experiment with new teaching methods. This includes online platforms and technological tools that support language immersion, enhancing communication with native speakers and collaborative learning techniques. Similarly, individuals must also take the initiative to learn a foreign language. With technology-supported education and language apps, individuals can use a combination of resources to support language learning. Various opportunities such as language schools, study exchange programs, and online language learning communities can supplement classroom learning and further foster proficiency.

There are some challenges faced when incorporating technology into language classrooms. One challenge is the need to carefully select suitable technological tools that align with the learning objectives and provide enough support for students. Another challenge is the perceived lack of human interaction that technology-based strategies sometimes create. Additionally, the possibility of cheating during assessments presents another potential problem. To overcome these challenges, it is important to have an integrated approach where technology is combined with traditional methods to provide a comprehensive learning experience. Furthermore, the selection and integration of suitable digital tools, the use of different assessment strategies, and constant monitoring of learning outcomes, can help mitigate these challenges and contribute to improving the quality of teaching foreign languages. The use of innovative technologies has transformed language teaching and opened up new possibilities for foreign language learners. However, there are still actual problems associated with its implementation. The advancement of technology has revolutionized various fields, including education. Innovative technologies have transformed not only the traditional teaching methods but have also opened up numerous possibilities that enhance the learning experiences of foreign language learners. In spite of the evident advantages of technology in language teaching, there are still some actual problems associated with it and the article focuses on highlighting some of these issues.

One of the major problems that arise with the use of technology in language teaching is the difficulty of selecting suitable technological tools that correspond with the learning objectives and are flexible enough to provide sufficient support to the students. This can be resolved by establishing a clear vision of how technology will enhance the learning outcomes and incorporating this into the overall curriculum design to ensure that appropriate digital tools are available to facilitate the learning process. Another issue with technology use in language learning is the perceived lack of human interaction which results in students feeling isolated. This misconception is due to the inappropriate application of technology in teaching, as technology should be viewed as a tool that complements the classroom instruction and facilitates the learning process. It is important to integrate synchronous and asynchronous communication tools such as chat rooms, forums, and video conferencing to create an interactive teaching environment.

Furthermore, technology is sometimes viewed as a substitute for traditional teaching materials such as textbooks, whiteboards and marker pens. However, it is important to recognize that technological innovations provide additional

educational resources and that traditional teaching methods can still be incorporated to enhance the overall learning experience of foreign language learners.

The third problem associated with technology-based strategies is the possibility of students' cheating, for instance by using online translation programs during assessments. This can be combated by utilizing different types of assessment strategies that emphasise on students' understanding of the language rather than rote memorization. For instance, assessments such as class presentations, debates, and group discussions, can assess students' actual understanding of the language material and provide a platform for the development of the students' communicative competence. Learning a foreign language serves not only personal growth but also contributes to realizing global economic potential. Governments, educators, and individuals must work together through the development of policies, provision of adequate resources, and fostering a culture of multilingualism to create a globally-competent workforce and a harmonious global community.

Despite the potential pitfalls, innovative technologies have the capability of fostering and improving the quality of teaching foreign languages. Technology as a teaching tool can motivate learners and enhance their motivation to acquire foreign languages. The solution lies in clearly defining how the technology tools will be selected and integrated into the overall curriculum design to provide the necessary support for learners. It is key to have integrated approaches where the usage of technology is combined with more traditional methods in order to reduce the negative impacts such as the possible lack of human interaction. Lastly, adopting the constant assessment of learning outcomes and introducing more interactive assessment tools can help in monitoring and preventing academic dishonesty.

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ИНОСТРАННЫЕ ЯЗЫКИ КАК ФАКТОР УСПЕШНОЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ В ТУРИНДУСТРИИ

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Annotatsiya: maqolada chet tilini xalqaro turizmda qo'llash maqsadida o'rganish muhimligiga e'tibor qaratiladi turindustriyani rivojlantirish mamlakat iqtisodiyotini rivojlantirishga ,madaniyatlararo va shaxslararo o'zaro ta'sir va madaniyatlararo muloqotning rolini oshirishga yordam beradi. Universitetda chet tilini o'qitishning faol usullaridan foydalanishning ahamiyati biznes o'yinining o'qitish motivatsiyasini oshirish, dialogik nutqni rivojlantirish va sayyohlik biznesiga xizmat ko'rsatish sohasidagi kasbiy ko'nikmalardagi roli misolida ko'rib chiqiladi

Kalit so'zlar: turbiznesning rivojlanishi, chet tillari, globallashuv, madaniyatlararo aloqa, biznes o'yini,

Аннотация: В **с**татье обращается внимание на важность изучения иностранного языка с целью использования его в международном туризме Развитие туриндустрии способствует развитию экономики страны ,повышению роли межкультурного и межличностного взаимодействия и межкультурной коммуникации. Важность использования активных методов обучения иностранному языку в вузе рассмотрена на примере роли деловой игры в повышении мотивации обучения, развития диалогической речи и и профессиональных умений в сфере сервиса турбизнеса

Ключевые слова: развитие турбизнесса, иностранные языки, глобализация, межкультурная коммуникация, деловая игра.

Abstract: The article draws attention to the importance of learning a foreign language in order to use it in international tourism, the development of the tourism industry contributes to the development of the country's economy, increasing the role of intercultural and interpersonal interaction and intercultural communication. The importance of using active methods of teaching a foreign language at a university is considered by the example of the role of the business game in increasing the motivation of learning, the development of dialogic speech and professional skills in the field of tourist business service

Keywords: tourism business development, foreign languages, globalization, intercultural communication, business game,

Узбекистан приобретает международный статус и в области туризма. Богатая история стран Центральной Азии, ее архитектурные памятники и города все больше внимания привлекают туристов из Европы, Америки, стран Арабского Востока, Индии, из Юго-восточных стран. Кроме этого многие наши сограждане получают возможность работы и учебы за рубежом. Это довольно сильный мотивационный фактор в желании изучать иностранные языки .Причем необязательно английский, но и немецкий, французский, корейский, японский, арабский, китайский…

Известно, что иностранные языки изучаются чаще всего из прагматических целей, например, с точки зрения получения образования за рубежом, работу, а также необходимости найти работу в сервисных службах. В последние годы наблюдается своего рода бум развития туриндустрии в Узбекистане, это в свою очередь активизирует стремление владения хотя бы одним одним из иностранных языков. Прежде всего, конечно, английским, но все чаще осваивают и другие языки, например, арабский и корейский, не пропал интерес к изучению и немецкого, французского, а также русского.

Причины интереса к овладению русским и английским обусловлены как трудовой имиграцией, так и стремлением получения образования, достойной работы не только в России, но и других государствах, а также стремлением познавать иную культуру в туристических поездках. Как видим, в основном необходимость знания иностранного языка носит прагматический и экономический характер. Взаимодействие инокультур способствует развитию толерантности в межличностном общении. Это особо важный фактор, который необходимо учитывать при обучении иностранным языкам. Через язык усваивается и культура народа страны

изучаемого языка. При этом развивается социокультурная компетенция обучаемого. Гальскова Н. Д. в своем исследовании дает определение социокультурно компетенции как определение качества личности, основанные на трезвом осознании мира, истории и готовности к действию [1]. Несмотря на множество определений социокультурной компетенции учеными признаются ее гуманизм и образовательная ценность. Поэтому очень важно владеть не только речевым этикетом , но и знаниями об особенностях общения в быту, на рабочем месте, особенно в области сервиса. Конечно, изучение иностранного языка предполагает развитие толерантности, понимания особенностей культуры общения, образа жизни носителей языка, проявления понимания и уважения к представителям инокультуры. Это очень важно, т.к в процессе межличностного общения могут возникнуть конфликты из-за различий между « своим и чужим», для разрешения которых неоходимо помнить об этической стороне норм общения, проявлять максимум лояльности. Этому следует учить с самого начала обучения иностранному языку. Поэтому так важен коммуникативный подход в обучении.

В развитии международного туризма в Узбекистане одним из самых важных факторов является владение иностранным языком. Путешествия приобретают особый вид познания мира в системе процессов глобализации. .

Процессы глобализации ведут к усвоению и познанию мировой культуры, к тесному сотрудничеству народов разных стран не только в области политики и экономики, но и в восприятии и познании национальных культур, традиций.

Межкультурные контакты во многих сферах жизни людей благодаря знанию иностранных языков способствуют социальной адаптации в чужой стране, осуществлять проведения таких мероприятий как гастрольные поездки, стажировки, конференции, путешествия. Таким образом, потребность познавать жизнь других стран способствует развитию индустрии международного туризма, а следовательно и интересу к изучению иностранных языков.

Туризм играет огромную роль в экономике не только одной страны, но и в мировой. Особенностями международного туризма являются обмен туристами, людьми из разных концов планеты; зависимость от политической и экономической стабильности, роль рекламной деятельности, стремление к созданию конкурентноспособного комплекса услуг. Важная роль в международном туризме отводится инфраструктуре,

в которую входят транспортные услуги, сеть гостиничных хозяйств, сетевая связь и информационно-коммуникативные ресурсы. Узбекистан успешно интегрируется в мировое пространство индустрии туризма. Являясь самой перспективной отраслью экономики, туризм это еще и способ расширения межкультурных связей и коммуникации, благодаря туризму развиваются международные контакты во всех сферах общественной деятельности, способствует притоку валюты и обеспечивает ликвидацию безработицы и в целом поднимает благосостояние страны..Большое внимание наше государство уделяет подготовке квалифицированных кадров в области гостиничного и туристического менеджмента, специалистов, владеющих иностранными языками. Изучение иностранного языка в вузах способствует получению не только лингвистических, но и экстралингвистических знаний о языке, таких как фоновые знания, история, география, особенности межкультурной коммуникации, речевого поведения. Иностранный язык своего рода инструмент восприятия также и памятников материальной инокультуры, таких как архитектурные шедевры – свидетели прошлых цивилизаций, продукция народных ремесел и народного творчества .

Особую роль в языковой подготовке специалистов турбизнеса в вузе является методика преподавания. Именно прагматический аспект изучения иностранного языка в вузе предполагает реализацию профессионально-ориентированного подхода к обучению. Общение -важный фактор профессионаольной компетентности работника туриндустрии. Все компоненты учебного процесса должны быть направлены на развитие и совершенствование профессиональной речи, т.к. это инструмент достижения основных целей будущей профессии студента: толерантности, развития внимания, деловых качеств, владения терминологией, а также всеми видами речевой деятельности: аудированием, чтением, письменной речью и говорением. Для профессиональной деятельности работника туриндустрии очень важно практическое владение одним или несколькими иностранными языками.

Достижению целей профессионально-ориентированного обучения иностранному языку используются различные педтехнологии. Одним из активных методов проведения занятия можно использовать деловую игру (business game), которая позволяет максимально приблизиться к естественным речевым ситуациям. Например, диалоги-сценки оформление поселения в гостиницу, где портье предлагает заполнить форму гостя, поинтересоваться о сроках поселения в гостиницу и выбор номера, ответы

на вопросы клиента о прейскуранте на услуги и др.. Особенностями игровой технологии являются развитие практических навыков общения на изучаемом языке, активизация лексических и терминологических единиц, речевых конструкций, использования идиом и воссоздания ситуаций, приближенных к естественным. Игровая имитация позволяет мотивировать интерес к будущей специальности и усвоению практических речевых навыков во всех видах речевой и профессиональной деятельности. Деловые игры способствуют развитию коллективной солидарности в достижении результатов. Участие в общении на выбранную ситуативную тему необходимо будет успешным, если сначала проработать терминологию и лексику, грамматические и синтаксические структуры. Использование игр в выполнении домашней работы или в аудитории позволяет усвоить не только лексико-грамматический материал, но и усвоить и использовать лингвострановедческие знания. При этом важно охватить как можно больше студентов для участия в игровых заданиях. В методической литературе предлагаются для выбора такие темы: *registration in a hotel; business trip; visa processing, discussion of the menu in a restaurant, in a cafe, features of national meals in a hotel; (оформление в гостиницу; деловая поездка; оформление визы, обсуждение меню в ресторане).*

Использование деловой игры в обучении иностранному языку является наиболее эффективным методом для развития профессиональной и речевой компетенции будущих менеджеров и других специалистов сервиса в области международного туризма. Являясь моделью реальной жизни, игра активизирует изученный языковой материал, умения и навыки, способствует познанию особенности профессии в игровой форме.

Деловые игры развивают креативное мышление и активизируют речевые навыки, тем самым развивают профессиональную, речевую и языковую компетентности. Кроме того, деловая игра выполняет и диагностическую роль, раскрывает речевой и личностный потенциал студента. Освоение профессиональных умений в игровой форме, практическое использование речевых навыков иностранного языка в учебном процессе будет основой успешности студентов в будущей работе в сфере турбизнеса.

Таким образом, владение иностранным языком обеспечивает комфорт в зарубежных путешествиях как в качестве делового партнера, так и в качестве туриста. Поэтому при обучении студентов иностранным языкам необходимо обращать внимание на язык как средство не только

получения достойной работы, образования, но и способ знакомства с реалиями инокультуры, постижения особенностей иной языковой картины мира [3].

Рекомендуется преподавателям при обучении иностранным языкам использовать страноведческие ведения о быте, жизни, культурных достопримечательностях и традициях народа изучаемого языка. Важно прививать толерантность в восприятии особенностей общения людей инокультуры, использовать деловые игры как метод успешного практического владения иностранным языком как средство повышения профессионального роста.

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ИННОВАЦИОННЫЕ ПРОЦЕССЫ В ТУРИСТСКИХ ДЕСТИНАЦИЯХ

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Аннотация: В статье рассматривается инновационные процессы в туристских дестинациях Узбекистана. Инновационные процессы в сфере коммуникаций, на сегодняшний момент, являются основными при

становлении экономики инноваций или экономики знаний. Сквозная интеграция информационных технологий служит первой ступенькой к успеху, следом за ней идёт перестройка всего туристического бизнеса.

Ключевые слова: туризм, индустрия туризма, информационные системы, инновация, инновационные процессы, государственное регулирование.

Annotation: The article deals with innovative processes in the tourist destinations of Uzbekistan. Innovative processes in the field of communications, at the moment, are the main ones in the development of the innovation economy or the knowledge economy. The end-to-end integration of information technology is the first step to success, followed by the restructuring of the entire tourism business.

Key words: tourism, tourism industry, information systems, innovation, innovation processes, state regulation.

Аннотация: Maqolada O‘zbekistonning turistik yo‘nalishlaridagi innovatsion jarayonlar haqida so‘z boradi. Hozirgi vaqtda kommunikatsiyalar sohasidagi innovatsion jarayonlar innovatsion iqtisodiyot yoki bilimlar iqtisodiyotini rivojlantirishda asosiy hisoblanadi. Axborot texnologiyalarining oxirigacha integratsiyalashuvi muvaffaqiyat sari birinchi qadam bo‘lib, undan keyin butun turizm biznesini qayta qurish boshlanadi.

Kalit so‘zlar: turizm, turizm sanoati, axborot tizimlari, innovatsiyalar, innovatsion jarayonlar, davlat tomonidan tartibga solish.

Узбекистан пусть пока медленно, но всё же уверенно втягивается в сферу мирового туризма. Её территориальные ресурсы для этого огромны и что очень важно, для туризма уникальны, как уникальна и сама узбекская цивилизация. Это является важнейшим фактором привлекательности страны для мирового туризма. Но Узбекистан пока по сервису туристических услуг не отвечает тебованиям по сравнению с мировыми туристскими державами.

В настоящее время экономическая мысль стала на путь поиска и разработки реалистичной теории и практических рекомендаций для определения роли и места государства в экономике. Раскрытие сущности и содержания категории рынка и уточнение вопросов государственного регулирования рыночной экономики имеют не только теоретическое, но и практическое значение, так как они ориентированы на повышение социально-экономической эффективности общественного производства [1].

Государственное регулирование можно определить как официальное вмешательство государства и соответствующих его органов в экономическую, и особенно, в предпринимательскую деятельность. Субъектами регулирования являются различные государственные органы, а также органы регионального и местного самоуправления. Объектами регулирования являются отдельные отраслевые рынки и предприятия [2].

На сегодняшний день туризм занимает лидирующее место в международных внешнеэкономических связях и признается одной из наиболее быстро развивающихся и высокодоходных отраслей мирового хозяйства. В современных социально-экономических условиях неуклонно возрастает роль туризма в развитии и стабилизации экономики как в международном, национальном, так и региональном и местном масштабах.

Туризм оказывает серьезное воздействие на развитие экономики отдельных стран и мирового хозяйства в целом. Являясь сложным социально-экономическим явлением, туризм оказывает неоднозначное влияние на состояние дестинации. Несмотря на возникающие препятствия (природные катаклизмы, техногенные катастрофы, террористические акты, экономические кризисы и др.), туризм в настоящее время продолжает активно развиваться. Меняются формы и методы организации путешествий, возникают новые виды туризма. В то же время практически для любого региона Узбекистана въездной туризм мог бы стать важным фактором преодоления кризисных явлений в экономике [3]. Активная региональная политика в этой области способна быстро изменить положение дел к лучшему. Для этого необходима разработка стратегических планов развития туризма, способствующих восстановлению внутреннего рынка туристских услуг и продвижению регионального турпродукта на внешние рынки.

Трансформации, наблюдаемые сегодня в экономике, оказывают значительное влияние на сферу туризма в дестинациях, обуславливая необходимость не столько количественного роста, сколько глубоких качественных изменений и совершенствования структуры туристской отрасли, повышение устойчивости и эффективности управления.

Туристическая дестинация в Узбекистане имеет существенный потенциал развития. Он связан как с наличием большого числа уникальных природных объектов (озер, горных вершин, речных пойменных лесов), так и богатым культурно-историческим наследием. На территории страны находится свыше 8500 памятников архитектуры и искусства разных эпох и цивилизаций, многие из которых внесены в

список культурного всемирного наследия ЮНЕСКО [4]. В отечественной и зарубежной литературе термин «индустрия туризма» используется для обозначения «чисто туристских предприятий» (гостиничное и ресторанное хозяйство, туристские фирмы, предприятия по производству и реализации товаров туристского спроса и т.д.), а для определения всей совокупности предприятий, прямо или косвенно удовлетворяющих туристские потребности, можно применить более широкий термин - туристическая дестинация. Туристическая дестинация является одним из ключевых понятий в системе туризма, в котором на региональном уровне особенно отчетливо проявляются все взаимосвязи и взаимозависимости данной системы с внешними социально-экономическими макросредами.

Современным реалиям здесь отвечает использование наработанного мировой и отечественной наукой и практикой инструментария инновационого управления и планирования, позволяющего сконцентрировать имеющиеся ресурсы на важнейших стратегических направлениях прежде всего, в локальных экономических системах [2].

Обычно при внедрении нововведений туристским предприятием выбирается одна из типовых инновационных стратегий:

- наступательная стратегия (ориентация на новые области рынка и рыночные перспективы);
- защитная стратегия (выход на рынок только после анализа результатов деятельности конкурента);
- поглощающая стратегия (покупка нововведения у других компаний);
- промежуточная стратегия (.заполнение ниши между конкурентами);
- создание рынка (применение нововведения, значительно увеличивающего рынок);
- разбойничья стратегия (применение нововведений, серьезно уменьшающих размеры рынка);
- привлечение специалистов-разработчиков.

Как правило, инновационный процесс охватывает разные стороны производственной, организационной-технологической, маркетинговой и управленческой деятельности, независимо от того, как внедрение обозначают сами менеджеры и в каких структурных подразделениях они его отрабатывают. Помимо менеджеров, специалистов по маркетингу к инновационным процессам напрямую оказываются причастны рядовые работники, весь персонал туристского предприятия. В этом случае процесс

внедрения направлен вертикально сверху вниз. Если нововведение внедряется успешно, то в эту вертикаль начинают интегрироваться и потребители. В таком случае нововведение приобретает возможность распространения вширь: успех нововведения позволяет туристскому предприятию увеличить объем продаж, расширить число клиентов и одновременно вызывает желание конкурентов повторить его успех. Осознавая огромную сложность внедрения инноваций в туристскую практику, менеджеры должны планировать весь процесс освоения инновации, внимательно отслеживать её ход и результаты. Помощь в этом по нашему мнению, им может оказать предлагаемая разработка инновационной программы .

Инновационная программа обеспечивает успешное функционирование системы «маркетинг-техническая политика», в которой роль маркетинга заключается в информационном обеспечении, а также в формировании системы оценки достигнутых результатов и участии в определении главных целей. Наличие инновационной программы облегчает использование ресурсов туристского предприятия и выбор наилучших средств для достижения цели, значительно снижает опасность, исходящую из внешней среды.

Заключение. В процессе изучения и разработки, ведущем к прорывным инновациям, крайне важно сотрудничество ученых и менеджеров, их тесное взаимодействие для достижения общих целей фирмы, способствующих укреплению ее позиции на рынке. При отборе инновационных программ туристские предприятия-новаторы должны иметь сноровку в выборе правильных фундаментальных инновационных программ. Прежде чем остановиться на каком-либо из проектов, туристским предприятиям необходимо учитывать общую экономическую среду, в которой они ведут свою деятельность. Не растрачивая ресурсы на краткосрочные модификации продукции и незначительные усовершенствования, они должны концентрировать свои мощности на расширенных и дальновидных проектах, при внедрении которых можно достичь значительных результатов и получить реальную прибыль. Инновационные процессы в сфере коммуникаций, как отмечалось выше, на сегодняшний момент, являются основными при становлении экономики инноваций или экономики знаний. Сквозная интеграция информационных технологий служит первой ступенькой к успеху, следом за ней идёт перестройка всего туристического бизнеса.

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TURIZMNI RIVOJLANTIRISHDA XORIJIY TILLARNING O'RNI VA AHAMIYATI

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Аннотация: Туризм является одной из самых быстрорастущих отраслей в мире и важным источником дохода для стран. Когда иностранные туристы приезжают в страну и тратят деньги в стране, индустрия туризма приносит доход, поэтому развитие индустрии туризма предоставляет странам возможности для экономического роста, создания рабочих мест и популяризации исторической, культурной или природной красоты.

Ключевые слова: Развитие туризма, туризм в Узбекистане, роль иностранных языков в туризме, меры, принимаемые в Узбекистане по туризму.

Annotation: Tourism is one of the fastest growing industries in the world and is an important source of income for countries. When foreign tourists come to the country and spend money in the country, the tourism industry generates income. Therefore, the development of the tourism industry provides opportunities for countries to create economic growth, create jobs and promote historical, cultural or natural beauty.

Key words: Tourism development, tourism in Uzbekistan, the role of languages in tourism, measures being taken in Uzbekistan on tourism.

Mamlakat turizm sohasida muvaffaqiyat qoznishi uchun sayyohlar bilan muloqot qilish uchun turli tillarni biladigan xodimlar kerak. Shu sababli, turizm sanoatida chet tillarining ahamiyati oshdi va bu tillarni yaxshi biladigan xodmlar sonini ko'paytirish zarurati paydo bo'ldi. Turizimni rivojlantirishda xorijiy tillar eng asosiy ahamiyatga egadir. Xorijiy davlatlardan kelgan sayyohlarga xizmat ko'rsatishda xorijiy tillarni biladigan xodimlar kerak bo'ladi. Butun dunyo bo'ylab turizimning rivoshlanishida xorijiy tillar muhim hisoblanadi. Turizimi eng rivojlangan davlatlar uchun xorijiy tillarni yaxshi biladigan xodimlar juda zarur, chunki bu xodimlar o'z davlatlariga turizimning rivojlanishida ko'proq samaradorlik va daromad olib keladi. Turizimni rivojlantirishda xorijiy tillar eng asosiy ahamiyatga egadir. Xorijiy davlatlardan kelgan sayyohlarga xizmat

ko’rsatishda xorijiy tillarni biladigan xodimlar kerak bo’ladi. Butun dunyo bo’ylab turizimning rivoshlanishida xorijiy tillar muhim hisoblanadi. Turizimi eng rivojlangan davlatlar uchun xorijiy tillarni yaxshi biladigan xodimlar juda zarur, chunki bu xodimlar o’z davlatlariga turizimning rivojlanishida ko’proq samaradorlik va daromad olib keladi. Turizm sanoatida qo'llaniladigan tillar ingliz, nemis, frantsuz va ispan kabi ko'plab tillarni o'z ichiga oladi. Turizm sohasida ishlashni xohlovchilar odatda bir yoki bir nechta xorijiy tillarni yaxshi bilishi kutiladi.Shuningdek, turizm industriyasida mijozlarga xizmat ko'rsatishda til to'siqlarini minimallashtirish va sayyohlar o'z mamlakatlarida o'zlarini qulay his qilishlari uchun korxonalar turli tillarda axborot materiallarini taqdim etishlari shart. Shu sababli, turistik faoliyatga ega bo'lgan mamlakatlarda turizm sanoati xorijiy tillarning ahamiyati va qo'llanilishi nuqtai nazaridan katta ahamiyatga ega. Natijada, turizm sanoati xorijiy tillardan foydalanish muhim bo'lgan sohadir. Mamlakatlar o‘z turizm industriyasini rivojlantirmoqchi bo‘lganlarida, chet ellik sayyohlarni chet tillarda so‘zlashuvchi xodimlar bilan birgalikda turli tillardagi ma’lumotlar va materiallar bilan ta’minlashlari kerak. Shu bois turizm industriyasi xorijiy tillarni o‘rganish va ulardan foydalanish uchun mustahkam zamin yaratadi, bu esa mamlakatlarning turizm sohasidagi muvaffaqiyatlarini oshirishga yordam beradi.

O‘zbekistonda so‘nggi yillarda sayyohlik industriyasini rivojlantirish va mamlakatni jahon turizm bozorida yanada ko‘proq ko‘rsatish uchun bir qator muhim chora-tadbirlar amalga oshirildi. Ulardan ba'zilari:

1. Viza jarayonlarini osonlashtirish: O‘zbekiston chet ellik sayyohlar uchun viza tartiblarini osonlashtirish bo‘yicha qator chora-tadbirlarni amalga oshirdi. Masalan, 2018 yilda 101 davlat fuqarolari O‘zbekistonga vizasiz kirish imkoniga ega bo‘ldi.

2. Turistik joylarga sarmoya kiritish: O'zbekiston hukumati turizm industriyasining infratuzilmalarini rivojlantirishga sarmoya kiritadi. Ular orasida tarixiy obidalarni restavratsiya qilish, sayyohlik ob’yektlarini qurish va shaharsozlik loyihalari bor.

3. Turizmni targ‘ib qilish kampaniyalari: O‘zbekistonda turizm industriyasini targ‘ib qilish maqsadida reklama kampaniyalari tashkil etiladi. Masalan, 2017-yilda “O‘zbekistonga xush kelibsiz” aksiyasi boshlangan edi.

4. Turizm ta’limi: O‘zbekistonda turizmga oid ta’lim dasturlari ishlab chiqilgan. Bu dasturlar turizm sohasida ishlamoqchi bo‘lganlarning malakali kadrlar bo‘lishini ta’minlaydi.

5. Turizm tadbirlari: O‘zbekistonda turizmni rivojlantirish maqsadida sayyohlik tadbirlari tashkil etiladi. Xalqaro sayyohlik yarmarkasi, Xalqaro musiqa festivali, Xalqaro kinofestival, Tarixiy shaharlar festivali kabi tadbirlar shular jumlasidandir.

6. Turizmni rag‘batlantirish: O‘zbekiston turizm sanoatini rag‘batlantirish orqali investorlarni jalb qilishni maqsad qilgan. Ushbu imtiyozlar soliq imtiyozlari, investitsiya yordami va boshqa iqtisodiy imtiyozlarni o'z ichiga olishi mumkin.

Bu chora-tadbirlarning barchasi O'zbekiston turizm sanoatida muhim o'zgarishlarni ta'minlamoqda. Rivojlanayotgan turizm industriyasi mamlakatga iqtisodiy foyda keltirmoqda va ish o‘rinlari yaratmoqda, shu bilan birga mamlakat madaniy boyliklarini dunyo miqyosida targ‘ib qilishga yordam beradi.

Xorijiy tillari turizm sanoatida muhim o‘rin tutadi. Turizm sohasi turli xil madaniy, tarixiy va tabiiy go'zalliklarga ega bo'lgan mamlakatlar fuqarolarini o'ziga jalb qiladi va mamlakat bo'ylab sayohat qiluvchi turistlardan katta miqdorda daromad oladi. Bu esa turizm sohasida muloqotga ehtiyoj tug‘diradi. Turizm sanoatida keng qo'llaniladigan tillarga ingliz, nemis, frantsuz, ispan, italyan, xitoy va rus tillari kiradi. Bu tillar turizm mutaxassislarining sayyohlar bilan muloqot qilish va ularga xizmat ko‘rsatishda muhim rol o‘ynaydi. Turistlar o'zlarini qulay his qilishlari va turistik joylar haqida to'g'ri va etarli ma'lumotga ega bo'lishlari uchun ular chet tillarini yaxshi bilishlari kerak. Turizm sohasida qo'llaniladigan yana bir til - bu biznes ingliz tili. Bu til biznesning turizm sohasida biznes yuritishi uchun muhim ahamiyatga ega. Xalqaro turizmda biznes ingliz tili biznesning marketing, savdo, mijozlarga xizmat ko'rsatish va reklama faoliyatida katta ta'sir ko'rsatadi. Bularning barchasidan tashqari, turizm sohasida madaniyatlar va tillarning o'zaro ta'siri sodir bo'ladi. Mahalliy aholi uchun ham chet tillarini o'rganish juda muhim, chunki sayyohlar boshqa mamlakatlar madaniyatiga guvoh bo'lishni va mahalliy aholi bilan muloqot qilishni xohlashadi. Bu turizm sanoati uchun til xilma-xilligining ahamiyatini oshiradi.

Natijada, turizm sohasida tillarning ahamiyati juda katta. Til xilma-xilligi sayyohlar o'zlarini qulay his qilishlari, diqqatga sazovor joylarni ziyorat qilishlari va mahalliy aholining turizm sanoati bilan shug'ullanishlari uchun zarurdir. Shu sababli, turizm sohasi xodimlariga kamida bitta chet tilini yaxshi bilishi tavsiya etiladi.

O‘zbekiston tarixiy, madaniy va tabiiy go‘zalliklari bilan tan olingan sayyohlik yo‘nalishi hisoblanadi.Mamlakat Ipak yo‘lida joylashganligi sababli o‘zining tarixiy obidalari, arxitekturasi, san’ati va madaniyati bilan

mashhur.Bundan tashqari, hanuzgacha faol bo‘lgan an’ana va urf-odatlar, boy taom madaniyati va tabiiy go'zalligi.Uning go'zalligi ham sayyohlar e'tiborini tortadi. So‘nggi yillarda O‘zbekistonda iqtisodiy taraqqiyotning bir qismi sifatida turizm sohasini rivojlantirishga harakat qilinmoqda.Ayni paytda turli turistik maskanlarni qayta tiklash va ta’mirlash ishlari olib borilmoqda.Shaharlarning tarixiy hududlari, Respublika maydoni, Amir Temur maydoni, Registon maydoni , Shahar teatri, shahar devori va qal'a kabi turistik joylar qayta tiklanishi yoki yangilanishi kerak. Mamlakat turistik mehmonxonalar, restoranlar va turar joy sektorlari jihatidan ham kengayib bormoqda. Ayniqsa, poytaxt Toshkent, Samarqand, Buxoro, Xiva va yuzlab turistik hududlarda turizm sohasi uchun turli infratuzilma tadbirlari mavjud. O‘zbekistonda turizm industriyasini rivojlantirish va mamlakatga ko‘proq sayyohlarni jalb qilish maqsadida sayyohlik ko‘rsatmalari, reklama kampaniyalari, sayyohlik yarmarkalari va turli tadbirlarni o‘z ichiga oluvchi targ‘ibot tadbirlari jadal olib borilmoqda. sektori va investitsiyalarni rag‘batlantiradi. O‘zbekiston turizm industriyasidagi rivojlanish va innovatsiyalar evaziga sayyohlar soni va daromadini oshirishni maqsad qilgan. Sayyohlar sonining ko‘payishi mamlakatga iqtisodiy afzalliklar va yangi biznes imkoniyatlarini taqdim etmoqda. Turizm industriyasining rivojlanishi ham targ‘ibotni ta’minlaydi. O‘zbek madaniyati va tarixiy merosini kengroq ommaga yetkazish va mamlakatimizning jahon miqyosida yanada kengroq e’tirof etilishiga yordam beradi.

Turizm butun dunyoda jadal rivojlanayotgan sohadir. Xalqaro turizm tashkiloti (UNWTO) ma’lumotlariga ko‘ra, jahon turizm sanoati har yili qariyb 4 foizga o‘smoqda va 2019-yilda dunyo bo‘ylab 1,5 milliard sayyoh sayohat qilgan. Turizm sanoati butun dunyo bo'ylab bandlikning taxminan 10 foizini tashkil qiladi va jahon iqtisodiyotiga taxminan 8,9 trillion dollar hissa qo'shadi. Turizm sanoati ko'plab mamlakatlarning iqtisodiy o'sishiga yordam beradi. Ayniqsa, rivojlanayotgan mamlakatlar uchun turizm industriyasi valyuta daromad olish va ish o‘rinlari yaratish nuqtai nazaridan muhim ahamiyatga ega. Shu bilan birga, turizm sanoati madaniy almashinuv va tushunishga yordam beradi. Sayyohlar atrofdagi turli madaniyatlar bilan tanishadilar, tarixiy va tabiiy go‘zalliklarni kashf etadilar va shu orqali odamlar o‘rtasida do‘stlik va tinchlikni mustahkamlashga yordam beradilar. So'nggi yillarda turizm industriyasi barqaror turizm tendentsiyalariga intilmoqda. Turizm ekologik izni kamaytirish va mahalliy iqtisodiyotni himoya qilish uchun zarur bo'lgan soha ekanligi qabul qilingan. Shu bois turizm sohasi tabiiy boyliklarni muhofaza qilish, mahalliy aholini rivojlantirish, madaniy merosni asrab-avaylash va ijtimoiy mas’uliyatni

ado etishga katta ahamiyat beradi. Natijada, turizm industriyasi butun dunyo bo‘ylab muhim soha bo‘lib, o‘sib bormoqda. Turizm odamlarning boshqa mamlakatlar, madaniyatlar va odamlar bilan tanishishlariga yordam beradi va butun dunyo bo'ylab tinchlik va do'stlikni qo'llab-quvvatlaydi, shu bilan birga mamlakatlarning iqtisodiy o'sishiga hissa qo'shadi. Biroq, turizm barqaror va mahalliy hamjamiyatlarni himoya qiladigan tarzda boshqarilishi muhimdir.

Xulosa qilib aytganda, Turizmning rivojlanishida xorijiy tillarning o’rni va ahamiyati alohida ajralib turadi.Mening fikrimcha turizmning rivojlanishi uchun eng avvalo, hamma davlatlar xorijiy tillarni o’z hududida rivojlantirishi kerak.Men ham kelajakda turizmni rivojlantirishga o’z hissamni qo’shishga harakat qilaman. Kelajakda xorijiy tillar markazini ochishni va barcha yoshlar uchun imkoniyatlar yaratishni oldimga maqsad qilib qo’ydim. Yuqorida ko’rinib turibdiki, turizm butun dunyo bo’ylab eng rivjlanayotgan sohalardan biridir. Turizmi rivojlangan mamlakatlarda iqtisodiy o’sish sur’atlari ham yuqori darajadadir.

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5. O'zbekiston Respublikasining "Kadrlar tayyorlash milliy dasturi”

TURIZM SOHASIDA KASBGA YO‘NALTIRISHNING SAMARALI TIZIMI

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Annotatsiya: Maqolada turizm sohasida inson kapitaliga bo‘lgan hozirgi talab muhokama qilinadi, shuningdek, turizm sohasidagi kasbga yo‘naltirishning

tizimining mohiyati ochib berilgan. Shuningdek, maqolada kasbga yo‘naltirish tushunchalari, kasbga yo‘naltirish faoliyati, kasbga yo‘naltirish tizimi va uning elementlari ko‘rib chiqilgan.

Kalit so‘zlar: turizm, inson kapitali, kasbga yo‘naltirish, kasbga yo‘naltirish tizimi, turizm sektori, turizm sohasidagi kasbiy yo‘naltirishning xususiyatlari.

Abstract: The article discusses the current demand for human capital in the field of tourism, and also reveals the essence of the career guidance system in the field of tourism. Also, the article discusses the concepts of career guidance, career guidance activities, career guidance system and its elements.

Key words: tourism, human capital, vocational guidance, vocational guidance system, tourism sector, features of vocational guidance in the field of tourism.

Аннотация: В статье рассматривается современный спрос на человеческий капитал в сфере туризма, а также раскрывается сущность системы профориентации в сфере туризма. Также, в статье рассматриваются понятия профессиональная ориентация, профориентационная деятельность, система профессиональной ориентации и ее элементы.

Ключевые слова: туризм, человеческий капитал, профессиональная ориентация, система профессиональной ориентации, сфера туризма, особенности профессиональной ориентации в сфере туризма.

Globallashuv, texnologiya, demografiya va atrof-muhitning tanazzulga uchrashi ish va ta’lim dunyosini o‘zgartirdi. Zamonaviy muammolar global iqtisodiy jarayonlarning samaradorligiga salbiy ta’sir ko‘rsatmoqda. Inson kapitali sifatini oshirish, odamlarning bilim, ko‘nikma, malakalarini samarali shakllantirish va ulardan foydalanish, ularning kelgusida bilim olish va kompleks birgalikdagi faoliyat ko‘rsatish qobiliyati jahon mamlakatlari rivojlanishining eng muhim omili bo‘ldi. Zamonaviy O‘zbekistonda inson kapitalidan foydalanish muammosi ancha keskin.

Bizningcha, bu muammoni hal etish yo‘llaridan biri kasbga yo‘naltirishning samarali tizimini yaratishdir. Ichki va xalqaro turizm sohasida kasbga yo‘naltirish masalalari alohida ahamiyatga ega, chunki bu faoliyatdagi xodimlar ishlab chiqarishning etakchi omili hisoblanadi. Aynan ularning xususiyatlari, birinchi navbatda, taqdim etilayotgan xizmatlar sifatiga ta’sir qiladi. Bu, ayniqsa, mijozlar bilan bevosita aloqada bo‘lgan xodimlarning aloqa toifalari uchun to‘g‘ri keladi. So‘nggi o‘ttiz yillikda (COVID - 19 pandemiyasi paydo bo‘lishidan oldin) global turizm sanoati muvaffaqiyatli rivojlanishni

namoyish etdi. Xususan, 2016-yilda dunyoga kelganlar soni 1,2 milliardni tashkil etgan bo‘lsa, 2019-yilda bu ko‘rsatkich 1,5 milliardga yetdi [6]. Bu soha xodimlariga bo‘lgan talabning oshishiga o‘z ta’sirini ko‘rsatmoqda. Bundan tashqari, turistlarning xizmat ko‘rsatuvchi xodimlar sifatiga bo‘lgan talablari ortib bormoqda. Bu tendentsiyalar o‘zbek turizmi sohasida ham kuzatildi. Biroq, turizmni rivojlantirish bo‘yicha dunyoda etakchi bo‘lgan mamlakatlarga qaraganda, unda kadrlar tayyorlash va samarali kasbiy yo‘l-yo‘riqlar muammolari ancha keskin. Bu muammolar ushbu sohaning o‘sishiga to‘sqinlik qilmoqda va turizm mahsulotlarini sotishdan yuqori daromad olish imkonini bermayapti. Shu bois O‘zbekiston iqtisodiyoti uchun turizm sohasida uni mehnat bozorida talab yuqori bo‘lgan sifatli kadrlar bilan ta’minlash va iste’molchilar talablarini qondirish imkonini beruvchi samarali kasbiy yo‘nalish tizimini yaratish dolzarb ahamiyatga ega. imkon qadar ko‘p.

Kasb-hunarga yo‘naltirilganlik insonning moyilligi va xususiyatlarini aniqlashga, kasblarning xususiyatlari va mehnat bozorining holati to‘g‘risida har tomonlama ma’lumot berishga, munosib kasb tanlash to‘g‘risida qaror qabul qilishga qaratilgan chora-tadbirlar va tadbirlar majmui sifatida ta’riflanishi mumkin. E. V. Tixonova va E. V. Dianina kasbga yo‘naltirish tushunchasini tizimli yondashuv nuqtai nazaridan ajratib turadilar [7]. “Bu aniq ijtimoiy xususiyatga ega bo‘lgan, o‘z qobiliyat va imkoniyatlarini anglash, ularni mehnat bozori talablariga muvofiq amalga oshirish orqali yoshlarning kasbiy o‘zini o‘zi belgilashga bo‘lgan ehtiyojlarini qondirishga qaratilgan boshqariladigan jarayon”. Ular kasbiy faoliyatni ijtimoiy boshqarishning mualliflik tuzilmaviy-funksional modelini ishlab chiqdilar va undagi to‘rt darajani aniqladilar: “shaxs”, “umumiy ta’lim muassasasi”, “ijtimoiy-kasbiy guruhlar”, “shahar ma’muriy tuzilmalari” [7]. Bizning fikrimizcha, bu tushuncha va modellarni kengaytirish zarur. Yuqorida ta’kidlanganidek, zamonaviy jamiyatda kasbga yo‘naltirish nafaqat yoshlarga, balki jamiyat a’zolarining yoshi kattaroq guruhlariga ham yo‘naltirilishi kerak. Kasb-hunarga yo‘naltirish faoliyatini boshqarish nafaqat shahar darajasida, balki mintaqaviy, federal va xalqaro miqyosda ham amalga oshirilishi kerak.

Kasbga yo‘naltirish tizimi quyidagi asosiy elementlarni o‘z ichiga oladi: mavzu, maqsadlar, vazifalar, vositalar, natijalar. Kasbga yo‘naltirish faoliyatining sub’ektlari bo‘lib, uni amalga oshiruvchilar (jismoniy shaxslar, kasbiy yo‘nalish markazlari, psixologik xizmatlar, ta’lim tashkilotlari, korxonalar, shahar, mintaqaviy, federal, xalqaro hukumatlar va boshqalar). Bizning nuqtai nazarimizdan, kasbga yo‘naltirishning asosiy maqsadi: insonning o‘z qobiliyat va imkoniyatlarini maksimal darajada oshirish, jamiyatda inson

kapitalidan foydalanish samaradorligini oshirish, mehnat salohiyatining o‘sishini ta’minlash imkonini beruvchi kasbni to‘g‘ri va ongli ravishda tanlashidir. iqtisodiyot va fuqarolar farovonligi. Kasbga yo‘naltirishning vazifalariga quyidagilar kiradi: shaxsning shaxsiyatini, uning qobiliyatini, imkoniyatlarini, mayllarini, qiziqishlarini o‘rganish; turli kasblar mazmuni bilan tanishish; kasbga yo‘naltirish tadbirlarini tashkil etish va o‘tkazish; kasbga yo‘naltirish bo‘yicha tashkilotlar, ish beruvchilar va boshqalar bilan aloqalarni o‘rnatish va qo‘llab-quvvatlash [8].

Kasbiy yo‘naltirish vositalaridan kasbga yo‘naltirish ob’ekti bo‘lgan shaxsning yoshi va boshqa xususiyatlarini hisobga olgan holda qo‘llanilishi kerak. Jumladan: test sinovlari, so‘rovnomalar, ma’ruzalar, mutaxassislar bilan uchrashuvlar, treninglar, ishbilarmonlik o‘yinlari, tanlovlar, ekskursiyalar, korxona va tashkilotlarning ochiq eshiklari eshiklari eshiklari va boshqalar.Yoshlar bilan ishlashda ularning zamonaviy mehnat bozorida raqobatbardoshligini oshirish “strategik ahamiyatga ega. maktab o‘quvchilarining, ayniqsa, bitiruvchilarning kasblar olami haqidagi ma’lumotlarga bo‘lgan ehtiyojini yuqori sinf o‘quvchilarining “mehnat sinovlari”da ishtirok etishi orqali qondirish muhim; korxona va firmalarga bevosita va virtual ekskursiyalarni tashkil etish; turli mutaxassisliklar vakillari va ish beruvchilar bilan muntazam uchrashuvlar…” va hokazo. Keksa aholi uchun bo‘sh ish o‘rinlari yarmarkalari, bandlikka ko‘maklashish markazlari maslahatlari, test va o‘qitish, elektron pochta orqali kasbga yo‘naltirish materiallarini tarqatish va hokazo [9]. Kasbga yo‘naltirish natijalari har xil. uni amalga oshirishning turli darajalarida va turli mavzularda. Shaxs darajasida bu ishdan qoniqish darajasi, tashkilotlar darajasida - ko‘rilgan chora-tadbirlarning samaradorligi (kasb tanlashga qaror qilganlar, ish bilan ta’minlanganlar soni) bo‘lishi mumkin. davlat organlarining darajasi - ishsizlikning kamayishi, iqtisodiy o‘sishning oshishi va boshqalar.

Turizm sohasidagi kasbiy yo‘naltirish tizimi yuqorida tavsiflangan elementlar asosida qurilgan. Uning xususiyatlari, birinchi navbatda, sohaning o‘ziga xos xususiyatlari, turistik mahsulot va turistik bozor bilan bog‘liq. Ularga quyidagilar kiradi: turizm sohasining murakkabligi, ko‘p komponentliligi (u turli faoliyat turlarini o‘z ichiga oladi - mehmonxona, ovqatlanish, transport, dam olish va ko‘ngilochar tadbirlar, diqqatga sazovor joylar, sport va boshqalar); yuqori darajadagi noaniqlik va inqirozlarga moyillik; faoliyat natijalarining xilma-xilligi (moddiy va nomoddiy xizmatlar, tovarlar); ushbu sohada faoliyat yurituvchi korxonalarning xilma-xilligi (kichik, o‘rta va yirik, tijorat, notijorat va boshqalar); turistik xizmatlarning xususiyatlari (nomoddiyligi, manbadan

ajralmasligi, sifatining o‘zgaruvchanligi, tez buziladiganligi va boshqalar); turistik bozorda talabning mavsumiy tebranishlari, uning yuqori narx egiluvchanligi; xodimlarning muhim roli va boshqalar.

Mamlakatimizda xizmat ko‘rsatish va turizm sohasida yoshlarni kasbga yo‘naltirish bo‘yicha amalga oshirilayotgan kompleks dasturlardan biri “Xizmat kelajagi” deb nomlanadi. U taxminan bir yil muddatga mo‘ljallangan va quyidagi tadbirlarni o‘z ichiga oladi: temperament, shaxsiyat, fikrlash va qobiliyat turlarini aniqlash uchun test; test natijalari bo‘yicha suhbat va keyingi ish uchun nomzodlarni tanlash; korxonalarga kasbiy yo‘nalish bo‘yicha sayohatlar; seminarlar va davra suhbatlari; treninglar va o‘yinlar; tashkilotda amaliyot; videodan foydalanish; mahorat darslari va tanlovlar; Ochiq eshiklar kunida animatsiya.

Xulosa. Bizning taklif-tavsiyalarimiz va xulosamiz, turizm sohasining o‘ziga xos xususiyatlari unda kasbiy yo‘nalishning quyidagi xususiyatlarini belgilab beradi:

– kadrlar tayyorlashning alohida ahamiyati bilan bog‘liq bo‘lgan kasbga yo‘naltirishning yuqori ahamiyati, birinchi navbatda, aloqa xizmatlari (sayohat agentliklari menejerlari, mehmonxona ma’murlari va boshqalar);

– sinovdan o‘tkazish va o‘qitishda turizmda zarur bo‘lgan shaxsning yaxshi niyat, xushchaqchaqlik, xushmuomalalik, xushmuomalalik, xushmuomalalik, xushmuomalalik, ziddiyatsizlik va boshqalar kabi shaxsiy kommunikativ fazilatlariga ko‘proq e’tibor berish kerak;

– kasbga yo‘naltirish faoliyati jarayonida potentsial nomzodlarga keng dunyoqarash va turli fanlarni (rus tili va nutq madaniyati, tarix, geografiya, iqtisod, chet tili, ofis) bilishning ahamiyati haqida ma’lumot berish kerak. ish, psixologiya va boshqalar);

– mehnat bozori monitoringi, vaziyatni haqqoniy yoritish, shu jumladan, ushbu sohadagi ish haqi darajasiga alohida e’tibor qaratish;

– kasbga yo‘naltirish tadbirlarini o‘tkazishda faoliyat mazmunini ob’ektiv yoritish, turizm sohasidagi ishning nafaqat ijobiy tomonlari, balki salbiy tomonlari ham qayd etiladi, bu esa tez umidsizlikka olib keladigan noto‘g‘ri stereotiplarni yo‘q qiladi. haqiqiy vaziyat;

– kasbga yo‘naltirish tizimining barcha sub’ektlari faoliyatini muvofiqlashtirishda asosiy rol turizm sohasidagi federal, mintaqaviy va shahar hokimiyatlari tomonidan amalga oshirilishi kerak.

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CHET TILLARNI O‘QITISH BO‘YICHA MAMLAKATIMIZDA OLIB BORILAYOTGAN ISLOHOTLAR.

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Annotasiya: Ushbu maqolada kelajak uchun mustahkam poydevor bo‘ladigan yangi tizimni yo‘lga qo‘yish, dunyo ta’lim standartlari darajasiga to‘liq javob bera oladigan yetuk bilimli-ilmli bo‘lish, Chet tillarini o‘rganish uchun olib borilayotgaan islohotlar va qulayliklar barchasi hozirgi yoshlarimiz uchun imkoniyatlar eshigini ochilishi masalalari borasida so‘z yuritilgan.

Kalit so‘zlar: talab va qiziqish, milliy dastur, gaplashuvchi davlatlar, islohotlar va qulayliklar, milliy dasturi, katta yoshdagi mutaxassislar, mustahkam poydevor, imkoniyatlar eshigi, dunyoga tanitishimiz.

Abstract: In this article, we will establish a new system that will be a solid foundation for the future, become a mature scholar who can fully meet the level of world education standards, reforms and facilities for learning foreign languages. the issues of opening the doors of opportunities for our current youth were discussed.

Keywords: demand and interest, national program, speaking countries, reforms and facilities, national program, senior professionals, solid foundation, door of opportunities, our introduction to the world.

Аннотация: В этой статье мы создадим новую систему, которая станет прочным фундаментом для будущего, станет зрелым ученым, который сможет полностью соответствовать уровню мировых стандартов образования, реформ и возможностей для изучения иностранных языков. обсуждались возможности для нашей нынешней молодежи.

Ключевые слова: спрос и интерес, национальная программа, говорящие страны, реформы и средства, национальная программа, старшие специалисты, прочная основа, дверь возможностей, наше знакомство с миром.

“Xorijiy tillarni o‘rgatish bo‘yicha kelajak uchun mustahkam poydevor bo‘ladigan yangi tizimni yo‘lga qo‘yish vaqt-soati keldi.” - deydi o‘zlarining ma’ruzalarida hurmatli prezidentimiz Shavkat Mirziyoyev. O‘zbekistonning har bir yetishib kelayotgan yosh avlod hech kimdan kam bo‘lmagan, dunyo ta’lim

standartlari darajasiga to‘liq javob bera oladigan yetuk bilimli-ilmli bo‘lishi shart va bunga jon-jahdimiz bilan kirishishimiz kerak. Bugungi kunga kelib chet tillari ayniqsa, ingliz tilini o‘rganishga bo‘lgan talab va qiziqish shunchalik kuchaydiki bog’cha yoshidagi bolalardan boshlab katta yoshdagi mutaxassislargacha ingliztilini o‘rganishga harakat qilyaptilar. Bu ijobiy holat albatta, chunki, til o‘rganish o‘sha tilda gaplashuvchi davlatlar madaniyati, tarixi va gaplashuvchi davlatlar madaniyati, tarixi va urf odatlarini o‘rganish bilan birga shaxsiy manfaatlari yo‘lida ham eshiklar ochilishiga zamin yaratadi. Qayd etib o‘tilgandek mamlakatimizda O‘zbekiston Respublikasining “Ta’lim To‘g’risida”gi qonunini hamda Kadrlar tayyorlash milliy dasturini amalga oshirish doirasida chet tillariga o‘qitishning kompleks tizimi, ya’ni uyg’un kamol topgan o‘qimishli, zamonaviy fikrlovchi yosh avlodni shakllantirishga, respublikasining jahon hamjamiyatiga yanada yo‘naltirilgan tizim yaratildi. Chet tillarini o‘rganish uchun olib borilayotgaan islohotlar va qulayliklar barchasi hozirgi yoshlarimiz uchun imkoniyatlar eshigini ochilishi deb bemalol aytishimiz mumkin. Bunday imkoniyatlardan to‘g’ri va samarali foydalangan holda chet tillarini mukammal o‘rganib yurtimiz kelajagi, iqboli uchun o‘z hissamizni qo‘shishimiz va albatta hayotimizni yanada osonlashtirish uchun o‘z bilimimizga tayangan holda ixtiro, kashfiyotlar qilishimiz zarur. Va bizga yaratilayotgan imkoniyatlardan keng ko‘lamda foydalanib O‘zbekiston yoshlarini dunyoga tanitishimiz bizning maqsad va burchimizga aylanishi lozim. Zero, chet tilini o‘rganish - davr talabi.

Mamlakatda O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonunini hamda Kadrlar tayyorlash milliy dasturini amalga oshirish doirasida chet tillarga o‘qitishning kompleks tizimi, ya’ni uyg‘un kamol topgan, o‘qimishli, zamonaviy fikrlovchi yosh avlodni shakllantirishga, respublikaning jahon hamjamiyatiga yanada integratsiyalashuviga yo‘naltirilgan tizim yaratildi. Mustaqillik yillarida 51,7 ming nafardan ziyod chet tillar o‘qituvchilari tayyorlandi, umumta’lim maktablarining 5 - 9 sinflari uchun ingliz, nemis va fransuz tillari bo‘yicha multimedia darsliklari, boshlang‘ich sinflarda ingliz tilini o‘rganish bo‘yicha elektron resurslar tayyorlandi, umumta’lim maktablarida, kasb-hunar kollejlari va akademik litseylarda 5 mingdan ko‘proq lingafon kabinetlari jihozlandi. Shu bilan birga, chet tillarni o‘rganishni tashkil qilishning amaldagi tizimini tahlil etish shuni ko‘rsatmoqdaki, ta’lim standartlari, o‘quv dasturlari va darsliklar zamon talablariga, xususan, ilg‘or axborot va media-texnologiyalardan foydalanish borasidagi talabga to‘liq javob bermayapti. Ta’lim asosan an’anaviy uslublarda olib borilmoqda. Ta’lim tizimining barcha bosqichlarida chet tillarni uzluksiz

o‘rganishni tashkil qilish, shuningdek, o‘qituvchilar malakasini oshirish hamda zamonaviy o‘quv-uslubiy materiallar bilan ta’minlash yanada takomillashtirilishini taqozo etadi. Zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublarini joriy etish yo‘li bilan, o‘sib kelayotgan yosh avlodni chet tillarga o‘qitish, shu tillarda erkin so‘zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko‘lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratish maqsadida ko ‘plab farmon va qarorlar qabul qilindi.
Chet tillarini o‘rgatishda ham 4 bosqich eshitish (listening), gapirish(speaking), o‘qish(reading), yozish(writing) mahoratini oshirish kerak bo‘ladi. Bu mahoratni oshirishda esa innovatsion texnologiyalarning o‘rni beqiyosdir.

ESHITISH (LISTENING) - bu mahoratni rivojlantirishda innovatsion texnologiyalardan qanday foydalaniladi? Avvolo tinglab tushunish 3 boqichli faoliyat bo‘lib, umumiy eshituv idroki,so‘zlarning tovush tomonini farqlash va mohiyatni anglash orqali nutqdagi mazmunni idrok etadi(Jamol Jalolov,Chet tilio‘qitish metodikasi 221b)Tinglash uchun audio matnlarni tanlashda yoki yaratishda gap ko‘p.Buning uchun esa innovatsion texnologiyalarning ahamiyati katta.Eshitish sezgisi va analizator orqali axborot olishning asosiy manbalariga auditiv texnikaviy qurollardan magnitofon va grammafonlardan, radio, kinofilm va television ko‘rsatuvlar xizmat qiladi. Gapirish(speaking) da ham zamonaviy texnologiyalardan foydalanamiz ya’ni ijtimoiy tarmoqlardan (by talk, speaky,English speaking practice,talk now)nafaqat mamlakatingizdagi til o‘rganuvchilar balki milliy tili ingliz yoki boshqa chet tili bo‘lgan odamlar bilan gaplashib speaking mahoratni oshirish mumkin. Bu tarmoqlar orqali nafaqat speking skillni balki chat xizmati orqali writing mahoratini ham oshirish mumkin.Dars jarayonida esa texnologiyalardan o‘yin orqali gapirish mahoratini oshirish mumkin. Masalan kompyuterda 1 dan 30 gacha raqamlar berilgan bo‘lib, raqamlar ostida malum mavzuda topic yashiringanbo‘ladi.Biror bir talaba chiqib istalgan raqamni tanlab mavzu bo‘yicha o‘z fikrlarini gapirib beradi.Mavzu tanlashda esa o‘quvchilarning yoshi va bilim darajasi hisobga olingan bo‘lishi shart. O‘QISH(READING)-zamonaviy texnologiyalardan foydalangan holda reading mahoratimizni oshirish imkoniyatida video,film,multifilm va boshqa ko‘rsatuvlarini ko‘rish orqali yani videolar ostida ko‘rsatiladigan yordamchi matnlardan foydalangan holda rivojlantirishimiz mumkin . Bazibir talabalarimizda visual (ko‘rish orqali o‘rganish)qobilyati rivojlangan bo‘ladi va ular ko‘rib, o‘qib olish orqali o‘rganadilar.

YOZISH(WRITING)-mahoratida ayniqsa ijtimoiy tarmoqlarning o‘rni beqiyos.Misol uchun, telegram yoki electron pochtalar orqali chet tilini o‘rganishda do‘stlarimiz orqali suhbatlashamiz. Email orqali xat,taklif va murojatnomalar yuboramiz.Bu esa writing mahoratining oshishiga yordam beradi. Internet orqali keladigan writing mashqlar va kitoblar ham biz uchunfoydali. Til o‘rgan ishda innovatsion texnologiyalarning o‘rni katta hisoblanadi. Nafaqat o‘z yurtimizdagi maktab, litsey,unversitlarda o‘qish uchun balki chet el bilim maskanlarida o‘qish uchun foydali.

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TURIZM SOHASINING RIVOJIDA MEHMONXONA XODIMLARINING TURISTLAR BILAN MUOMALA MADANIYATIDA TUTGAN O’RNI

SamISI katta o’qituvchisi Imamov N.P.

Turizm tarmog’ining ahamiyati va uning xalqaro, jumladan, hukumatlararo va shaxslararo munosabatlarga ta’siri doimiy ravishda o‘sib bormoqda. Turistik biznes har qanday davlat, viloyat, tumanning iqtisodiga

ijobiy ta’sir ko‘rsatadi. Mamlakatimizda turizm faoliyatiga mustaqillikning dastlabki kunlaridanoq, davlatning asosiy siyosati darajasida qaraldi. O‘zbekiston zamonaviy turizm industriyasini rivojlantirish uchun barcha zarur shart-sharoitlarga ega. Avvalambor, Buyuk Ipak Yo‘li ustida joylashgan Vatanimizning qulay tabiiy-iqlim sharoitlari, boy tarixiy, madaniy merosi, qolaversa ham ichki, ham xalqaro munosabatlaring mehmondo’stlik, bag’rikenglik va birodarlik yo’sinda olib borilishi turizmning diyorimizda tez sur’atlarda rivojlanib borishi uchun zamin yaratadi. O‘zbekiston ham dunyo hamjamiyatiga qo‘shilar ekan, taraqqiyotning so‘nggi yutuqlarini o‘zlashtirishi va bu yutuqlarni turizm va mehmonxona xo‘jaligini rivojlantirishga safarbar etishi maqsadga muvofiqdir. Soha rivoji uchun barcha zarur tashkiliy – huquqiy mexanizm vujudga keltirilib, muhim me’yoriy hujjatlar qabul qilindi va bu ish hozirda ham davom ettirilmoqda. Mamlakatimizda turizmning ravnaqi, uni yangi pog‘onalarga ko‘tarish, yurtimizni jahon turizm markazlaridan biriga aylantirish uchun avvalo huquqiy zamin yaratildi. Turizm sohasi ham boshqa sohalar kabi kishilardan mehnatsevarlikni, fidoyilikni talab etadi.

"Raqobatbardoshlik" raqobatning natijaviy mahsuli bo'lib, iqtisodiyotning boshqa sohalariga qaraganda turizm sohasida tezda va qisqa muddatlarda yuzaga keladi. Shuning uchun, turizm sohasida raqobatdan cho’chimaslik, ikkilanmaslik talab qilinadi, chunki birinchidan, turizm bozoridagi raqobat natijalari bo'yicha qisqa vaqtda bo’lajak rejaning maqsadi va vazifasini belgiab olish imkoniyatlari paydo bo'ladi. Ikkinchidan, turizmdagi xizmatlar sifatini iqtisodiyotning moddiy maxsulotlar ishlab chiqarish sohalariga tenglashtirganda qisqa vaqtda yaxshilash, oshirish mumkin. Shuningdek, yangi turistik xizmatlarning reklamasini ham tezlikda turizm bozoriga taklif qilish imkoniyatlari ham mavjud bo’ladi. Bozor iqtisodiyoti sub'yektlarining iqtisodiy muvaffaqtyati ularning qanchalik raqobat qonuni va uning ko'rinishlarini o'rganganlari, raqobat kurashiga tayyor ekanliklariga bog’liq bo’ladi. Xizmat ko'rsatish sohasining mamlakat ichki bozoridagi ulushining kamligi O'zbekistonning jahon iqtisodiyotida bosqichma-bosqich integrallashuvi xizmat ko'rsatishda raqobatbardoshlikni oshirish muammosining dolzarbligi muhim bo'lib qolmoqda. Aytish joizki, mehmonxona va restoran biznesi sayyohlikning eng ko'p daromad keltiradigan tarmoqlaridandir. Ularning sifatli xizmati, samimiy munosabati mijozlarning maroqli hordiq chiqarishi, muayyan muassasa, qolaversa, mamlakat obro'sining yuksalishiga xizmat qiladi. Shu o’rinda yurtboshimizning quyidagi fikrlarini eslab o’tish maqsadga muvofiqdir.

“El-yurt ishonchiga munosib bo’lib, oldimizda turgan buyuk maqsadlar uchun, O’zbekistonimizning dunyodagi rivojlangan demokratik davlatlar

qatoriga kirishi, xalqimiz farovonligini yanada oshirish, mamlakatimizning jahon hamjamiyatidagi obro'si va nufuzini yuksaltirish yolida o'zini baxshida qilish, vaqti kelganda, Vatanimizni yanada ravnaq toptirishda mening ham qo'shgan hissam bor, deb mamnun bo'lib, rozi bo'lib yashash – bu chinakam baxtdir".[1]

Turizmning davlatimizda rivojlanishi bu sohada faoliyat olib borayotgan xodimlarning madaniyati, ayniqsa, nutq madaniyati alohida ahamiyat kasb etishini ta'kidlab o'tish lozim. Odamlar o'rtasidagi munosabat qoidalarining asosini so'zlar, ovoz ohangi, bir-birlariga qarab boqish va imo-ishoralar tashkil qiladi. Ular maxsus adabiyotlarda insoniy munosabat vositalari yoki belgisi deb nomlanadi. Odamlarning bir-birlariga qarab boqishi, o'larning tanlab ishlatilishi va talaffuz qilish ohangiga qarab ular to'g'risida juda ham ko'p narsani bilib olish mumkin.

So'z munosabatga tushish vositalarining eng muhimi hisoblanadi. So'zlar orqali korxona xodimlari bir-birlariga jipslashadi, korxona, odamlar faoliyati boshqariladi, kerakli ma'lumotlar olinadi, xizmat ko'rsatish ishlari amalga oshiriladi. So'z orqali xodim bir-birlariga bo'lgan munosabatlarini, shodu-hurramliklarini, his-tuyg'ularini, fikr-takliflarini, yo'l-yo'riqlarini, dunyoqarashlarini va xatti-harakatlarini ifodalashadi.

O'zaro munosabatning asosiy vositasi sifatida biznes korxona xodimlari uchun so'zning ahamiyati juda ham katta. So'zlarning ahamiyati ularni tanlab talaffuz qilishga bevosita bog'liq. Ba'zi bir so'zlar juda ham yoqimli, nazokatli, muloyim, suhbatdoshning qulog'iga yoqadigan va kayfiyatni ko'taradigan bo'ladi; ba'zilari esa, qo'pol, dag'al, ko'ngilni qoldiradigan, kayfiyatni buzadigan bo'lishi mumkin. Shu sababli madaniy biznes munosabatlarida aytiladigan so'zlarning ma'nosiga, yoqimli so'zlarni tanlab ishlatishga, ularning mazmunini yetkazish ohangiga, qarab-boqishiga, yuzi va ko'zining holatiga, imo-ishoralariga katta ahamiyat berish talab qilinadi, chunki yomon so'z, imo-ishoralar va qarab-boqishlar munosabat ishtirokchilarning ko'nglini "jarohatlashi", ochiq chehra va nazokat bilan aytilgan so'zlar esa suhbatdosh ko'nglini "davolash" va kayfiyatni yaxshilash xususiyatiga ega.

Turizm sohasida faoliyat olib borayotgan xizmatchi va ishchilarning bir-birlari va hamkorlari bilan hamda mehmonlar bilan qiladigan munosabatlari fikrining ravon bayon etilishining, qo'llanilishdan chiqqan ko'cha so'zlarini, hamda suhbatdosh ko'nglini ranjitadigan va behayo iboralarni ishlatmaslikni, nojo'ya gaplarni gapirmaslikni, sheva so'zlarini ishlatmaslikni, o'z fikrlarini

[1] Karimov I. "Ona yurtimiz baxtu iqboli va buyuk kelajagi yo'lida xizmat qilish – eng oily saodatdir". –T.: "O'zbekiston", 2015-y. – 207-b

faqat adabiy tilde bayon etishni talab qiladi. O’zaro va rasman munosabatlarda suhbatdoshning lavozimini, yoshini, jinsini, dinini va voshqa xususiyatlarini hisobga olgan holda muloqat qilish lozim.

Muomala qilish madaniyati turizm sohasida, xususan mehmonxonalarda bu yerda ishlovchi xodimlardan bir-birlarining fikrlarini buzmasdan oxirigacha tinglashni va tinglash davrida chehrasining ochiq bo’lishini va barcha xatti-harakati bilan suhbatdoshga bo’lgan hurmatini o’zininng chehrasida va xatti-harakatlarida ifodalab turishlarini taqozo qiladi.

Ma’naviy madaniyatli va ma’rifatli xodimlar o’rtasidagi muloqot tarzi butun bir san’at hisoblanadi. Shuning uchun tomonlarning muomala qilishlariga qarab suhbatdoshning madaniyati, saviyasi to’g’risida, aniq ma’lumotlar olish mumkin. Madaniyatli va yuqori saviyali turizm sohasida faoliyat olib borayotgan xodimlar o’rtasida bo’ladigan muloqot boshqa tinglovchilar uchun katta maktab bo’ladi desa xato bo’lmaydi. Ifodalikkina nutqning tinglovchi tomonidan qabul qilinishini ta’minlaydi. Ifodalar sodda, ammo katta mazmunga ega bo‘lgan nutq tinglovchida qiziqish uyg‘otadi va uning onggiga tez yetib boradi. Ifodalilik nuqtai nazaridan qaralganda kishilarning nutqlari xilma-xildir. Hatto bir mavzuga bag‘ishlangan turli kishilarning nutqi turlicha ifodalanishi mumkin. Ammo har qanday fikr alishuvida ham ifodalilik zarurdir.

Xulosa qilib aytganda muomala qilish qoidalariga turizm sohasida faoliyat olib borayotgan xodimlar va rahbarlar ham etiket qoidalarini juda ham yaxshi bilishlari va bu sohada boshqalarga o’rnak bo’lishi kerak. Muomala qilish qoidalariga rioya qiladigan va muomala vositalaridan to’g’ri foydalanadigan, o’ziga bo’sunadigan kishilarni va boshqalarni hurmat qiladigan yuqori madaniyatli mutaxassislar bilan ishlash barcha xodimlarning o’z burchlariga e’tiqod bilan qarash tuyg’ularini shakllantiradi, kasbiga bo’lgan g’ururini yana ham oshiradi, chunki bunday jamoadan har bir xodimning o’z ishiga ijodiy yondashishiga, ularning sog’lig’iga, mehnat unumdorligiga va xizmat sifatining oshishiga ijobiy ta’sir ko’rsatuvchi muhit vujudga keladi.

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THE RELATIONSHIP BETWEEN METHODS, PRACTICE, AND FORMS OF LITERARY EDUCATION

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Annotation: The many literary education teaching methods are discussed in this article along with their traits, core purposes, and context-specific modifications.

Key words: *inductive, deductive, principle, traditional and logical methods, conversation, heuristic, research, comparison, brainstorming, interactive*

Annotasiya: *Ushbu maqolada adabiy ta'limni o'qitishning ko'plab usullari, ularning xususiyatlari, asosiy maqsadlari va kontekstga xos o'zgarishlari bilan birga muhokama qilinadi.*

Kalit so‘zlar: *induktiv, deduktiv, tamoyil, an’anaviy va mantiqiy metodlar, suhbat, evristik, tadqiqot, taqqoslash, fikriy hujum, interfaol*

The student's spirituality from today's literature teaches a wide variety of common and logical principles that serve as the foundation for healing procedures (dialogue, heuristic, investigation, comparison, inductive, deductive) alongside "brainstorming", "6x6", and so on. It is also necessary to be able to employ interactive approaches successfully. It is believed that larger educational institutions follow the "General pedagogy" pathway, which discusses educational strategies and their significance in the way particular material is given. In this handbook, ways for using specific instructional practices are provided as instances of creative work being done in order to safeguard college students from repetition. The pupil will soon put one or two techniques into practice, and if he has a good imagination, he will also get to apply the other techniques.

One of the approaches that may be employed in giving is the interview method, which has traditionally occupied one of the most important places in academic practice. There are several publications dedicated to this strategy. Tajiyev's handbook "Conversation in Literature Classes" includes Literary. The characteristic of the interview technique in making positive the effectiveness of schooling and importance is mentioned. “Discovery” of new knowledge, non secular qualities in education these days no longer by way of using the coach with the participation of the university students carried out by the college students themselves with the participation of the trainer is required to be

increased. Such rediscoveries are on the work in the live verbal change between the coach and the student all thru the work, it takes region in literal searching conversations. The importance of a well-organized dialog in the lesson is that it approves the young reader to categorical his mind-set to what he has read, with his views. Fulfills their needs such as sharing. The college students who participated in the conversation talk about their ideas prepares to express his views in words. This is your opinion ensures that it is directed to a clear and precise goal. Conversation in the path of the process, the student wants to categorical his opinion and persuade his interlocutors of its correctness. The pupil has his personal opinion to be able to discover proof from the text of the work to prove it, grant examples abilities are formed, he receives used to objection. He teaches the interlocutor to listen, take section in the discussion, his understanding creates a want for deepening, expands the vary of interests.

The heuristic technique is used in the purification of the student's spirituality in literary training. This is the approach in Greek, it capacity “I will seek, I will find”. It is derived from the phrase “heurisco”, which potential productive innovative wondering refers to the agency of the process. A heuristic method, which is useful in making sure the spiritual maturity of the student, is in the front of him asking guiding questions, checking, solving, counter questions is a instructing method. When using the heuristic method, the trainer used the conversational strategy of the instructional cloth can thoroughly use the system. Only its content material is additional stuffed with questions that information the acquisition of knowledge. The analysis of this method suggests that it is a dialog method requires the combined use of all reachable methods. The leading questions in the heuristic strategy are of provocative importance. The conversational machine principally primarily based on such a system lets in you to complete the task, disclose the process, answer questions, get information, when drawing conclusions and evaluating conclusions, the independence of students’ thinking and gaining expertise of is loads larger will rise. Students compare, analyze, give evidence together, they make positive generalizations, put in advance hypotheses, collect quintessential items, materials, draw conclusions, structure their activities. These are new strategies of instructing creates the prefer to spark off current knowledge.

Research method. This technique is section of the mastering technique implies that difficult theoretical troubles will be raised. This approach is at a notably superior stage of learning impartial application of high quality lookup techniques of education is required. In this, college students gather proof and make them theoretical analysis, systematization, generalization and scientific

conclusions they operate sensible work such as extraction. Research technique the distinction from the heuristic method is that “discovery” is separated from the opening substances are analyzed and factual materials are summarized then, it happens in the technique of realistic work. This is education the full range of activities of college students underneath the practise of the teacher they do it themselves. That is, college students do all the work from amassing records to analyzing it and applying new understanding in practice.

Comparison method. This new understanding and grasp is a widely used academic method in mastering. The method of evaluating the newly obtained information with the preceding ones, in turn, is a shape of unbiased lookup of new concepts. Students based totally on the comparisoclassmat it is their desire to challenge their logical views to the proofs and arguments of their classmates. It is very tough for the teacher to pick out the teaching fabric of the proof primarily based on the comparison of the subjects, and for its acquisition via the students. The purpose is that this technique always has to be used in a range of situations. Mastering difficult subjects by evaluation requires a whole lot extra intellectual effort than a scholar who does not have tons situation in obtaining understanding requires. When this method is used in literature classes the teacher requires the college students to show the contradictions in the textual content by using evaluation viable Ask such a question or trouble by using the trainer putting forward hypotheses, the correctness of one of them proof is carried out for the duration of the conflict of ideas.

Inductive and deductive methods. Literature in instructing exclusive role of inductive and deductive strategies of training there is In current years, attention to deductive mastering has increased. But it is not possible to obtain success in education barring forming inductive methods of thinking. Inductive or deductive strategies in isolating the common sense of the instructional cloth being studied, that is, in the transition from personal to time-honored or from well-known to private becomes important.

For example, the motive of the “Thought attack” method is to enlarge the pastime of college students in the route of the lesson, to make them free and independent to encourage reflection, to prevent everyone from wondering in the equal way saving, amassing special opinions on a sure subject and is to supply a creative approach to the issue. From this approach when used, college students are taken out of indifference and balance with unexpected, sudden questions or assignments and they are anxious about an creative problem, an academic challenge they “attack”. That is, every scholar has his personal knowledge, ability, to solve it at the stage of talent, outlook and competencies enters

Students have a unique problem they replicate on. When the use of this approach ask the trainer to report the opinion expressed by means of every student who is working on the problem and thinking, making sure the freedom of every participant, of the expressed opinions insisting on justification, proceed the argument till the points are exhausted is required. Evaluating, criticizing, or laughing at the opinions expressed by using students is prohibited.

"6x6x6" method. Another approach that can be used in the procedure of literary training is the "6x6x6" method. Literary, literature in the use of this technique at some stage in the evaluation of works pedagogical skill and Genius of the teacher, clever corporations capability to form is required. In this method, students in the type divided into six agencies of six. A complete of 36 college students participated is enough. If the teacher wants, he can give certain names to the organizations viable The subject matter of the lesson is introduced and a sure time is set. Pupils argue about the topic, categorical their attitudes. After the time restriction for the subject is over, the teacher changes the contributors of the groups. One representative from the preceding group will stay in the new group and he will existing the conclusions of his team on the subject matter to the new group. New crew contributors learn about the opinions and conclusions of the previous group, to him express their relationship. In such a short period of time students categorical their opinion on the theme these thoughts are analyzed by them.

The technique of proof is to recognize theses and prove them by discovering the paths, gathering the necessary data, and drawing conclusions into one gadget that contains labor to determine causal links. When instructional tactics are employed in a student-led lesson, a certain period of work is repeated. This ensures that knowledge is effectively assimilated. To conclude the viewpoints, it can be claimed that it is literary making the educational procedure fascinating and exceptional for pupils, and it is fantastic to employ a range of approaches and ways in addition to traditional teaching methods.

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TURIZM POLITSIYASI XODIMLARIDA MADANIAYTLARARO MULOQOT KOMPETENSIYANING SHAXSIY XUSUSIYATLARINI SHAKILLANTIRISHNING AHAMIYATI

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Annotatsiya: ushbu tezisda turizm politsiyasi xodimlarining kasbiy faoliyatining muvaffaqiyatli amalga oshirishidagi vosta ya`ni madaniyatlararo muloqotninng ahamiyati va nazariy asoslari haqida yoritilgan.

Аннотация: в данной диссертации описывается значение и теоретические основы межкультурной коммуникации в успешном осуществлении профессиональной деятельности сотрудников туристической полиции.

Abstract: this thesis describes the importance and theoretical foundations of intercultural communication in the successful implementation of the professional activities of tourism police officers.

Kalit so‘zlar: madaniyatlararo muloqot, tayanch kompetensiya, shaxsiy madaniyatlararo xususiyatlar, shaxsiy madaniayatlararo munosabat va dunyoqarash

Ключевые слова: межкультурная коммуникация, базовая компетенция, личностные межкультурные характеристики, личностные межкультурные установки и мировоззрение.

Key words: intercultural communication, basic competence, personal intercultural characteristics, personal intercultural attitude and worldview.

Prezident Shavkat Mirziyoyev raisligida 2022–yil 19-sentabr kuni mamlakatimizning ichki va tashqi turizm salohiyatini yanada oshirish chora-tadbirlari yuzasidan videoselektor yig‘ilishida yurtimiz bo`ylab ichki va tashqi turizmni rivojlantirish yuzasidan juda katta imkoniyatlarni ochib berdi. Bunga

yurtimizdagi ichki va tashqi turizm raqamlarining yildan yilga o`sib borishini yaqqol isbot tariqasida aytishimiz mumkin. Jamiyatimizdagi bu kabi yangi islohotlar va yangicha davlat tizimi yuqori saviyali kadrlar tayyorlash bilan birga, jamiyatdagi barcha qatlam insonlarda yangicha dunyoqarash va turmush tarzini shakllantirishga bevosita ta`sir qiladi. Bu kabi o`zgarishlar jamiyatimizning milliy dunyoqarashdan globallashuv jarayonidagi tushunchalargacha bo`lgan chegarani to`g`ri anglay bilish va yuqori saviyali muloqot olib borish kabi ko`nikmalarini rivojlantirishni talab qiladi. Bu talablarga mezon tariqasida ta`limning ilk davridan boshlab yetuk kasb egasi bo`lgunicha tayyorgalik beriladi. Shu bois ham O‘zbekiston Respublikasi Vazirlar Mahkamasi tomonidan 2017-yil 8-aprelda tasdiqlangan Davlat ta’lim standartida “ Yosh xususiyatlariga mos ravishda tayanch va xususiy kompetensiyalar shakllantirilishi talablari” belgilab berilgan ” Tayanch kompetensiyalar sifatida kommunikativ kompetensiya, axborotlar bilan ishlash kompetensiyalari, o‘zini o‘zi rivojlantirish kompetensiyalari, ijtimoiy faol fuqarolik kompetensiyalari, milliy va umummadaniy kompetensiya, matematik savodxonlik, fan va texnika yangiliklaridan xabardor bo‘lish hamda foydalanish kompetensiyalari belgilangan”. (1)

Bu kabi rivojlanishlar butun dunyo bo`ylab turistlarning oqimini kuchayib borishini ta`minlasa, tabiiyki ularga yuqori saviyada xizmat ko`rsata oladigan va ularning yurtimizdagi xavfsizligiga javob beradigan kadrlarga bo`lgan talabni ham kuchaytiradi. Bu esa o`z navbatida barcha turizm yo`nalishidagi kadrlarning eng muhim bo`lagi hisoblangan turistlarning xavfsizligini ta`minlovchi Turizm politsiyasi xodimlaridan ham yuqori kasbiy kompetentlikni talab qiladi. Bunda ularning kasbiy majburiyatidagi ustuvor xizmati yurtimizdagi mehmonlarning xavfsizligi va erkin dam olishiga xizmat ko`rsatish bo`lsa, bu jarayon bevosita ular bilan bo`ladigan yuqori saviyali madaniyatlararo muloqotdagi barcha qiyinchiliklarni to`g`ri bartaraf eta oladigan madaniaytlararo kommunikativ kompetentligi kuchli bo`lgan kadrlar orqaligina amalga oshiriladi.

Insonlarning aloqaga kirishishda til vosita - “olim Karl Vossler “tilning ruhi”, “u yoki bu xalqning ma’naviy o‘ziga xosligi” deya tilga izoh beradi. (2) Ya`ni til individual hodisa hisoblanadi va har bitta shaxs o`zining ichki dunyoqarashi va manadiyatidan kelib chiqib o`zida qayta ishlab chiqaradi. Biroq bugungi globallashuv jarayonida bu tushuncha ancha kengayib bormoqda va muloqot jarayonida nafaqat inson o`z manaviy – madaniy bilimi balki uning suhbatdoshining mavqei, madaniyati va qadriyatlarini ham hisobga olgan holda muloqotga kirisha bilishi talab qilinadi. Bu tushuncha ikki turli madaniyat

vakillarining muloqotida yanada kuchliroq ahamiyat kasb etadi, ya`ni “kommunikativ til kontekstuallashtirilgan va linguistik jihatdan moslashtirlgan bo`lsa ham ko`p o`lchovli madaniyat bilan birga bo`lmasa yetarli bo`lmasligi mumkin”(3), aniqroq qilib aytganda madaniaytlararo muloqot tushunchasi mavjudki, unda faqat tilning grammatik va lug`aviy ma`nolarini anglashning o`zi yetarli bo`lmasligi va shaxsning bu muloqotga kommunikativ kompetensiyaning qator qismlari(linguistik, sotsiolinguistik, strategik va diskurs)ga qo`shimcha tarzda har bitta shaxsning o`zga millat va madaniyat vakili bilan suhbatdagi madaniyatlarao muloqotni muvaffaqiyatli olib borishdagi shaxsiy xususiyatlarini rivojlantirish ham juda katta ahamiyatga egadir.

Madaniyatlararo muloqotda turlicha nazariyalarga va tahlillarga asoslanib madaniaytlararo kompetensiyaning shaxsiy xususiyatlarini konseptuallashtirilgan holda a) shaxsiy madaniyatlararo xususiyatlar, b) shaxsiy madaniayatlararo munosabat va dunyoqarash, c) shaxsiy madaniyatlarao muloqot imkoniyatlari kabi guruhlarga ajratilgan.

“Shaxsiy xususiyatlar madaniyatlararo muloqotdagi vaziyatlarda ochiqfikrlilik, kirishimlilik, bag`rikenglik, hissiy chidamlilik, moslashuvchanlik, o`xshashlik va farqlarni to`g`ri qabul qila bilish singari shaxsning barqaror tipik xususiyatlarni o`z ichiga oladi”(5)

Turizm politsiyasi xodimlari o`zlarining kasbiy faoliyati davomida o`zga millat vakili bilan munosabatda ularning farqli hattoki ba`zida bizning madaniyatga qarama qarshi madaniyati, muomala munosabati va xarakteridagi farqlarni to`g`ri qabul qila bilishi va har qanday vaziyatga moslasha olishi va kirishimlilik bilan munosabatga kirisha bilishi, shuningdek har qanday vaziyatda hissiy chidamlilik qobiliyatiga ega bo`lishi bu madaniyatlararo muloqotning muvaffaquyatli olib borilishining asosiy negizidir.

Shaxsiy madaniayatlararo munosabat va dunyoqarash tushunchasi bu - madaniy jihatdan yuqori malakaga ega bo'lgan shaxslar madaniyatlararo aloqaga ijobiy munosabatda bo'la bilishidir. Odamlarning dunyolaridan tashqarida boshqa madaniyatlarni yoki ma'lumotni madaniyatlararo o'zaro ta'sirlar.doirasida. Qanday qabul qilishi va ijobiy yoki salbiy munosabatda bo'lishi, ya ni etnosentrik (dunyoni o'z madaniy dunyoqarashidan ko'rish) har bitta shaxsning individual madaniyatlararo muloqotdagi saviyasini ko`rsatib beradi.

c) Madaniyatlararo qobiliyatlar bu - inson muloqotda ijtimoiy moslashuvchanlik, xulq-atvor madaniyati intellekti, lingvistik qobiliyatlar, muloqotga moslashish singari samarali usullar va ko`nikmalarga ega bo'lishini

va bu bilimlar orqali har bitta inson o`zinging individual madaniyatlararo muloqotdagi kompetentlikka ega bo`lishni anglatadi. (5)

Xulosa qilib aytganda madaniyatlarao muloqot qanchalik keng qamrovli bo`lishiga qaramasdan, bu loqotning qay darajada muvaffaqiyatli amalga oshirilishida nafaqat nazariy bilimlar, balki muloqotchilarning shaxsiy dunyoqarashi va boshqa millatlarning munosabat madaniyatini ham hisobga olgan holda buni to`g`ri qabul qila bilishi va bu kabi o`xshashlik va farqlarga tayyortura bilishi ham zaruriy shartdir.

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FOREIGN EXPERIENCES IN TOURISM DEVELOPMENT

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Abstract. This article talks about the rapid development of the tourism business in all countries of the world in recent years, familiarization with the experience of different foreign countries, the organizational process of state regulation of tourism, and the tourism potential of some foreign countries.

Keywords: BTA, ENIT, Turespana, NOTRA, national holiday, travel agency,

the right to sell tours, tour package, tour agent, tour guide.

Аннотация. В данной статье рассказывается о бурном развитии туристического бизнеса во всех странах мира в последние годы, ознакомлении с опытом разных зарубежных стран, организационном процессе государственного регулирования туризма, туристическом потенциале некоторых зарубежных стран.

Ключевые слова: БТА, ЭНИТ, Туреспана, НОТРА, национальный праздник, туристическое агентство,право продажи туров, турпакетов, турагента, гида.

Annotatsiya. Ushbu maqolada so'nggi yillarda sayyohlik biznesi dunyoning barcha mamlakatlarida jadal rivojlanayotganligi,turli xorijiy mamlakatlarning tajribasi bilan tanishish, turizmni davlat tomonidan tartibga solishning tashkiliy jarayoni hamda ba’zi xorijiy mamlakatlarning turizm salohiyati haqida so’z yuritilgan.

Kalit so’zlar: BTA, ENIT, Turespana, NOTRA, milliy ta’til, agentlik sayohati,

turlarni sotish huquqi,turpaket, turagent, turguide

Practice shows that the private sector will never be able to attract large investments for the development of resort tourism enterprises, as well as the main elements of the tourism infrastructure, and will not be able to fulfill the tasks of the national tourism administration. In countries with a developed tourism business, there are usually organizations subordinate to ministries involved in the development of national tourism development programs. The various names worn by such organizations are BTA (British Nutrition Authority) in Britain, ENIT in Italy, Council of Ireland in Ireland, Turespana in Spain, NOTRA in Norway. Such organizations have their own tourism offices in other countries. These organizations are developing programs that attract tourist flows and provide tourist information.

Specific features of the tourism business are related to a wide range of relationships. People who participate in the processes of organizing travel and recreation enter into these relationships. Existing relationships are so diverse that it creates a certain complexity of legal regulation.

Today, several approaches to the organizational process of state regulation of tourism have been developed. In many countries with developed market economies, there is no state regulation at all, and market actors themselves carry out rapid regulation. In countries where there is state regulation of the market of

tourist services, two models are used - there are special state bodies or regulation is carried out by multidisciplinary bodies.

Now let's look at how public institutions work in the case of several countries.

1. The Austrian tourism sector is controlled by the Ministry of Economy. The state's tourism opportunities are promoted by the Austrian National Tourism Office, which has offices in 26 countries.

2. The UK tourism sector is managed by the UK Tourism Authority (BTA) which is directly responsible for tourism within the Department of Culture and Sports and the Department of Sport. This organization is engaged in attracting the flow of foreign tourists to Great Britain, as well as the development of domestic tourism. In addition, this organization consults with the government and others. government agencies engaged in tourism. For this purpose, at the initiative of the administration, advertising campaigns are conducted abroad through the network of its offices and representatives. The press, radio, and television are also used for these purposes. The administration organizes international conferences, provides consulting and marketing services, publishes various international tourism publications.

3. German Tourism Business was established by the National Tourism Committee of the Ministry of Economy, which is responsible for popularizing tourism products in Germany and increasing the flow of tourists to the country. Representatives of this committee work in 27 countries of the world.

4. The Ministry of Tourism of Israel works. In 2007, the budget of this organization was 150 million US dollars. These funds were used to finance various activities related to presentation, information, exhibition activities in all countries of the world. Also, a part of these funds was spent on holding various conferences, organizing consulting services, publishing advertising materials and booklets.

5. Indonesia has a special tourism department with extensive powers to protect the rights of tourists. Thus, there is a tourism police in the country, which monitors and supervises all tourism enterprises. In addition, he is directly involved in resolving conflict situations involving foreign tourists.

6. Italy in 1983, a law on the improvement and development of the tourism and hotel industry was adopted. The law defines the main bodies of tourism management at the regional level and their working procedure. The Ministry of Tourism is part of the Ministry of Production. The department coordinates the activities of regional tourism administrations, develops normative and industrial documents of a national nature, checks and processes statistical data. In

international activities, the department is engaged in creating intergovernmental agreements and relations with other international tourism organizations. The powers of local administrations are extensive. They are responsible for all matters of licensing tourist activities in their territory, classify hotels, have the right to advertise and advertise their tourist products at home and abroad.

7. All tourism activities at the national level in **Spain** are defined by the Law "On Powers in the Tourism Sector" and the Decree "On the Activities of Private Tourism Enterprises" of January 14, 1965. In addition to the national legislation, each of the seventeen autonomies has its own legislation on tourism activities, the main provisions of which are consistent with the above law. Articles on tourism regulate the relationship between the seller of tourist products and tourists, as well as the conditions under which legal entities and individuals are allowed to engage in tourism business, the procedure for providing their services to tourists, as well as state control determines the procedure for applying sanctions against violators. In April 1996, the Spanish Parliament passed the United Travel Act. This law clearly defines the rights and obligations of tourist organizations and consumers of tourist services.

8. The French Tourism Law sets out the conditions that allow you to engage in the sale of tours. Also, a list of services that are considered tourism is compiled, and the scope of legal entities and individuals included in the scope of this law is compiled. In addition, a number of conditions have been developed for tourism agencies, various public organizations, local tourism authorities and individuals to enable them to carry out tourism activities. Here we will talk about the possibility of obtaining an official permit to engage in tourist activities in the form prescribed by law. All relations between the consumer and the producer of tourist services are recorded in a special part of this Law. It also lists the main rights and obligations of the seller and buyer of services that should be specified in the contract.

9. Tourism activities **in Finland** are regulated by the laws "On organizations entitled to sell tours" and "On tours and tourist activities". The adoption of this law is related to Finland's accession to the EU and the need to harmonize Finnish laws with EU requirements. These laws regulate the relationship between the customer and the tour company related to the sale of the tour, as well as the procedure for resolving disputes. In March 1995, the decision of the Finnish government "On Tourism Activities" was adopted. This decision provides the basic information necessary for the registration of tourist activities. In addition to the usual questions, the company had to indicate whether it was an intermediary of a foreign travel agency.

10. United States of America The first US National Tourism Act was passed in 1961. This act provided for the establishment of the Travel and Tourism Administration (APT), which operates within the US Department of Commerce. A little later, in 1981, the Law "On National Tourism Policy" was adopted. In May 1992, the Tourism Policy and Export Promotion Act was passed, which mandated the APT as follows: In addition to the national tourism regulatory body at the federal level, each state in the United States has a relevant service responsible for business development. In 1996, the US Congress passed another law to help develop the tourism business. In 1997, a new Federal Tourism System, the National Tourism Organization (NTO), began its operations. According to this law, if in the near future the notes do not increase the share of the United States in the global tourism market and increase the flow of foreign tourists, it will be dissolved.

Summary: In any particular country, the relations between "travel agency - state", "tourist - state", "tourist - travel agency" parties are regulated by relevant laws.

11. Switzerland All tourism issues are handled by the Central Tourism Authority (CVT), the largest national advertising agency.

In June 1990, the EU adopted a directive of the European Union, which regulates all aspects of tourism services and tourism products in general. In order to protect the rights of consumers, this instruction brings together the texts of the contracts between the tourist company and the tourist, as well as all conditions, mutual rights, obligations and guarantees.

Conclusion: In any particular country, the relations between "travel agency - state", "tourist - state", "tourist - travel agency" parties are regulated by relevant laws. Such legislation should fully cover every element of the relationship between these parties. Constantly arouse interest in cities, use information, communicate with the most influential people in the area, the region and the world.

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XORIJIY TILLARNI O'RGANISHDA INNOVATSIYALAR HAMDA TIL, MADANIYAT VA ULARNING UZVIYLIGI

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Turizmni rivojlantirishda xorijiy tillarning o'rni va ahamiyatil

Anotatsiya. Butun mamlakatimizda ko'p tillilikni yaratish va turizmni xorijiy tillar bilan birgalikda rivojlantirish. Ushbu maqolada turizmni rivojlantirish sohasida amalga oshirilayotgan sa'yi-harakatlar xorijiy tillarni o'qitish bazalarini sonini oshirish evaziga mamlakatda turizm va gid salmog'ini ko'tarib, turistik markazlarda gid turoperatorlar sonini oshirish xususida fikr yuritiladi.

Kalit so'zlar: Turizm, til, xorijiy til, ko'p tillilik, turist, gid, "Yaral" tilshunoslik, gid markaz

Annotation. Creating multilingualism throughout our entire country and developing tourism in conjunction with foreign languages. This article discusses efforts being made to enhance tourism development by increasing the number of foreign language teaching centers, expanding the tourism and hospitality industry in the country, and considering the idea of increasing the number of tour operators in tourist centers.

Keywords: Tourism, language, foreign language, multilingualism, tourist, hospitality, "Yaral" translation, tourism center.

Аннотация. Создание многоязычия по всей нашей стране и развитие туризма вместе с иностранными языками. В данной статье рассматриваются мероприятия, проводимые в области развития туризма, направленные на увеличение числа учебных центров по изучению иностранных языков, расширение туристической и гостиничной индустрии в стране, а также обсуждается идея увеличения числа туроператоров в туристических центрах.

Ключевые слова: Туризм, язык, иностранный язык, многоязычие, турист, гостеприимство, перевод "Yaral", туристический центр.

Biz bilamizki, har bir mamlakatda turizm sohasi shiddat bilan rivojlanib, yuksalib borayotgan sohadir. Aynan turizm sohasini mukammal rivojlantirish uchun ham butun mamlakat hududi bo'ylab ko'p tilli o'qitish tizimini jadal suratlarda rivojlantirish maqsadga muvofiqdir.Hozirda mamlakatimizning yorug' kelajagini belgilaydigan, uning kuch-qudratini ta'minlaydigan sohalar juda ko'p. Turizm sohasi, shubhasiz, ular orasida alohida ahamiyatga ega. Mamlakatimiz mustaqilligining dastlabki yillaridanoq turizm sohasini va xorijiy tillarni o'qitish tizimini, yoshlarimizni o'qitishni jahon andozalariga mos sharoitlarda bilim olishini, jismoniy va ma'naviy jihatdan yetuk insonlar bo'lib kamolga yetishini ta'minlash, qobiliyat hamda iqtidorini yuzaga chiqarish, qalbida yurtga sadoqat va fidoyilik tuyg'ularini shakllantirish borasida amalga oshirilayotgan beqiyos sa'y-harakatlar zamirida ham ana shu ezgu maqsad mujassamdir. Bugungi kunda tilni o'rganish hayotimizning barcha sohalaridagi har qanday yoshdagi ta'lim oluvchining va insonlarning muloqoti va shaxsiyatini rivojlantirishga yordam beradi. Tarjimonlik, tilshunoslik sohalarni o'rganish, xorijiy tillarni bilish insonning istiqbolini oshirishi mumkin. O'zbekiston Respublikasi Birinchi Prezidentining 2012-yil 10-dekabrdagi qarori asosida xorijiy tillarni o'rganish tizimini yanada takomillashtirishni isloh qilish masalasiga davlat siyosati darajasida e'tibor qaratilib, "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" PQ-1875-sonli qarori qabul qilinishi katta o'zgarish bo'ldi. Zamonaviy boshlang'ich ta'limdagi eng asosiy va ijobiy o'zgarishlarga sabab bo'lgan sohalardan biri bu-turizm sohasi, bu sohani rivojlantirish uchun eng avvalo yoshlarimizga bolalik chog'idanoq yani maktabgacha ta'lim muassasalarida xorijiy tillarni o'qitish istiqbollarini yaratishni belgilab olib, aniq maqsadli, bolalarga tushunarli dastur yaratib, xizmat ko'rsatishni oshirmog'imiz lozim. Dunyo yaralibdiki, dunyoni yaralishini ham insonlar aynan "Yaral" so'zi orqali yaralgan. Demak qadimgi davrda so'z orqali til muhiti, til orqali tilshunoslik muhiti borligiga guvoh bo'lishimiz aynan haqiqatdir. Qadimgi vaqtlardan beri tilshunoslik muhiti shakllangan. Yillar o'tishi natijasida turli til muhitlari, turli mamlakat hududlarida, shakllanib, yuksalib, hozirgi davrga qadar yetib keldik. Inson ongi, qiziqishi natijasida turli joylarga sayohat ekspeditsiyalar uyushturib turli noaniq bo'lgan hududlar kashf etildi. Biz ko'z oldimizga yer yuzini keltirib qarasak, butun yer yuzida ko'p tilda muloqat qiladigan insonlar, ongli mavjudotlar yashab, har sohada yangiliklari qilgan. Insonlar o'zga yurtga yani rivojlangan

muhitga tashrif buyurar ekan, shu muhitni o'rganib, o'zi uchun katta taassurot va yangilik oladi.

Rivojlanayotgan mamlakatlarda xorijiy tillarni o'qitish yoki mamlakatda ko'p tillilikni joriy etish bugunning eng e'tiborli talablaridandir. Buni yaqqol namunasi sifatida Yaponiya, Koreya, Amerika, Buyuk Britaniya, Singapur kabi mamlakatlarga e'tibor qaratmog'imiz joizdir. Statistik ma'lumotlarga nazar tashlasak: 2016-yilgacha xorijiy tashrif buyuruvchilar sonining o‘sish sur’ati o‘rtacha yillik 8 foizni, 2017-yilda — 7 foizni tashkil qilib, 2,69 million nafardan oshdi. 2018-yil yakunlari bo‘yicha respublikaga 5,3 million xorijiy turistlar tashrif buyurdi. Rivojlangan mamlakatlar daromadining katta ulishi aynan turizm sohasi bilan bog'liqdir.Biz ham jahonda mashhur rivojlangan mamlakatlarning rivojlanish yo'lini o'rganib, biz ham bu sohada yangiliklar qilishimiz kerak. Tilshunoslik sohasida ko'pchilik nazarini o'ziga jalb etayotgan xorijiy tillarning o'rni va ahamiyati beqiyosdir.Turizm sohasida ham jahon tajribasida erishilayotgan ijobiy natijalardan andoza sifatida foydalanib mamlakatda bu sohaga yanada e'tibor qaratib rivojlantirish maqsadga muvofiqdir. PF-5611-sonli 5-yanvar 2019-yil "O‘zbekiston Respublikasida turizmni jadal rivojlantirishga oid qo‘shimcha chora-tadbirlar to‘g‘risida" qonuni qabul qilinishi ham bejizmasdir.

Milliy madaniyat sarchashmalari turistlarni mamlakatimizga qiziqishini uyg'otish, tashrif buyurgan turistlarni yaxshi sayyohlik xizmatlarini joriy etish, chet elliklar va mahalliy turistlarni mamlakatimizga ko'proq jalb etish, ko'proq ehtiyojini qondirish uchun jon jahdimiz bilan harakat qilib, mamlakatda turistik daromad salohiyatni oshirishga bel bog'lashimiz kerak.

Mamlakatda faqat chet elliklar emas, balki mahalliy turistlar bilan ham ishlash, gid xizmatlarini joriy etish va boshqa turistlarimiz uchun manfaatli xizmatlarini joriy etish maqsadga muvofiqdir. Prezidentning 2021-yil 9-fevraldagi "O‘zbekiston Respublikasida ichki va ziyorat turizmini yana-da rivojlantirish chora-tadbirlari to‘g‘risida"gi 6165-son farmoni muhim ahamiyat kasb etdi.

Umuman olganda mamlakatda turizm sohasini barqaror rivojlantirish uchun turistik xizmatlar va turizm infratuzilmasi qolaversa sara gid xizmatlarini joriy etish bugunning eng e'tiborli talablaridandir.O‘zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 10-martdagi 110-son "2022-yilda turizm va madaniy meros obyektlari infratuzilmasini rivojlantirish chora-tadbirlari to‘g‘risida" qarori qabul qilinishi ham bejizmasdir. Shu qaror asnosida turizm infratuzilmasini rivojlantirishga e'tibor kuchliligini bilishimiz mumkin. Dunyo rivojlanib ilmiy texnika rivojlanayotgan bo'lsada, inson har bir yangilikni o'z

ko'zi bilan ko'rishni yoki aynan ushlab his qilish xohlab chet davlatga, tarixiy yodgorliklarni, yangi yaratilgan shart sharoitlarini ko'rish yoki qaysidir maqsadlarni belgilab olib tashrif buyuradi.

Oddiy qilib aytadigan bo'lsak, mahalliy turistlar bilan chet ellik turistlarni jalb etishimiz uchun ularni mamlakatni keng ko'lamli imkoniyatlari bilan tanishtirish uchun tilshunoslik savodxonligini rivojlantirish muhimdir.

Hozirgi kunda O'zbekiston Respublikasida turizmni yangi modelini yaratish uchun xorijiy tillarni muntazam rivojlantirish uchun katta e'tibor qaratilmoqda.

Dunyo yaralibdiki, dunyoni yaralishini ham insonlar aynan "Yaral" so'zi orqali yaralgan. Demak qadimgi davrda so'z orqali til muhiti, til orqali tilshunoslik muhiti borligiga yaqqol guvoh bo'lamiz. Qadimgi vaqtlardan beri tilshunoslik muhiti shakllangan. Yillar o'tishi natijasida turli til muhitlari, turli mamlakat hududlarida, turli tillar shakllanib, yuksalib, hozirgi davrga qadar yetib kelgan. Inson ongi, qiziqishi natijasida turli joylarga sayohat, ekspeditsiyalar uyushturib turli noaniq bo'lgan hududlarni kashf etdi. Biz ko'z oldimizga yer yuzini keltirib qarasak, butun yer yuzida ko'p tilli insonlar, ongli mavjudotlar yashab har sohada yangiliklarini yaratib kelmoqda. Insonlar o'zga yurtga, rivojlangan muhitga tashrif buyurar ekan, shu muhitni o'rganib, o'zi uchun katta taassurot va yangilik olishi uchun yoxud o'sha joy haqida yaxshi fikr yuritishi uchun mamlakat hududida turizm sohasi bur qadar rivoj topgan bo'lmog'i juda ham muhimdir. Rivojlangan mamlakatlar daromadining katta ulishi aynan turizm sohasi bilan bog'liqdir.Biz ham jahonda mashhur rivojlangan mamlakatlarning rivojlanish yo'lini o'rganib, bu sohada yangiliklar qilishimiz kerak.Har bir davlat hududida balki mamlakatning har bir jabhasida xorijiy tillarni o'qitish va yangi o'rganilgan tildagi ma'lumotlarni hayotga tadbiq etish, uni ishlatish, kuning e'tiborli talablaridandir

Xulosa qilib shuni aytishimiz joizki, mamlakatda turizm va xorijiy tillar qanchalik ahamiyat kasb etishini va ilmiy metologik qarashashlarni chuqur anglashimiz va bu sohalarni rivojlantirish yo'lini davom ettirmog'imiz zarurdir.Bundan tashqari turizm sohasini va xorijiy tillarni yaxlit birlashib rivojlanish yo'liga o'tkazmog'imiz darkordir. Turli gid tayyorlov markazlar sonini oshirish evaziga mamlakatning butun hududlarda, gid bazalar tashkillashtib, mahalliy va xalqaro turistlar sayohatini oshirib, mamlakatni turistik salohiyatini jahon reytingida yuqori darajaga ko'tarish uchun ildam, bir tanu bir jon bo'lib harakat qilishimiz maqsadga muvofiqdir.Yaqin yillarda mamlakatda xorijiy tillarni keng ko'lamli rivojlantirish hamda turizm sohasiga ko'proq e'tibor qaratmog'imiz joizdir.

Foydalanilgan adabiyotlar ro'yxati:

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3.2021-yil 9-fevraldagi "O‘zbekiston Respublikasida ichki va ziyorat turizmini yana-da rivojlantirish chora-tadbirlari to‘g‘risida"gi 6165-son farmoni https://lex.uz/docs/-3551112

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THE IMPORTANCE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF TOURISM

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Annotation. *The article deals with the problems of the development of international tourism and its role in the study of foreign languages. The concept of "international tourism" is revealed. The role of tourism in the study of foreign languages is investigated. It is emphasized that knowledge of foreign languages is important for the further development of international tourism, since the tourism industry is closely connected with foreign languages. It is concluded that international tourism can contribute to increasing the motivation and effectiveness of teaching a foreign language.*

Keywords: *tourism, international tourism, foreign languages, tourism business.*

Аннотация. *В статье рассматриваются проблемы развития международного туризма и его роль в изучении иностранных языков.*

Раскрывается понятие "международный туризм". Исследуется роль туризма в изучении иностранных языков. Подчеркивается, что знание иностранных языков важно для дальнейшего развития международного туризма, поскольку туристическая индустрия тесно связана с иностранными языками. Сделан вывод о том, что международный туризм может способствовать повышению мотивации и эффективности преподавания иностранного языка.

***Ключевые слова**: туризм, международный туризм, иностранные языки, туристический бизнес.*

***Изоҳ.** Мақолада халқаро туризмни ривожлантириш муаммолари ва унинг чет тилларини ўрганишдаги ўрни ҳақида сўз боради. "Халқаро туризм" тушунчаси очиб берилди. Чет тилларини ўрганишда туризмнинг роли ўрганилмоқда. Хорижий тилларни билиш халқаро туризмни янада ривожлантириш учун муҳим аҳамиятга ега, чунки туризм соҳаси чет тиллари билан чамбарчас боғлиқдир. Халқаро туризм чет тилини ўқитиш мотивацияси ва самарадорлигини оширишга ҳисса қўшиши мумкин деган хулосага келишди.*

***Калит сўзлар**: туризм, халқаро туризм, чет тиллари, туризм бизнеси.*

Currently, the whole world is living in the age of globalization and travel. Today, people can visit about two hundred countries. Each country has its own history, culture and language. Despite the fact that there are a huge number of languages and dialects in the world, only a few of them are used for communication and tourism development. In the first place are English, French, Spanish, Portuguese, Russian and Arabic. Based on this, it can be concluded that foreign languages are one of the most important factors in the development of international tourism.

People traveling in Europe use mainly English, French, Spanish, Portuguese, while English, French, Russian are the main languages of the United Nations.

Nowadays, the study of foreign languages is an important aspect of the life of people. Knowing a foreign language gives us a great opportunity to get acquainted with the culture and traditions of other countries, and also contributes to the development of thinking, imagination and memory. Knowledge of a foreign language is necessary for effective interaction of countries with each other in many spheres of life (science, politics, culture, art, etc.). Foreign language nowadays is one of the conditions of professional competence.

Globalization and integration have led to an active growth of intercultural relations in all spheres of our life. Such situations of intercultural communication as studying at school and university on exchange, internships of scientists, international conferences, joint ventures, tourist trips, exhibitions, tours, sports competitions, etc. have become a familiar and natural process. This experience shows that one of the prerequisites for successful adaptation in the social space is the knowledge of foreign languages.

A foreign language, especially English for specialists of any profession, is a means of communication with representatives of different cultures. For specialists of the tourism industry in the field of inbound and outbound tourism, who have to deal with people from different countries of the world on a daily basis, knowledge of a foreign language is a particularly important factor.

The tourism industry is closely connected with foreign languages. After the pandemic, the number of travelers increases every year. Every tourist understands that it is impossible to travel around the world without knowing foreign languages.

The term "tourism" appeared in the middle of the XIX century. The concepts of "foreign languages" and "international tourism" are closely interrelated, affect each other's development and are unthinkable without one another. International tourism includes a system of travel and tourist exchanges between representatives of different countries and cultures speaking different languages. When applying for a job in a travel company or in a prestigious restaurant, an international hotel, one of the first requirements is knowledge of foreign languages, since a foreign language is a means of communication with representatives of another culture. [4, p. 38].

In the 21st century. there is no longer the slightest doubt about the need to study foreign languages and, moreover, to participate in intercultural communications involving communication of people of different nationalities, from different countries of the world and different continents in the same language.

Knowledge of foreign languages is important for the further development of international tourism. The tourism industry is closely connected with foreign languages. Those who like to travel know from their own experience how important is to speak at least one foreign language (English is considered the main language of international tourism). English is an international language both in tourism and in business, science and technology, education and trade. No matter what language is spoken in a particular country, the role of the English

language remains significant, and along with its significance, culture and traditions are transmitted.

Recently, independent tourism has become more and more popular. During this type of tourism, tourists quite often communicate with the local population speaking their native language. People understand that it is impossible to know all the languages of the world and a universal language comes to their aid, the knowledge of which is the way out of any situation when communicating. English has become such a language. This language is the most common, as it is spoken by about 1.5 billion people. In 90 countries, English is a second language or it is widely studied. These are not only European countries, but also Asian countries [3].

Currently, new opportunities for learning foreign languages are emerging thanks to the development of international tourism.

Today, Uzbekistan pays great attention to the study of foreign languages. Since childhood, the citizens of our country have a professionally oriented approach in teaching foreign languages. The decree of President Shavkat Mirziyoyev "On measures to raise to a qualitatively new level of activities to popularize the study of foreign languages in the Republic of Uzbekistan" dated May 19, 2021 led to the formation of the Agency for the Popularization of Foreign Language Learning [1]. It prompted teachers to improve their second language skills. Language acquisition also provides for the development of foreign language communication skills, awareness of the peculiarities of the communication process, mastery of verbal and nonverbal communication techniques, communication strategies and communicative competence. In the future, our country will have highly qualified specialists who have the ability to use a foreign language to achieve professionally significant goals. In the 21st century, a highly qualified specialist in any branch of the domestic economy should be able to work with Internet information resources, and this, in turn, implies mandatory knowledge of English.

Teaching a foreign language is not only the assimilation of certain lexical, grammatical and syntactic material, but also the simultaneous combination of language elements with elements of culture in teaching.

Learning a foreign language has its own characteristics, which consist in a set of phonetic rules, grammatical forms, morphological and lexical units, terminology, in turn, is an integral part of complex skills: speaking, listening, reading and writing. An important feature of a foreign language is that the acquisition of a foreign language goes the opposite way to the development of the native language. A child learns his native language without realizing it,

accidentally, and a foreign language — starting with awareness and understanding. Therefore, we can say that the development of the native language goes from the bottom up, while the development of foreign language skills goes from the top down.

Another feature is that language is both a means and a goal of learning. That is, learning a language at the initial stage is the goal, and later, the use of acquired knowledge in more complex language situations turns it into a means of learning.

Nowadays, one of the most promising sectors of the national economy is tourism, which brings considerable income in foreign and local currency to the budget of the country. People's need for rest and travel has led to the rapid development of this industry. As a result, tourism has led to the strengthening of mutual economic, cultural and diplomatic ties. This affected the language system. According to scientists, today there are more than 500 main spheres of human activity and dozens of their main divisions, each of which has its own unique terminological system.

The development of international tourism in Uzbekistan is the result of our republic's diplomatic relations with foreign countries. Uzbekistan has its place in the world community. Simultaneously with the industry, the industry terminology is changing, developing and enriching with new concepts. It is also important that the issue of terminology is regulated in the training of major industry specialists who meet international standards. The Decree of the President of the Republic of Uzbekistan dated December 2, 2016 "On measures to ensure the accelerated development of the tourism industry of the Republic of Uzbekistan" states: "It is necessary to radically improve the system of high-quality training of qualified personnel for the tourism industry, especially in the field of management and marketing, regular retraining and advanced training of tourist personnel."[2] In recent years, special attention has been paid in our country to the development of internal and external, that is, international tourism. In this regard, special events are being held to develop international tourism.

From all of the above, we can conclude that tourism is a sphere of human activity in which communication is the most important, therefore, practical knowledge of a foreign language is extremely important in the professional activities of future specialists in the tourism industry.

List of literature

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INNOVATIONS IN DEVELOPING LEARNING FOREIGN LANGUAGES

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Annotation. *The article presents various points of view corresponding to different innovative methods and educational styles of learning a new language. It also provides language learning applications and virtual reality simulations, suggestions and tips on the most interesting innovations in foreign language learning.*

Key words. *advent of technology, innovations, Language Learning Apps, Virtual Reality Simulations, Language Exchange Platforms, Powered Language Learning, Gamification, Artificial intelligence, accessible, efficient.*

Аннотация. *В статье приведены различные точки зрения, соответствующие разным инновационным методам и образовательным стилям изучения нового языка. Также в нем даются приложения по изучению языка и симуляции виртуальной реальности, предложения и советы по самым интересным инновациям обучения иностранного языка*

Ключевые слова. *появление технологий, приложения для изучения языков, симуляции виртуальной реальности, платформы для языкового обмена, автоматизированное изучение языков, геймификация, искусственный интеллект, доступность, эффективность.*

Annotatsiya. *Maqolada yangi tilni o'rganishning turli innovatsion usullari va ta'lim uslublariga mos keladigan turli yondashuvlar keltirilgan. Shuningdek, unda til o‘rganish ilovalari va virtual reallik simulyatsiyalari, xorijiy tillarni o‘qitishdagi eng qiziqarli yangiliklar bo‘yicha taklif va maslahatlar beradi.*

Kalit so’zlar. *texnologiyaning paydo bo'lishi, innovatsiyalar, tillarni o'rganish ilovalari, virtual haqiqat simulyatsiyalari, til almashish platformalari, quvvatli tillarni o'rganish, gamifikatsiya, sun'iy intellekt, qulay, samarali.*

Learning a foreign language has always been a daunting task. It requires time, dedication and a lot of effort. However, with the advent of technology, innovations in learning foreign languages have made it easier and more accessible than ever before.

One of the most innovative ways to learn a new language is through mobile applications. Apps like Duolingo, Babbel, and Rosetta Stone have revolutionized the way people learn languages. These apps offer fun and interactive games that make learning a language feel less like homework and more like a game. They also use artificial intelligence to personalize the learning experience, adapting to the learner's pace and level of proficiency.

Another innovation in language learning is virtual reality (VR). With VR, learners can immerse themselves in a foreign language environment without leaving their homes. They can practice speaking and listening skills with virtual native speakers, and even explore different cultures and customs. VR language learning is still in its early stages but has the potential to change the way we learn languages in the future.

Gamification is another innovation that has been applied to language learning. Language learning companies have started to create games that teach vocabulary and grammar rules. For example, FluentU uses real-world videos and turns them into interactive language lessons. This way, learners can practice their listening and comprehension skills while watching their favorite TV shows and movies.

Artificial intelligence (AI) is also being used to improve language learning. AI-powered chatbots and language tutors can help learners practice speaking skills. These chatbots can simulate real-life conversations and provide feedback on pronunciation and grammar. AI-powered language tutors can also personalize the learning experience by adapting to the learner's pace and level.

Finally, social media has also become a tool for language learning. Language learners can join online communities where they can practice their language skills with native speakers. They can also follow social media accounts

that post content in their target language. This way, learners can immerse themselves in the language and culture they are trying to learn.

Learning a new language has always been a challenging and time-consuming task. However, with the advancement of technology, innovative approaches have emerged that make language learning more accessible, efficient, and enjoyable. From language learning apps to virtual reality simulations, here are some of the most exciting innovations in foreign language education.

1. Language Learning Apps

Language learning apps such as Duolingo, Babbel, and Rosetta Stone are popular among language learners worldwide. These apps offer a gamified approach to learning a new language, making the process more enjoyable and engaging. They provide interactive lessons, flashcards, quizzes, and even chatbots that simulate real-life conversations. These apps also offer personalized learning paths based on the learner's level and goals.

2. Virtual Reality Simulations

Virtual reality simulations have the potential to revolutionize language learning. By immersing learners in a virtual environment, they can experience real-life situations and practice their language skills in a safe and controlled environment. For example, a virtual reality simulation can simulate a restaurant or a hotel where learners can practice ordering food or booking a room in the target language.

3. AI-Powered Language Learning

Artificial intelligence (AI) has the potential to personalize language learning and adapt it to the learner's needs. AI-powered language learning platforms such as Lingoda and Busuu use machine learning algorithms to analyze the learner's performance and provide personalized feedback and recommendations. These platforms also offer virtual tutors that simulate real human interactions and provide personalized support.

4. Language Exchange Platforms

Language exchange platforms such as iTalki and Tandem connect language learners with native speakers of the target language. These platforms provide learners with the opportunity to practice their language skills with real people and receive feedback on their pronunciation and grammar. Language exchange platforms also offer cultural insights and can help learners develop intercultural competence.

5. Gamification

Gamification is the use of game elements in non-game contexts. Gamification has been widely used in language learning to motivate learners and make the learning process more enjoyable. For example, language learning games such as Language Zen and Fluent U use game elements such as rewards, badges, and leaderboards to motivate learners and track their progress.

Educative innovations include making use of affordable and accessible technologies to expand access to education. It may also require other innovative process or service and rely on technology. The following educative innovations are very effective and widely used in teaching foreign languages:

Online and self-study courses. Hundreds of languages are available for self-study, from scores of publishers, for a range of costs, using a variety of methods. The course itself acts as a teacher has to choose a methodology, just as classroom teachers do.

Audio recordings and books. Audio recordings use native speakers, and one's strength is helping learners improve their accent. Some recordings have pauses for the learner to speak. Others are continuous so the learner speaks along with the recorded voice, similar to learning a song. Audio recordings for self-study use many of the methods used in classroom teaching, and have been produced on records, tapes, CDs, DVDs and websites.

In conclusion, the innovations in foreign language education have made language learning more accessible, efficient, and enjoyable. These innovations offer a variety of approaches that cater to different learning styles and needs. Whether you prefer language learning apps, virtual reality simulations, AI-powered language learning, language exchange platforms, or gamification, there is an innovation that suits you. The future of foreign language education looks promising, and we can expect more innovative approaches to emerge in the coming years. Innovations in language learning have made it easier and more accessible than ever before. From mobile apps to virtual reality and artificial intelligence, learners have a plethora of tools and resources at their disposal. Language learners can now tailor their learning experience to their needs and preferences, making the journey of learning a new language more enjoyable and effective.

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TURIZM SAHASINI RIVOJLANTIRISHDA KADRLAR TAYYORLASH

SamDChTI “Ingliz filologiyasi”
kafedrasi katta o’qituvchisi
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Anotatsiya: *Maqolada turizmni rivojlantirishning muhim vazifalari hamda kadrlar tayyorlash milliy dasturining asosiy vazifalari yoritib o’tilgan. Qolaversa, O’zbekiston Respublikasi ta’lim tog’risidagi qonunlarning amaldagi tadbiqi maqolada aks etgan.*

Abstract: The article highlights the important tasks of tourism development and the main tasks of the national personnel training program. In addition, the actual application of the laws of the Republic of Uzbekistan on education is reflected in the article.

Аннотация: В статье выделены важные задачи развития туризма и основные задачи национальной программы подготовки кадров. Кроме того, в статье отражено фактическое применение законов Республики Узбекистан об образовании.

Kalit so’zlar. *Tourism, service, living standards, trade, national program of training cadres.*

Key words. Tourism, service, living standards, trade, national program of training cadres.

Ключевые слова. Туризм, сервис, уровень жизни, торговля, национальная программа подготовки кадров.

Mamlakatimizda olib borilayotgan ijtimoiy siyosatning ustuvor yo'nalishlaridan biri- bu biznes va xususiy tadbirkorlikni rivojlantirish hisobiga aholi daromadlarini va ularning turmush darajasini oshirishga erishish hisoblanadi. Bu borada amaliyotga joriy qilinayotgan bir qancha qonunlarning ijrosi biznes va xususiy tadbirkorlikni oshirishga samarali ta'sir ko'rsatmoqda. Bu borada kadrlar tayyorlash milliy dasturining amalda tadbiq etilganligi bugungi kunning muhim vazifalarini o'zida mujassam etdi.Kadrlar tayyorlash milliy dasturi "Ta'lim to'g'risda"gi O'zbekiston Respublikasi Qonunning qoidalariga muvofiq tayyorlanganligi, milliy tajribaning tahlili va ta'lim tizimidagi jahon miqyosidagi yutuqlar asosida yetishib kelayotgan yosh avlodni yetuk kadrlar darajasiga ko'tarish vazifasi belgilab qo'yilgan.

Ayniqsa, bugungi kunda xizmatlar sohasining bir qancha yo'nalishlari, shu jumladan, aloqa, transport, qurilish,turizm xizmatlari,va savdo sohalarini misol sifatida keltirishimiz mumkin.

Jamiyatimizni farovon va qulay sharoitda qulay sharoitda hayot kechirishlari maqsadida xizmatlar sohasida bir qancha qulay sharoitlar yaratilmoqda. Qulay shart-sharoitlar mamlakatimizning qishloq aholisining yashash tarziga yaqinlashib bormoqda.

Respublikada xizmat ko'rsatish sohalarini rivojlantirish bo'yicha 2012-2016 yillarga mo'ljallangan dasturga asoslanib, mamlakatimizda, qolaversa, viloyatlarda sohani rivojlantirishning konseptual yo'nalishlari belgilab olinib,konseptual yo'nalishlarning eng muhimi sifatida xizmatlar ko'rsatish va servis sohasida faoliyat ko'rsatayotgan kadrlarni tayyorlash va malakasini oshirishni har tomonlama qo'llab –quvvatlash masalasi alohida belgilab qo'yilgan.Bunday masalaga alohida e'tibor berish mazkur sohada yetuk kadrlar tayyorlashning ustuvor vazifalarini ta'minlashdan iboratdir.

Buning misoli sifatida O'zbekiston Respublikasi Oliy Majlisi tomonidan 1992-yilgi "Ta'lim to'g'risida"gi qonun, 1997-yil 29-avgustda 463-son ostida qabul qilingan "Kadrlar tayyorlash milliy dasturi " kabilarni keltirishimiz mumkin.Buning samarasi sifatida yoshlarimizning barkamol shaxs bo'lib yetishishlarida iste'dod hamda iqtidorlarini ro'yobga chiqarishlarida ta'limning o'rni sezilarlidir.

Yetuk kadrlar masalasi ijtimoiy hayot tarzida muhim ahamiyat kasb etib,

yoshlarni yetuk darajada tarbiyalash hamda ularning erkin fikr va qarashlarini rivojlantirish davrning muhim bosqichlaridandir.Bu borada pedagoglar zimmasida yuksak mas'uliyatli vazifalar turibdi. Barkamol avlodni yetuk mutaxassis sifatida tayyorlab borish, ularning ta'lim olishlari uchun qulay shart-sharoitlarni yetkazish, bugunning muhim bosqichlaridan biridir. Yetuk kadrlarni yetishtirish jarayonida quyidagi bosqichlarga alohida to'xtalib o'tishimiz lozim.

1.Ta'lim-tarbiyaning uzviy aloqadorligi.

2.Ta'lim jarayonida zamonaviy axborot texnologiyalarni qo'llay olish.

3.Dars jarayonida nutqning imkoniyatlaridan unumli foydalanish.

4.Iqtidorli yoshlarni tarbiyalab borishda ilmiy ijod imkoniyatlaridan foydalana olish.

Yuqorida keltirib o'tilgan bosqichlardan eng muhimi, bu ta'limning tarbiya bilan aloqadorligidir. Ta'lim tizimida tarbiya muhim o'ringa egadir.Chunki, talaba ta'lim tarbiyani bir –biri bilan uzviylikda olib bormas ekan, u holda ilmni ham mustahkam darajada olib borolmaydi.

Ta'lim tizimida chet tillarni o'qitish va uni amalda qo'llay olish muhim xususiyat kasb etmoqda.Yoshlarimizni jahon standartlariga mos ravishda bilim olishlari uchun ham chet tililarning o'rni beqiyosdir. Bu borada 2012-yil 10-dekabrdagi "Chet tillarini o'qitish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi 1875-sonli Qaror qabul qilinganligi yoshlarimizni, ayniqsa maktab o'quvchilarining ham chet tiliga bo'lgan qiziqish va bilim olishlari uchun muhim jarayon hisoblandi. Bunda nafaqat yoshlar balki, soha vakillari ham chet tilini o'rganishlari hamda pedagoglarning o'z ustida yanada ko'proq ishlashlari uchun ayni maqdasli vazifalardan biri bo'ldi.

Vazirlar Mahkamasining 2017 yil 11 noyabrdagi 610-sonli"Ta'lim muassasalarida chet tillarini o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Qarorida juda muhim bir band ketgan:

5117-sonli Prezident qaroriga asosan esa 2021/2022 o'quv yilidan boshlab ta'lim muassasalarining kamida S1 darajadagi milliy yoki unga tenglashtirilgan mos darajadagi xalqaro tan olingan sertifikatga ega xorijiy tillar (ingliz, frantsuz, nemis, ispan, italьyan, arab, xitoy, yapon, koreys, turk, fors, pushtu, dari, urdu, hind) o'qituvchilariga ularning bazaviy tarif stavkasiga nisbatan har oylik 50 foiz miqdorida qo'shimcha ustama haqi to'lab borilishi belgilangan. Faqat o'qituvchilarga emas, 2022 yil 1 yanvardan boshlab xorijiy tillardan milliy va xalqaro sertifikatga ega davlat boshqaruv idoralarining barcha bo'g'inlari xodimlariga lavozim maoshiga nisbatan 20 foizgacha qo'shimcha ustama tashkilotlarning byudjetdan tashqari hamda ish haqi fondi doirasida byudjet mablag'lari hisobidan to'lanishi belgilangan.

Umuman olganda kadrlar tayyorlash faqat xizmat ko’rsatish sohasida emas iqtisodiyotning barcha sohalarida muhim ahamiyat kasb etadi. Malakali kadrlar tayyorlashda mehnat bozori qonunlarining harakatlanishi ishchi kuchi sifatini yuqori darajaga ko’tarishga imkon beradi. Milliy iqtisodiyotimiz va uning ajralmas bir bo’lagi bo’lgan xizmat ko’rsatish sohasi dunyo miqyosida o’z o’rniga ega bo’lishi va rivojlanishi lozim.Shuning uchun ham iqtisodiyotdagi tarkibiy o’zgarishlarga mos malakali kadrlar tayyorlash iqtisodiy islohotlar sharoitining muhim muammolaridan biri hisoblanadi.

Iqtisodiy islohotlarni muvaffaqqiyatli olib borish ko’rsatgichlaridan biri aholini ish bilan bandligi hisoblanadi.Mamlakatimiz siyosati jamiyatimizning hozirgi rivojlanish darajasi fan, madaniyat bozor iqtisodiyotiga kirib borishi oliy ta’lim oldida turgan yangi masalalar faqatgina sifat jihatidan yangi mazmun texnalogiyadagi o’qitishni emas, balki bozor iqtisodiyoti qonunlarini tushunadigan mataxassislarga bo’lgan talabni va ularni tayyorlash yo’nalishlariga yangicha yondashuvni ham talab qiladi. Iqtisodiyotning har bir sohasini rivojlantirishdagi muvaffaqqiyatlar sifat o’lchamlari bilan hamda sifat jihatdan yangi ishchi kuchining mavjudligi bilan belgilanadi.

Xizmat ko’rsatish sohasi iqtisodiyotning muhim bo’g’inlaridan sanaladi. Bu sohaga katta e’tibor qaratilgani bois mazkur soha qator yillardan buyon o’sish tendensiyasiga ega bo’lib qolmoqda. Mamlakatimizda ko’rilayotgan chora tadbirlar ularga berilayotgan imkoniyat va imtiyozlar kelajakda ushbu sohani yanada jadal rivojlanishini ta’minlashi bilan birga xizmatlar sifatini oshishiga olib kelishi muqarrar. Mamlakatimiz iqtisodiyotini rivojlantirishning hozirgi va yaqin kelajakdagi ustuvor vazifalardan biri-xizmat ko’rsatish sohasini rivojlantirishdan iboratligiga shubha yo’q. Chunki bu sohaga e’tibor bugun paydo bo’lgan emas.Shu tufayli mazkur sohaga ham matasilli e’tibor berilib kelingan. Shu yillar davomida bir qancha Davlat dasturlari ishlab chiqilib hayotga tadbiq etib kelinmoqda.

Muhtaram Birinchi Prezidentimiz I.A.Karimov 2012-yil sentabr oyida bo’lib o’tgan Xalqaro Konferensiyada “ O’zbekistonda Ijtimoiy –iqtisodiy siyosatni amalga oshirishda xizmat ko’rsatish sohalari kichik biznes va xususiy tadbirkorlikning roli va ahamiyati ”(15 –sentabr 2012-yil Xalq so’zi) nomli ma’ruzasida ijtimoiy –iqtisodiy siyosatni amalga oshirish borasida kichik biznes va xususiy tadbirkorlikning nechog’lik zarur ekanligi hamda bugungi kunda yuksak bilimli, zamonaviy fikrlaydigan intelektual rivojlangan va professional tayyorgarlikka ega bo’lgan yoshlarni sifatli jadal va innovatsion taraqqiyotning eng muhim sharti va garovi bo’la olish,aynan ular mamlakatning buyuk kelajagini ta’minlash mumkinligini bunga kimnidir ishontirish yoki buni

isbotlab berishning xojati yo’q ekanligini anjuman ishtirokchilariga ishonchli ravishda ta’kidlagandilar. Uzluksiz ta’lim mamlakat taraqqiyotini ta’minlovchi shaxs ,jamiyat va davlatning ijtimoiy iqtisodiy madaniy ma’rifiy ehtiyojlariga xizmat qiluvchi tizm ekan. Bu esa kadrlar muammosini yechishga imkon qadar yordam beradi. Uzluksiz ta’lim ijodkor ijtimoiy faol ma’naviy boy shaxs shakllanishi malakali raqobatbardosh kadrlar ildam tayyorlanishida muhim ahamiyat kasb etadi.

Mamlakatimizda yetuk kadrlarni tayyorlash davlat siyosatining ustuvor yo’nalishi etib belginalanishi muhim ahamiyat kasb etadi. Prezidentimiz Shavkat Mirziyoyev tomonidan 2017-2021 yillarda O’zbekiston Respublikasini rivojlantirishning beshta ustuvor yo’nalishlari bo’yicha harakatlar strategiyasida alohida yo’nalish sifatida ijtimoiy sohani rivojlantirishning ustuvor yo’nalishlariga to’xtalib o’tilgan. Unda “Ta’lim va fan sohasini rovojlantirish” va “Yoshlarga oid davlat siyosatini takomillashtirish “haqidagi bandlar mavjud. Bu esa malakali yetuk kadrlar tayorlashni yanada rivojlatirishda muhim ustuvor ahamiyat kasb etadi. Va malakali kadrlar tayyorlashda muhim amaliy vosita sifatida xizmat qiladi.

Yurtimizda yashovchi aholining deyarli 60% ini yoshlar tashkil qiladi.Bu esa O’zbekistonning kelajagi yoshlar qo’lida deganidir.Ularni malakali kadrlar qilib tayyorlash zamon talabiga aylanmoqda.Kelajakda bu yoshlar iqtisodiyotimizning har bir sohasi rivojlanishida muhim ahamiyat kasb etadi. Bugungi bozor iqtisodiyoti sharoitida ulkan taraqqiyot davrida malakali kadrlarga bo’lgan talab kun sayin oshib boraveradi. Bu esa kadrlar tayyorlashda takomillashgan yangi yangi usullar tizmlarni o’rganish va ularni hayotga tadbiq qilishni taqozo qiladi.

Bir so’z bilan aytganda, biz yoshlar bugunning mas’uliyatli avlodlari ekanmiz, o’qib-izlanish hamda yetuk darajadagi kadrlar bo’lib yetishish uchun tinmay o’zib-izlanish bizning oldimizda turgan mas’u;liyatrli vazifalardan biri hisoblanib qolajak.

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USING LANGUAGE APPROPRIATELY FOR A RANGE OF CLASSROOM FUNCTIONS

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Annotation. *The article describes the range of classroom functions which we use in language learning process, as well as different exponents we can use. It also contains suggestions and tips on developing exponents for getting attention of students in different lessons.*

Key words. *functions, appropriately, learners' attention, encouraging, nominating, prompting, modelling utterances, instructing, target language, formality or informality, mother tongue.*

Annotatsiya. *Maqolada biz til o'rganish jarayonida foydalanadigan sinf funksiyalari qatori, shuningdek, foydalanishimiz mumkin bo'lgan turli ko'rsatkichlar tasvirlangan. Shuningdek, turli darslarda o'quvchilar e'tiborini jalb qilish uchun ko'rsatkichlarni ishlab chiqish bo'yicha takliflar va maslahatlar mavjud.*

Kalit so’zlar. vazifalar, mos ravishda, o'quvchilarning e'tibori, rag'batlantirish, taklif qilish, undash, so'zlarni modellashtirish, ko'rsatmalar berish, maqsadli til, rasmiyatchilik yoki norasmiylik, ona tili.

Аннотация. В статье описывается ряд функций класса, которые мы используем в процессе изучения языка, а также различные показатели, которые мы можем использовать. Он также содержит предложения и советы по развитию показателей для привлечения внимания учащихся на разных уроках.

Ключевые слова. функции, соответственно, внимание учащихся, поощрение, номинация, подсказка, моделирование высказываний, обучение, целевой язык, формальность или неформальность, родной язык.

Classroom functions are the purposes for which we use language in the classroom. These functions are many and varied, for example explaining and instructing. For each classroom function there are different exponents we can use. The choice of exponent depends on the learning context and purpose, the learners' needs, their age and level. When we choose language that is right for the situation and our audience, we say that we use language appropriately.

Let's look at the some of the functions and exponents of teacher language in the sample in detail.

Getting learners' attention. *Stand up. Adam Stand up. Evi.*

The teacher is getting the learners' attention at the beginning of the sequence. The teacher wants everyone to listen and wants Adam and Evi to stand up. There are different times in a lesson when we need to get the learners' attention, for example when we close an activity or when we want learners to look at the board. We usually keep these utterances short, and very often teachers develop their own exponents for getting attention with their different classes.

Instructing. The teacher gives learners instructions throughout the teaching sequence: before they start, during the activity (the instructions at this point are about non-linguistic behavior) and at the end as a reminder. The language of instructions often uses the imperative, even with higher-level/ older learners.

Modelling. The teacher models (gives a dear example of the target language) at two points in this teaching sequence. It is important, when we model language orally, that we say only what we want learners to repeat, as the teacher does here. In the first example Brenda (the learner) repeats the word welcome after the teacher has said it. In the second example, the teacher provides a model of the structure for the whole class, but they don't repeat it immediately.

In this teaching sequence the modelling is oral. We also model language in writing. We can guess that there is a written model on the board in this teaching sequence as the teacher says *read this one.*

Encouraging and instructing. *Now come on, Evi! Brenda, a bit louder!* Learners are often lacking in confidence and shy about speaking in front of the class. We can encourage them by using language which makes them feel

positive about what they can do and which reduces their level of anxiety. We sometimes also have to tell them what to do (instructing).

Nominating *Oh er, Shona* (pause) *and* (pause) *Brenda* (pause). This is just one example of nominating (choosing and naming one learner to speak on do a particular task) in this teaching sequence. We use learners' names for a number of reasons, for example to get their attention, to make them feel we know who they are, to make sure that different learners answer.

Prompting a learner to continue. *Come on. Shona, ask...*

Prompting (helping learners think of ideas or remember a word or phrase or what to do) can sometimes be quite similar to encouraging. When we prompt we provide words, phrases, ideas or even time to help the learner continue or remember what to say. This means we sometimes leave our utterance unfinished for the learner to finish it for us, as in this example.

There is a range of different exponents for each classroom function. The exponents that teachers choose depend on the context. age and language level of the learners and the formality or informality of the teaching situation. The exponents that teachers use must always be appropriate for the situation. Here are some examples of exponents for eliciting. You can see that some would be more appropriate to use in certain classrooms or with certain students rather than others.

Most of the time, teachers are able to communicate their message successfully to the learners using the target language, accompanied by gestures where appropriate. However, in some situations, particularly with young learners and with beginner or elementary learners, it may be necessary for the teacher to use the mother tongue or LI from time to time.

Exponents used in the classroom must be appropriate for the classroom function, for the learning context and purpose, and for the level and age of the learners. Examples of when exponents might be inappropriate are: if the language is above the learners' level; if the language is too informal or direct and might seem impolite, for example: "Sit down and get on with your work spoken to a learner in a business class.

Language should be graded to suit the language level and age of the learners. Grading language means choosing exponents that are suitable for the language level of the learners. For example, with beginners we use simple words and phrases, but with higher-level learners our language can be more complex. Grading means using language at the right level for the learners to understand.

Language needs to be sequenced appropriately to provide learners with a range of learning opportunities. Sequencing means using language in a logical

order. This is particularly important for explanations and instructions, for example: *Listen. Work*

Learners can learn chunks of language, just by hearing them again and again. So it is useful to use a fixed range of exponents for classroom functions at the early stages of learning, for example: *Open your books and look at page*... Once learners are familiar with a set of exponents, we can extend the range to suit their level. With more advanced learners, we can take the opportunity to expose them to a wide range of language through the functional exponents we use.

Choosing which exponents we're going to use for classroom functions before the lesson is important. If we do not plan or think about what language to use, we might use the L1, or language which is too complex or too simple, or language which does not respect the learners.

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THE ROLE AND IMPORTANCE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF TOURISM

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Annotation: this article is about the level of development, potential and future prospects of tourism in Uzbekistan. Problems in this area and their

solutions have also been considered. As well as modern technologies and the degree of viability of innovative ideas has also been studied.

Key words: internal and external tourism, technologies, tourist zones, service.

Аннотация: данная статья посвящена уровню развития туризма в Узбекистане, его потенциалу и перспективам на будущее. Проблемы в этой области и их решения также были рассмотрены. А также современные технологии и также изучается степень воплощения инновационных идей в жизнь.

Ключевые слова: внутренний и внешний туризм, технологии, туристические зоны, сервис

Annotatsiya: Mazkur maqola O‘zbekistondagi turizmning rivojlanish darajasi, potensiali va sohaning kelajakdagi istiqbollari xususidadir. Bu sohadagi muammolar va ularning yechimlari ham ko‘rib o‘tilgan. Shuningdek, hozirgi kundagi zamonaviy texnologiyalar va innovatsion g‘oyalarning hayotga tatbiq etilishi darajasi ham o‘rganib chiqilgan.

Kalit so‘zlar: ichki va tashqi turizm, texnologiyalar, turistik zonalar, xizmat

A person is interested in exploring, navigating the surrounding world. For several millennia, people find, live and move from one place to another will continue to travel the world again. They have many reasons for this: after science chasing, seeking new opportunities, avoiding political instability, or simply traveling the world and discovering it for himself. Considering that a modern person says that I will learn and learn something in the present, he spends his free time and income on tourism, and visiting the peat spaces and visiting those places familiar with culture, way of living, history. Tourist new friends, opportunities or at least by creating new impressions in itself in relation to that place comes. According to the UN World Tourism Organization, in 2015, 1 billion 184 million people were engaged in tourist activities worldwide if established, by the end of 2016 this figure is 1 billion 235 million did. The value of the export services provided to travelers was estimated in 2015 at.US $ 1.5 trillion. This sector has never been able to bring even very large economic benefits to the developed and developing countries at the moment it's no secret to whom. Depending on the area of interest of people, tourism is also divided into several types. For example, ecotourism, phototourism, sports-tourism or business-tourism and we can cite others as examples. World Tourism Organization France reported 84.5 million in 2015. first place in the “Top-10 "

with the number of visitors more than everyone, while captivating the tourist occupied.

If we refer to statistics, Uzbekistan ranks 150th among tourist-visiting countries, in 2015-2016 Uzbekistan the number of visitors was 1.917 million. the population was. Tourism in GDP and the share is 1.1%.3 unfortunately, we can see that Uzbekistan is far behind in this area, because none of these indicators can be productive in the face of the achievements that we want to achieve. After all, tourism is in the world it was ranked 3rd in the most profitable sector of the states and is further developing in conjunction with the globalization process. But in our land the state of tourism is not developing in the demand of consumers around the world, and the industry share and income are therefore also low. To this, of course, a number of problems and there are reasons. In general, despite its place in the world tourist market, Uzbekistan is able to create comfortable conditions for tourists, increase the attractiveness of tourist sites and promote advertising.

This there are several factors that need to be studied to make a significant increase in the subject. One of these is at a time when the proportion of young people in the world is growing our country is visited only by people of middle and older age. Visitors in question are only interested in historical monuments, culture and other similar circles and, as a result, are divided into other types of Tourism leading to the demise of demand. To attract young people around the world and it is necessary to use our own youth. Because the “language”of young people is called Youth understands better. Taking advantage of the gifts of our nature, extreme tourism to them it is necessary to create conditions for.

Another pressing problem is that about Uzbekistan is the West not enough propaganda work has been carried out in their state to this day. Tourists who do not know the name of Uzbekistan near neighboring countries consider the same as the name, even as a state similar to Pakistan or Afghanistan they know and consider it a dangerous area for travel. This, of course, is due to the fact that there is little special information about our country (precisely in other countries), in the field evidence of limping in the delivery of information resources. The majority of visitors are attracted by tourism firms. This is due to the fact that they do not have enough information in themselves, or about Uzbekistan at all it is for the reason that it has a different vision. There are more than 7,300 cultural heritage sites in our country, of which 200 are UNESCO listed. We have such a huge history, the hearth of civilization and the harmony of cultures without having, knowing about other people. Following the example of the leading countries, such as Turkey. Special cities of Tashkent, Samarkand, Bukhara and

Khiva, which are considered tourist centers it is necessary to introduce through advertising rollers, promoters. Which now focuses on infrastructure, which is considered the basis of Tourism if we are, it is also not at an enviable level. Judging by the data, the number of firms and organizations that currently carry out tourism activities in our country is 433. This indicator indicates that the competition between firms conducting tourism activities is very low. In addition, this the main addresses of organizations and firms are in Samarkand, Bukhara and Khiva. In it even if we say that tourists do not know so much about such wonderful tourist destinations as Shahrisabz, Marghilon, Kokand and Surkhandarya. Further that it should also be noted that although the flow of Tourism changes in a positive way, transport and logistics, hotel services in our country are also on the limelight. In turn, this number is always a reason for competition and further improvement in the quality of Service. And we have this figure 4 times lower on the scale of the Republic, that is, there are 750 hotels, and the cost of hotels is not stable, growing from year to year. There are also 5-star hotels and hostels. As for the vehicle, in the seasonal period to the trains lack of tickets, the cost of tickets to havotransports, and the deficit of Economy Class tickets is lowering the competitiveness of the tourism brand. In the Prevention of existing problems, the state introduced foreign brands must bring in partnership. For the construction of modern hotels allocations of loans to entrepreneurs, further improvement of transit services in transport and banks . To reduce the cost of certain types of services, of course, it is necessary to increase competition. And the organization of training of guides for a certain period of time. Additionally 2 cities increase direct charter flights between and online-style tickets increasing buying opportunities darcor. In addition, various electronic payment it is imperative to introduce systems. It should be noted that the head of our state 2 December 2016 " Republic of Uzbekistan.

Benefits like this esa can be an impetus for the emergence of development in the field. Also, " Chimyon reception of a large-scale program at the "right to the development of ecotourism in the mountain zone" it was done, and in the city of Samarkand to establish the tourist zone “Samarkand city” a law was signed into law. It can be seen that the regions are different on the basis of partnerships the construction and strengthening of the base of tourist attractions in the direction is carried out on the basis of state support. Adopted in Bukhara itself on December 2, 2017 providing tourists with a wide range of opportunities under the Tourism Development Act and 50 heritage sites, as well as Poyi, for the purpose of promoting smart tourism Kalon also received a QR code. With this code, tourists will be able to get information about monuments and

complexes in 12 languages. 2018 < BR > in February, hotels and restaurants were also provided with this code.

In some cases, depending on the season, domestic tourism is even more than foreign tourism can bring benefits. Therefore, this factor should also be strongly progressive. That is, to the people themselves to participate in the development of tourist activities it is necessary to create an opportunity.

In place of the conclusion, it should be noted that changes in our country, reforms it is developing rapidly in all areas. Of course ,all this work, first of all, for ourselves, for the future, being made for the prosperity of the motherland. Not only to take such a development to a new level and increase its further productivity the government, but also the people, must of course take an active part. As our president said:”every tourist is an investment, a good way to increase the flow of currency." Therefore, there is, to develop the tourism sector and increase the number of tourists to take strict measures to take full advantage of the potential and to employ the force that exists need to pose. In addition, the following suggestions can also be studied and implementation more extensive opportunities in tourism, the attractiveness of our country there will be a strong shift made in the path of increase:

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THE ROLE OF MOTIVATION IN TEACHING ENGLISH.VARIOUS FACTORS INFLUENCING MOTIVATION AND INTERESTS

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Annotation: This article explores the role of motivation in learning English and identifies factors influencing motivation levels. It emphasizes the importance of understanding and enhancing motivation for successful language acquisition. Strategies for engaging student interests and creating a supportive learning environment are discussed. Practical recommendations for increa sing motivation are provided.

Анотация: В данной статье исследуется роль мотивации в обучении английскому языку и выявляются факторы, влияющие на уровень мотивации. Она подчеркивает важность понимания и развития мотивации для успешного овладения языком. В статье рассматриваются стратегии, направленные на привлечение интересов студентов и создание поддерживающей образовательной среды. Предоставляются практические рекомендации по повышению мотивации.

Key words: motivation, learning English, role of motivation, motivational factors, interests, learning strategies, learning goals, self-efficacy, language environment, pedagogical approaches, social support.

Ключевые слова: мотиваци, изучение английского языка, мотивационные факторы, интересы, стратегии обучения, цели, самоэффективность, методы преподавания, поддерживающая среда

The introduction serves as the first part of the article, presenting the main topic and research objective. It highlights the relevance and significance of the issue, as well as provides an overview of the existing literature on the subject. The introduction also establishes the structure and content of the article.

This article explores the role of motivation in learning the English language. It emphasizes the importance of motivation in the process of language acquisition and achieving success in language learning. Various factors influencing students' motivation and their interest in learning English are discussed. Additionally, methods and strategies that can be employed to enhance students' motivation are examined. The introduction concludes by outlining the

structure of the article and indicating the aspects that will be covered in the subsequent sections.

The introduction plays a vital role in capturing the reader's attention and establishing the context for the subsequent presentation of the material.

In the second part of the article, we delve into the various factors that influence motivation in English language learning. Understanding these factors is essential for educators and learners to create a conducive learning environment that fosters motivation and engagement.

One key factor is the learner's intrinsic motivation, which refers to their internal desire and interest in learning the language. This can be influenced by personal goals, aspirations, and the perceived value of English proficiency. Additionally, extrinsic motivation, such as external rewards or social recognition, can also impact a learner's motivation.

The third part of the article highlights the significance of incorporating student interests into English language learning. Recognizing and catering to students' individual passions and preferences can greatly enhance their motivation and engagement in the learning process.

When learners are allowed to explore topics and themes that align with their interests, they are more likely to actively participate, retain information, and develop a deeper connection to the language. This can be achieved through the use of authentic materials, real-world contexts, and project-based activities that tap into students' personal interests.

The fourth part of the article focuses on practical strategies for sustaining motivation throughout the English language learning process. These strategies aim to keep learners engaged, motivated, and committed to their language learning goals.

Setting clear and achievable goals is a crucial aspect of maintaining motivation. By defining specific objectives and milestones, learners can track their progress and experience a sense of accomplishment, which fuels their motivation to continue learning.

The fifth part of the article discusses the importance of building self-efficacy in language learners. Self-efficacy refers to an individual's belief in their ability to succeed in a specific task or domain. In the context of language learning, developing self-efficacy is crucial for maintaining motivation and achieving proficiency.

One effective way to build self-efficacy is through setting achievable goals and providing learners with opportunities to experience success. By gradually increasing the difficulty of tasks and providing adequate support, learners can

develop confidence in their language skills and feel motivated to take on new challenges.

The seventh part of the article delves into the significance of engaging learner interests in language learning. Recognizing and incorporating students' interests into the learning process can greatly enhance motivation and engagement.

One way to engage learner interests is through personalized and meaningful content. Tailoring learning materials and activities to students' individual preferences and real-life contexts can make the language learning experience more relevant and enjoyable.

The eighth part of the article addresses the challenges that learners may encounter in their language learning journey and provides strategies for overcoming them. Language learning can be challenging, but with the right approach, learners can navigate these difficulties and maintain their motivation.

One common challenge is the fear of making mistakes and the pressure to achieve perfection. It is important to create a supportive and non-judgmental learning environment where learners feel comfortable taking risks and making errors. Emphasizing the importance of learning from mistakes and providing constructive feedback can help learners overcome their fear and stay motivated

CONCLUSION

In conclusion, this article has explored the role of motivation in English language learning and identified various factors that influence motivation levels. Motivation plays a crucial role in language acquisition, as it drives learners to actively engage in the learning process, persist through challenges, and strive for improvement.

We have discussed the importance of understanding learners' interests and integrating them into the learning experience. By personalizing content, incorporating authentic materials, and utilizing interactive activities, educators can enhance learner motivation and foster a deeper connection to the language and culture being studied.

Moreover, we have addressed the challenges that learners may face and provided strategies for overcoming them. By creating a supportive and non-judgmental learning environment, encouraging a growth mindset, and promoting effective time management, educators can help learners navigate obstacles and maintain their motivation.

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INNOVATION ROLE OF SOCIAL MEDIA MARKETING

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Abstract. Social media has revolutionized the way businesses engage with their target audience. In today's digital landscape, social media marketing has become an essential component of any successful marketing strategy. This article explores the concept of social media marketing, its impact on businesses, and the strategies employed to effectively leverage social media platforms for marketing purposes. The article begins by examining the role of social media in shaping consumer behavior and influencing purchasing decisions. It highlights the immense reach and accessibility of social media platforms, allowing businesses to connect with a vast and diverse audience. Furthermore, the article discusses the importance of understanding the unique characteristics and preferences of different social media platforms to tailor marketing efforts accordingly.

Key words. Digital marketing, social media platforms, consumer behavior, audience engagement, content creation, community building, influencer marketing, brand loyalty, data-driven approach, video content.

Аннотация: Социальные сети произвели революцию в способах взаимодействия бизнеса со своей целевой аудиторией. В современном цифровом мире маркетинг в социальных сетях стал важным компонентом любой успешной маркетинговой стратегии. В этой статье исследуется концепция маркетинга в социальных сетях, его влияние на бизнес и стратегии, используемые для эффективного использования платформ социальных сетей в маркетинговых целях. Статья начинается с рассмотрения роли социальных сетей в формировании потребительского поведения и влиянии на решения о покупке. Это подчеркивает огромный охват и доступность платформ социальных сетей, позволяющих компаниям взаимодействовать с обширной и разнообразной аудиторией. Кроме того, в статье обсуждается важность понимания уникальных характеристик и предпочтений различных платформ социальных сетей для соответствующей адаптации маркетинговых усилий.

Ключевые слова. Цифровой маркетинг, платформы социальных сетей, поведение потребителей, вовлечение аудитории, создание контента, создание сообществ, маркетинг влияния, лояльность к бренду, подход, основанный на данных, видеоконтент.

Annotatsiya: Ijtimoiy tarmoqlar biznesning maqsadli auditoriyasi bilan aloqalarini tubdan o'zgartirdi. Bugungi raqamli landshaftda ijtimoiy media marketingi har qanday muvaffaqiyatli marketing strategiyasining muhim tarkibiy qismiga aylandi. Ushbu maqolada ijtimoiy media marketingi tushunchasi, uning biznesga ta'siri va marketing maqsadlarida ijtimoiy media platformalaridan samarali foydalanish strategiyalari ko'rib chiqiladi. Maqola iste'molchilarning xulq-atvorini shakllantirish va sotib olish qarorlariga ta'sir qilishda ijtimoiy tarmoqlarning rolini o'rganishdan boshlanadi. Bu ijtimoiy media platformalarining ulkan qamrovi va mavjudligini ta'kidlab, korxonalarga keng va xilma-xil auditoriya bilan bog'lanish imkonini beradi. Bundan tashqari, maqolada marketing harakatlarini moslashtirish uchun turli xil ijtimoiy media platformalarining o'ziga xos xususiyatlari va afzalliklarini tushunish muhimligi muhokama qilinadi.

Kalit so'zlar. Raqamli marketing, ijtimoiy media platformalari, iste'molchilarning xulq-atvori, auditoriyani jalb qilish, kontent yaratish, jamiyat qurish, nfluencer marketing, brendga sodiqlik, ma'lumotlarga asoslangan yondashuv, video tarkib.

Introduction. In today's digitally interconnected world, social media has become an integral part of our daily lives. It has transformed the way we communicate, connect, and consume information. Beyond personal interactions, social media has also revolutionized the landscape of marketing. Businesses of all sizes are leveraging the power of social media platforms to reach their target audience, build brand awareness, and drive business growth. This article delves into the realm of social media marketing, exploring its significance, strategies, and impact on businesses in the modern era.

The advent of social media has ushered in a new era of marketing, where traditional advertising methods have been supplemented and, in some cases, even replaced by digital strategies. Social media marketing encompasses a wide range of activities aimed at harnessing the immense potential of platforms like Facebook, Instagram, Twitter, LinkedIn, and YouTube, among others. Through these platforms, businesses can engage with their audience on a more personal level, effectively communicate their brand message, and drive meaningful interactions.

In the following sections of this article, we will delve deeper into the strategies, challenges, and future directions of social media marketing. By gaining a comprehensive understanding of this dynamic field, businesses can position themselves for success in the digital age.

Understanding social media platforms. When starting the pumping unit at the pumping station, the pipe is empty because the non-check valve is not installed in the pressure pipe. As soon as the pump starts, the water movement in the water supply pipe starts suddenly. The shock wave caused by the increase in pressure at the head of the water supply pipe propagates through the pipe. Therefore, the torque on the motor shaft during start-up is greater than the torque of the pumps. This difference in torque is due to the increase in the rotation frequency of the rotor of the pump unit. As the number of rotations of the impeller increases, the pressure created by the pump increases. Due to the partial opening of the post-pump valve, the water flow Q_n is transmitted through the pump. The difference between the pressure created by the pump and the pressure created in the pipe represents the loss of pressure in the valve, which is calculated as follows.

In today's digital landscape, social media platforms have become essential tools for businesses to connect with their target audience and drive their marketing efforts. However, to effectively leverage the power of social media marketing, it is crucial to understand the unique characteristics, demographics, and user behavior patterns of different platforms. In this section,

we will explore an overview of popular social media platforms and how businesses can tailor their strategies accordingly.

Key Strategies in Social Media Marketing. Social media marketing encompasses a range of strategies aimed at effectively engaging with the target audience, building brand awareness, and driving business growth. Let's explore three key strategies that play a vital role in successful social media marketing campaigns.

A. Content Creation

Content creation lies at the heart of social media marketing. Businesses need to develop compelling and relevant content that resonates with their target audience. Whether it's text-based posts, eye-catching images, informative videos, or engaging infographics, businesses must create content that captures attention and sparks meaningful interactions.

Successful content creation involves understanding the preferences and behaviors of the target audience. It's important to identify their pain points, interests, and values to craft content that addresses their needs and desires. By creating valuable and shareable content, businesses can build brand awareness, foster engagement, and establish thought leadership within their industry.

B. Community Building

Community building plays a crucial role in social media marketing. It involves actively engaging with followers, fostering discussions, and nurturing relationships with the audience. By building a community around their brand, businesses can create a sense of belonging, encourage user-generated content, and cultivate brand loyalty.

To build a strong community, businesses should regularly interact with their followers by responding to comments, asking questions, and seeking feedback. They can also create and participate in relevant groups or communities related to their industry. By fostering a sense of community, businesses can turn their followers into brand advocates who not only support the brand but also spread positive word-of-mouth.

C. Influencer Marketing

Influencer marketing has gained significant traction in recent years. Collaborating with influencers - individuals with a large and engaged following on social media - can amplify brand reach, enhance credibility, and drive conversions. Influencers have built trust and credibility with their audience, making their recommendations and endorsements highly influential.

When engaging in influencer marketing, it is crucial for businesses to identify the right influencers who align with their brand values, target audience,

and marketing objectives. The collaboration should be authentic and mutually beneficial, where both the influencer and the brand can create valuable content that resonates with their shared audience.

Influencer marketing extends beyond one-off collaborations; it can involve long-term partnerships or ambassador programs, where influencers become brand advocates and consistently promote the brand across their social media channels.

Conclusion. Social media marketing has revolutionized the way businesses connect with their target audience, build brand awareness, and drive growth. In this article, we have explored key strategies, understood the characteristics of various social media platforms, discussed emerging trends, and contemplated the future directions of social media marketing.

It is clear that content creation, community building, and influencer marketing are vital strategies that businesses should incorporate into their social media marketing efforts. By creating compelling and relevant content, engaging with followers, and leveraging the power of influencers, businesses can enhance their online presence, foster brand loyalty, and drive meaningful results.

As social media platforms continue to evolve and new platforms emerge, it is essential for businesses to stay adaptable, experiment with new strategies, and continuously monitor the performance of their social media marketing efforts. This requires a data-driven approach, analyzing key performance indicators, and making informed decisions to optimize and refine their strategies.

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THE EMERGENCE AND DEVELOPMENT OF THE AMERICAN SHORT STORY

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Key words: American poetry, cultural trauma, short story, myths, legends, folktales, fairy tales, identifying humankind's earliest coherence utterance

Kalit so'zlar: Amerika she'riyati, madaniy travma, qissa, miflar, afsonalar, folklorlar, ertaklar, insoniyatning eng dastlabki izchil nutqini aniqlash

Ключевые слова: американская поэзия, культурная травма, рассказ, мифы, легенды, народные сказки, сказки, идентификация самого раннего связного высказывания человечества.

Annotation: American literature, both in the way it was practiced and the way it was perceived, came of age in the period between 1870 and 1920. During these years American writing distinguished itself stylistically and thematically from the European tradition to which it had been dismissively compared for more than a century. American authors also increasingly gained respect as serious artists in the decades following the Civil War as literary critics inside and outside the academy began to appreciate the intrinsic merits of American poetry and prose.

Аннотация: Американская литература, как в том, как она практиковалась, так и в том, как она воспринималась, достигла зрелости в период между 1870 и 1920 годами. В эти годы американская письменность стилистически и тематически отличалась от европейской традиции, к которой она относилась пренебрежительно. по сравнению с более чем столетием. Американские авторы также все больше пользовались уважением как серьезные художники в течение десятилетий после Гражданской войны, поскольку литературные критики внутри и за пределами академии начали ценить неотъемлемые достоинства американской поэзии и прозы.

Annotatsiya: Amerika adabiyoti ham amaliyotda, ham uni idrok etishda 1870-1920 yillar oralig'ida voyaga yetdi. Bu yillar davomida Amerika yozuvi o'zini e'tiborsiz qoldirgan Yevropa an'analaridan stilistik va tematik jihatdan ajralib turdi. asrdan ko'proq vaqt davomida taqqoslangan. Fuqarolar urushidan keyingi o'n yilliklarda amerikalik mualliflar jiddiy ijodkor sifatida hurmat qozonishdi, chunki akademiya ichidagi va tashqarisidagi adabiy tanqidchilar Amerika she'riyati va nasrining o'ziga xos xususiyatlarini qadrlay boshladilar.

The short story is one of the oldest forms of literature. Stories have been told as long as man has existed on this planet. We can imagine of early cavemen entertaining each other by telling and listening to stories. The myths, legends, folktales, fairy tales and such like forms are the early manifestations of what later developed into short story. R. C. Fedderson says, "Story it is widely assumed originated somewhere in the misty dawn of language itself."[3, 39] The exact date of the beginning can never be known with any certainty. It would be as useless as "identifying humankind's earliest coherence utterance." But one can certainly assert that the short story is the oldest genre of literature. The fairy tales, fables and legends, which are the basics of all cultures, are so told that their origins cannot be hazarded. But they can certainly be taken as the precursors of the short story as we understand it now.

Such short narratives of stories have existed for as long as we can remember. Such narratives have several purposes in the society. They have, besides entertaining and regaling listeners and readers, also sought to preserve the older traditions and norms of human social attitudes. Their importance can be gauged from the fact that they are prescribed in school and college curriculum, they have been read at public readings. One can certainly agree with Shirley Ann Grau that people are still reading short story "like mad."

Among all the literary genres it is the short story that is typically American in tone and temper. Most critics argue that the short story is an American invention. Alfred Bendixen remarks: "The short story is an American invention, and arguably the most important literary genre to have emerged in the United States. Thus, now the American short story is more than two hundred years old. But it is still going strong. One can agree with Irish Critic Frank O'Connor who said,"[6, 58]

It began in 1819 with Washington Irving. Not that there were no short stories written or published in America earlier, but from the point of view of modern short story form none of them are significant. Still two names merit mention. They are Banjamin Franklin (1706-1790), Freneau and Charles Brockden Brown (1771-1810). Among them Brown is better known. Generally

regarded as the first American novelist, Brown is a key figure in the tradition of Gothic fiction, for some of his novels--Edgar Huntley, Wieland, Arthur Mervyn—are responsible for "Americanizing" the Gothic, which in its European incarnation featured imagery (ruined castles,) that was simply non-existent, and hence symbolically inert, in America. Brown shifted the settings of his works to American locales--forests, towns, caves, outlying estates -- and relocated the sources of terror, yet retained a Gothic mood of emotional and psychological extremity.

The period between the American Civil War which began in 1861 and the outbreak of World War I in Europe in 1914 may be termed in the era of the short story in general. Those were the days of the gift books. These gift books were annual collections of poems, artwork and literary criticism, aimed primarily at an audience of upper-class women in England and North America. All modern literary magazines can trace their pedigree back to these gift books. In 1837, Nathaniel Hawthorne collected a number of stories that he had written for the gift book market and published them to great critical acclaim as Twice Told Tales. And with that, short stories had arrived. It is a short story collection in two volumes by Nathaniel Hawthorne (1804-1864). The first was published in the spring of 1837, and the second in 1842. The stories had all been previously published in magazines and annuals, hence the name.[18, 96]

Washington Irving (1783-1859) remains the earliest notable writer of distinction of short stories among Americans. He made his literary debut in 1802 with a series of observational letters to the Morning Chronicle, written under the pseudonym Jonathan Oldstyle. After moving to England for the family business in 1815, he achieved international fame with the publication of The Sketch Book of Geoffrey Crayon, Gent in 1819-20. He continued to publish regularly—and almost always successfully—throughout his life, and completed a five-volume biography of George Washington just eight months before his death. Irving was fascinated by the art of short fiction and there is no doubt that he did much to perfect the art of short story writing. These stories, in the opinion of Charles Neider have a wonderful tone of nostalgia that one must reckon as flowing from the fact settings are personally so meaningful to Irving, and permeates, affects and ultimately lends beauty to the style, warming pour imagination as well as the author's... I still find them bewitching, magical, with a great aptness of phrase and metaphor, and with the subtle, delicate, delicious irony that marks Irving's best work.[23, 155]

There is no doubt that Washington Irving perfected the American short story. He was the first American writer to place his stories firmly in the United States,

though he ransacked the Dutch and German folklore for his ideas. He is one of the first to write both the vernacular English of America. He never cared for inculcating any moral in his short stories. His aim was pure and simple entertainment of his readers.

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YOUTH SPEECH: REVEALING GENDER DIFFERENCES

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Annotation: *The article is devoted to youth language as an object of gender studies. A survey was conducted in a group of young people (50/50%), which made it possible to collect a synonymous series of affirmative responses. Further qualitative and quantitative analysis provided interesting facts about the speech strategies of representatives of different gender groups.*

Keywords: *gender studies, youth speech, linguistics, speech communication, synonym, replica-response.*

Аннотация: *Статья посвящена молодежному языку как объекту гендерных исследований. Был проведен опрос в группе молодежи (50/50%), что позволило собрать синонимичный ряд утвердительных ответов. Дальнейший качественный и количественный анализ позволил получить интересные факты о речевых стратегиях представителей разных гендерных групп.*

Ключевые слова: *гендерные исследования, молодежная речь, языкознание, речевое общение, синоним, реплика-реакция.*

The gender factor has been taken into account for a long time by most of the well-known sciences dealing with the problems of anthropology. The first gender-specific studies were conducted by psychologists to look for differences in how men and women imagine each other. The sociocultural role in society, both women and men, allows us to study the gender approach. “In contrast to the biological sex given by nature, the concept of gender means how this or that society determines, forms and consolidates in the public consciousness and in the consciousness of the individual the social roles of women and men” [Cit. according to 3, p.49].

Today, the sides of the gender approach are very broad, not only behavior is analyzed, the analysis of male and female speech is increasingly becoming the object of research, the concept of genderlect has appeared. The speech of representatives of different gender groups has its own characteristics, which motivates the emergence of the term genderlect, or female/male style of communication [2]. The data of these scientific studies are widely popularized, strengthening the notion of the difference in the speech communications of men

and women. So, the most common genre of communication for men is conversation-information, for women it is a private conversation, dialogue, it was found that men rarely interrupt each other, they do not differ from the weaker sex in talkativeness, once verbal duels in public were perceived by men as a kind of competition. In a conversation with men, women remain silent for 3.21 seconds, with women - 1.35 seconds. Women are more likely to ask questions, apologize. For women, when transmitting information, the main thing is to go deep into the details. In men, detailing often causes a negative reaction.

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In addition, one of the achievements of gender studies in linguistics is the recognition of the fact that, even if men and women were born, raised and lived in the same social environment, they speak different "languages", understanding the same situation in different ways, differently perceiving and knowing the world and themselves in this world. An important role in the development of a person as a member of society is played by the child's assimilation of the language. Interestingly, the features of female and male speech behavior are already manifested in childhood [11, p. 224]. There is an opinion that youth language is an intermediate language, no longer baby talk, but not yet adult. Youth language is a socially conditioned variety of language, a kind of result of the realization of freedom and the search for one's own "I".

In the scheme of age periodization of ontogenesis, adopted at the VII All-Union Conference on the problems of age morphology, physiology and biochemistry, the beginning of adolescence was determined from 16–22, and in girls from 15–19 years. The first stage of adolescence refers to the age of 16 and 15, respectively, of different gender groups [1, p. 6]. This period is characterized by the desire to conform to the stereotypical pattern of "masculinity" or "femininity" not only in appearance, behavior, but, most importantly, speech. Communicative communication is the main form of interaction between young people, one of the forms of their social manifestation. Dialogic speech with its

typical content in the form of a question/answer is a rich material for linguistic research. “The index of masculinity/femininity is the most important parameter of communicative behavior and is considered from the standpoint of stereotypical ideas about male and female behavior” [4, p. 6].

Hence, interest arises in the issue of differences in the speech of young people of different gender groups. It is interesting for a linguist to follow the formation of gender differences in youth “speech as a special stage in the ontological development of speech” [10, p. 196]. Experiment was used as the leading research method. 200 adolescents took part in the experiment, 100 of them were girls, 100 were boys from grades 10–11 of a secondary general education school and first-year students of a music school, Kemerovo. The experiment was carried out with the help of individual interviews. The number of respondents who avoided answering was insignificant, 14 out of 200.

However, it was previously stipulated that the interjection yes should not be used in the answer, but to find a synonym for it, it was also specifically explained that “words, expressions, constructions that coincide or are close in meaning” to “ YES” [6, p. 447]. It was expected that the answers to specially designed questions would help to establish whether gender specificity is manifested in the affirmative answers of adolescents. A quantitative analysis of the research material made it possible to establish that the respondents gave 49 synonyms-answers to the replica-answer "YES", the girls gave 28 options for synonyms for the word yes, the boys - 37. Of these 49 options - 4 synonyms were common to both groups (cool 1-1; of course I like 1-1; well, yes, basically 1-1: well, so-so 1-1). 21 variants are found only in boys, 12 - only in girls. The common variant turned out to be 16 synonyms for the replica-answer "YES", which were used by both groups, but differ in the number of use: 67 cases of use in boys and 75 in girls. This stage of the quantitative analysis of the results shows that young men are more striving for the manifestation of their "I". The next stage of quantitative analysis showed that 24 monosyllabic answers were given, of which 17 belonged to girls, 19 to boys. The two-word synonym was found 14 times in the answer, moreover, 9 - in girls, 12 - in boys. There were 7 of three or more-word constructions in the answers: 5 - for girls, 4 - for boys.

In general, the qualitative characteristics of the replica-answers made it possible to distribute the collected material into nine positions, identify correlations and establish that gender differences manifest themselves in all positions with varying degrees of intensity. The hypothesis put forward about the gender conditionality of answers to alternative prompting questions of representatives of different gender groups of the first youthful stage is confirmed

by the results of the work. Interest in speech from new positions, namely linguistic gender studies, actualizes the subject of gender stereotypes of youth communication.

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TILSHUNOSLIK SOHASIDA GENDER TADQIQOTLAR YO'NALISHI

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Annotatsiya. Ushbu maqolada tilshunoslik sohasida gender tadqiqotlar olib borilishining yo'nalishlari va mazkur tadqiqotlarning mazmun-mohiyati, shuningdek, gendershunoslik yo'nalishlari doirasida o'rganiladigan tadqiqot obyektlari masalasi atroflicha yoritilgan. Mazkur tadqiqot ishida gendershunoslik sohasining tilshunoslikdagi eng dolzarb va xususiyatli jihatlari tadqiq qilingandir.

Kalit so'zlar: Ayol nutqi, Lingvomadaniy yo'nalish, Dominant o'ziga xoslik, Feministik tilshunoslik, Submadaniyat.

Ma'lumki, nutq ma'lum bir tizim orqali aloqa va o'zaro ta'sirning bir usulidir hamda uning til tushunchasi bilan farqi bor. Til ma'lum bir yoki bir necha xalqlarga tegishli bo'lishi mumkin bo'lsa, nutq esa ushbu xalqning har bir egasi uchun individualdir. Muloqot esa ikki yoki undan ortiq kishilarning afektiv (hissiy, ruhiy) baholovchi xarakterda va bilish bo'yicha ma'lumot almashinishidan iborat bo'lgan o'zaro ta'sir etish jarayonidir. Tadqiqotlar shuni ko'rsatadiki, kuchli nutqdan foydalanish ma'ruzachini yanada obro'li va ishonchli ko'rinishga olib keladi. Bugungi kunda olib borilayotgan tadqiqotlarda gender tilshunosligi, tillarning gender xususiyatlari masalasi, uning paydo bo'lishi va shakllanishi aspektida, birinchi navbatda, ingliz tilidagi lingvistik adabiyotlar tahlil qilinmoqda hamda ushbu tadqiqot ishlarining mazmun mohiyatini yoritib berishga va ilmiy jihatdan yanada mukammallashtirishga intilishmoqda. Shuni aytish mumkinki, er va xotin, ona va o'g'il, ona va qizning dialog shaklidagi nutqlari ingliz tilidagi gender xususiyatli nutqlar bilan solishtirilganda shuni aytish mumkinki, o'zbek tilida bir-biridan keskin farq qiladi. Ayol nutqining dominant o'ziga xosligi uyatchanlik, eriga ishonish, kichiklarga mehr, katta yoshdagilarga hurmat va boshqalar bilan belgilanadi.

Erkaklarning o‘zbek tilidagi nutqi bir qator jihatlari bilan, jumladan, kategoriyalilik, qisqalik, suhbatdosh bilan muloqot jarayonida suhbatning hurmat va e’tibor qobiliyati bilan birlashtirilganligi kabi xususiyatlar bilan ajralib turadi. Tadqiqotlar shuni ko‘rsatadiki, ayollar tomonidan qo‘llaniladigan til hamda erkaklar tomonidan qo‘llaniladigan til o‘rtasida sezilarli farqlar deyarli kam. Gender tilshunosligi zamonaviy ilm-fan dunyosidagi til sohasining dolzarb va muhim yo‘nalishlaridan biri hisoblanadi. Bu boradagi tadqiqotlarni umumiy doirada tahlil qilsak, deyarli barcha zamonaviy yozma shakldagi til materiallari doirasida olib borilayotganligining guvohi bo‘lamiz. Bolalikdan boshlab erkaklar va ayollar ko‘p jihatdan, ham fiziologik, ham psixologik jihatdan farqlanadi. Garchi ma’lum bir ijtimoiy tabaqadan bo‘lgan erkaklar va ayollar bir xil nutq jamoasiga tegishli bo‘lsalar ham, ular turli xil til shakllaridan foydalanishlari mumkin. Ayollar va erkaklar tomonidan qo‘llaniladigan lingvistik shakllar barcha nutq jamoalarida ma’lum darajada qarama-qarshidir. Ayollar erkaklarga qaraganda yaxshiroq xotiraga ega. Erkaklar, ayollardan farqli o‘laroq, yo‘nalish tuyg‘usini saqlab qolishda juda aniqdirlar. Bu erkaklar vizual-fazoviy testlar va matematika bo‘yicha ayollarga qaraganda yaxshiroq ish qilishadi, degan da’voga mos keladi.[1]

Bu borada ingliz va boshqa turli jahon tillarida tadqiqot ishlari amalga oshirilgan. Ushbu tadqiqotlarda faqatgina ingliz yoki o‘zbek tilining emas, balki boshqa ko‘plab tillar gender jihatlari tadqiq qilingan materiallar keltirilgandir. Shunday bo‘lsa-da, bugungi kunda zamonviy ilm-fan dunyosida ingliz yoki rus tillarining ahamiyati ancha salmoqli, buni mazkur tadqiqotlar amalga oshirilgan tillar nuqtai nazaridan ham ko‘rishimiz mumkin. Har bir til jamiyat tomonidan foydalanilganda uning qo‘llanilishida farqlar va o‘ziga xosliklar namoyon bo‘ladi. Buni jamiyatning erkak va ayol qismi, ya’ni ushbu til tashuvchilarining muayyan qismi o‘z nutqlarida lingvistik vositalardan farqli tarzda foydalanishi bilan izohlashmiz mumkin. Mazkur farqli qo‘llanilish esa ularning nutqlarida jins nuqtai nazaridan umumiy va o‘ziga xos xususiyatlarni shakllanishiga zamin yaratadi. Ushbu o‘ziga xoslik doirasida til foydalanuvchilarining nutqlari umuminsoniy, milliy va lingvistik o‘ziga xosliklarni ham namoyon etadi. Yuqorida aytilgan mazkur umuminsoniy, milliy va lingvistik farqlar esa ko‘plab tadqiqotchi olimlar tomonidan erkak va ayol so‘zlashuvchilarning ma’lum bir tildagi nutqida gender o‘ziga xosligini belgilaydigan omil deb hisoblanadi.

[1] Matluba Sadullaeva Akrorovna. Philosophy of Numerical Symbolism in World‘s Culture. Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-4 | Issue-5, August 2020, pp.1545-1548, URL:

Gender tilshunosligi tilshunoslikning murakkab qismi hisoblanadi, chunki uning mazmun-mohiyatini gender nutqini bir, ikki va o‘ndan ortiq tillar qiyosida chog‘ishtirma va qiyosiy tarzda o‘rganish hamda tavsiflash tashkil qiladi. Gender tilshunosligining shakllanishiga nazar tashlasak unda erkak va ayol nutqining ayrim o‘ziga xos xususiyatlari bir qator olimlar tomonidan tadqiq qilinganini bilishiimiz mumkin.

Tilni erta o‘zlashtirishda gender farqlariga qiziqish ortib bormoqda, ammo bu farqlar qizlar va o‘g‘il bolalarning muhim bosqichlarga erishgan yoshidagi farqlar nuqtai nazaridan muhimmi yoki yo‘qmi degan masala hanuzgacha bahsli bo‘lib qolmoqda. Bu yerda biz eng muhim topilmalarning kichik sharhini taqdim etamiz va ushbu bahs-munozara ortidagi eng so‘nggi nazariyalarni muhokama qilamiz. Biz qizlar va o‘g‘il bolalar o‘rtasidagi bu potentsial farqlarni erta harakat - imo-ishora ishlab chiqarish va leksik tushunish va ishlab chiqarish nuqtai nazaridan belgilaydigan biologik va ekologik omillarni ko‘rib chiqamiz.

Tilning paydo bo‘lishi va ko‘plab lingvistik qobiliyatlarning rivojlanish trayektoriyalari bolalar tug‘ilib o‘sayotgan madaniy va lingvistik kontekstdan qat’i nazar, o‘xshash rivojlanish bosqichlari bilan tavsiflanadi. Biroq, tilni erta o‘zlashtirish ham vaqt, ham uslubning katta o‘zgaruvchanligi bilan tavsiflanadi.

Garchi “jonli mavjudot jinsi” tushunchasining leksik, frazeologik, morfologik, shuningdek, so‘zlashuv shakllarida namoyon bo‘lishining har xil turlarini solishtirish borasida bir qator ishlar nomlari yuqorida keltirilgan olimlar tomonidan amalga oshirilgan bo‘lsa-da, umumiy nuqtai nazardan qaralganda, O‘zbekistonda gender tilshunosligi sohasi hali to‘lig‘icha tadqiq qilingani yo‘q.

Biroq hozirgacha amalga oshirilgan ishlar natijasida gender tilshunosligi ko‘pchilik olimlar tomonidan e’tirof etilgan.

Quyidagilar asosiy yo‘nalishlaridir:

1. Sotsialingvistika sohasidagi gender tadqiqotlar yo‘nalishi.

2. Feministik tilshunoslik yo‘nalishi.

3. Gender tadqiqotlari ikkala jinsning lingvistik xatti-harakatlarini o‘rganadigan tadqiqotlar yo‘nalishi.

4. Tilshunoslikda maskulinlik, ya’ni erkaklik xususiyatlarini o‘rganish yo‘nalishi (ushbu yo‘naish XX asr oxirida paydo bo‘lgan eng yosh yo‘nalishlardan biridir).

5. Psixolingvistik tadqiqotlar. (Psixolingvistika yo‘nalishi doirasiga erkaklar va ayollar o‘rtasidagi kognitiv farqlar hamda ushbu farqlarning nutqda namoyon bo‘lishi haqidagi tadqiqotlar, neyrolingvistika, nutqning ontogenezini o‘rganish sohasida ishlar olib borilayotgan tadqiqotlar ham kiradi).

6. Qiyosiy madaniyatshunoslik va lingvo-madaniyatshunoslik, shu jumladan gender submadaniyatlari gipotezasi.[1]

Zamonaviy tilshunoslikda gender tadqiqotlari jadal rivojlanayotgan fan sohasi bo‘lib, o‘z navbatida ushbu fan tarmog‘i tadqiqot ob’ekti va uslubiy yo‘nalishi bo‘yicha bir qator yo‘nalishlarni bog‘laydi, jumladan, kognitiv tilshunoslik, madaniy tilshunoslik, sotsiolingvistika, psixolingvistika kabi fan yo‘nalishlarini ularning ichiga kirgizishimiz mumkin. Ma’lumki, gender tilshunosligi bugungi kunda tilshunoslikning dolzarb lingvistik sohalaridan biridir.[2]

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KONIGIL: A THOUSAND-METER CORRIDOR, DOZENS OF ARTISANS ARE WORKING ABODE

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Abstract:*In this article, the tourist village "Konigil" in Samarkand district is created to allow our compatriots, as well as guests from abroad, to relax, and here tourists can relax, enjoy folk art, get acquainted with national customs and*

[1] Кирилина А. В. Гендер: лингвистические аспекты. — М.: РАН, 1999;
[2] Кирилина А. В. Гендер: лингвистические аспекты. — М.: РАН, 1999;

traditions, ancient it was said that all conditions were created for him to walk along the canal and taste national cuisine.

Key words: craftsman, paper factory, tourist village, Egypt, papyrus papers, mill road, electricity

Sometimes it's enough to look at simple things in a new way to be happy. Only 13 km from Samarkand, there is a unique tourist destination - the village of Konigil. The region is also famous for its unique craft traditions, clean air, shade trees, and the Siyob River that flows by. However, the main attraction of this place is the "Meros" factory, which specializes in the production of paper. The paper factory was founded by the Mukhtarov brothers. Thanks to their efforts, the technology of making paper in an ancient way - before the appearance of paper machines - was restored and put into practice. The feature of this technology is that it is manual labor using completely natural raw materials. Because of this, the color of the paper is yellowish, because it is not bleached with any chemical means. The hardness of the paper is completely different from modern bleached paper. Compare: ordinary paper can be stored for 10 years, and Samarkand paper ten times longer, that is, up to 400 years.A trip to the factory will be organized in order to see with your own eyes the process of making Samarkand paper. Here you can take a walk in the heart of beautiful nature, see a water mill - charkhpalak, and relax in a teahouse by the river. In this place, guests are invited to taste Samarkand pilaf and local fruits.

In the factory, the production technology will be introduced in detail and products made of Samarkand paper will be displayed, which can be wonderful souvenirs, postcards, notebooks in national style, bags, dolls, and even clothes. Burned souvenirs can be purchased at the factory shop. It should be noted that Samarkand paper is used not only for making souvenirs, but also for the restoration of ancient manuscripts. Orders for such paper are received from all over Uzbekistan and abroad.

During three months of this year, 2,500 foreign and 4,000 local tourists came to this tourist village.



Water-resistant paper

Konigil neighborhood tells what it is rich with its name. But it's not only about the quality of clay, i.e., the wealth of this land, but also about the residents and artisans who are able to make good use of it. Therefore, there was no difficulty in attracting artisans when part of Konigil village was turned into one of the tourist destinations. The village of Konigil has already become a tourist destination for local and foreign tourists. The reason is that the production of Samarkand paper was started here, along the Obi Rahmat stream, a few decades ago. This paper, which can be stored for many years, is distinguished by its durability. Although we cannot say that the style of Samarkand paper from several centuries ago has been restored, the paper produced in that style is really remarkable.



"Many countries of the world have had paper-making technology since ancient times," says Zarif Mukhtorov, head of the Konigil Meros enterprise. - Papers made of papyrus in Egypt, Chinese and Japanese papers in the East are examples of this. Samarkand silk paper is famous for its durability, smoothness, the ability to write on both sides, and the fact that it does not clot in water.

Today, we produce 100-110 pieces of paper of various sizes, densities and colors per day.

Also, clothes and travel bags (bags) are being made from Samarkand paper. They can be washed and used for a long time.

Mill lane

Interest and amazement in Konigil can no longer stop only with the process of paper production. The establishment of a model of a unique tourism village along the Obi Rahmat stream, which flows through the very center of the village, was promoted by the regional tourism department, and the regional administration supported this initiative. allocated funds. As a result, last year, for the first time in our country, a tourist center with a unique style was put into use and it attracts the attention of tourists.

After the paper production process, the alleys along the stream, old-style, modern porches, and the surrounding houses have blended together. As you walk along the waterway, you'll come across another mill, like the one next to the paper mill. This mill has a different function: it turns a special stone to extract oil. Flax, sesame, and seed oil can be obtained from a mill without electricity, which works only with water movement.

- The oil obtained from a natural mill is distinguished by its usefulness, - says Sanjar Mukhtorov. - Although 5-6 kilos of oil can be extracted from 10 kilos of seeds with the help of electric mills, this weight is 3-4 kilos with the help of this mill.

As you continue your journey along the canal and along the lanes, you will come across simple village houses and the addresses of artisans. The next mill will help turn the wheat into flour. In general, while you are walking around this village, the mill and the spinning wheels in the gurgling stream will give you a lot of pleasure. The atmosphere mixed with the steady flow of water from the stream, the quiet environment, the noise of craftsmen, the chirping of birds, and the smell of wood already burning in the oven will give you a special mood.

Passing the mills, we go along the corridor and knock on the window of the carpenter.

- My father and grandfather were engaged in carpentry, - says master chest maker Mansur Safarov. - I make cribs. As much as possible, I try not to use electrical equipment, but to use tools that my ancestors used.

Cleaning rice naturally

Next, with the help of the action of the mill, rice is separated from the husk and made into rice.

- True, this rice does not look as beautiful as in the markets, but its taste is different from that of rice cleaned with the help of electric equipment, - says Naim Jamolov, who continues the work of his ancestors in rice cleaning. - Residents of our village have been planting rice since time immemorial. It has favorable conditions for rice cultivation due to its weather, nature, and location by the water. There are people from other regions who are looking for Konigil rice.

By the way, Naim's son and grandson are also engaged in this business. If the rice mill was used by their ancestors, you can see the bride used for this purpose earlier.

That's not all. As you continue your journey through the tourist village of Konigil, you will come across the houses of chest makers, jewelers, bakers and many other artisans. By the way, these houses are not modern buildings, as you might think, but ordinary country houses. Wi-Fi is installed in the village. 20 family guest houses, more than 15 craft workshops, souvenir shops, national food points, bakeries, farms are also located in Konigil tourism village.

According to the regional tourism development department, this is not all. It is planned to carry out the second and third stages of works in the area. In particular, 2.2 km along the Siyob stream, 1.3 km along the Obi Rahmat stream, 3.5 km in total. a new route has been established in the length, its total area is 7.1 hectares. At this stage, more than 100 tourist facilities will be established (in particular, hotels, craft workshops, souvenir shops, food outlets, entertainment centers, recreation centers), and more than 1,000 new jobs are planned to be created. The important part of the work at this stage is that one side of the village will be connected to the village of Choponota, and the other side will be connected to the tourist center "Bakiy Shahar", which is being built in Samarkand. This indicates that another new, separate direction is being established in the region in the development of tourism, and another condition is being created to attract tourists to ancient Samarkand.





Summary

By the way, since the beginning of the tourism season, all the crafts houses here have shown their activities, and the tourism village has come alive again. The entrance ticket is ten thousand soums. If we look at the example of today, this place is one of the tourist objects that cause the increase in the number of domestic and foreign tourists. This indicates that rural tourism is sufficiently developed in Uzbekistan. During their visit, tourists can enjoy the nature here, as well as watch the products made by the craftsmen and take part in the preparation process themselves. This will further increase the interest of foreign tourists in Uzbek national traditions and handicraft products.

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SERVICES AND PRODUCTS IN THE FIELD OF TOURISM

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Annotatsiya: Ushbu maqolada Turizm faoliyati to'g'risida, turistik xizmatlar va mahsulotlar, O'zbekiston Respublikasining turizm salohiyati tahlil etiladi.

Kalit so'zlar: Turistik xizmat, asosiy va qo'shimcha xizmatlar turistik mahsulot, tur, ,, 4 ta S'', sezilmaslik, servisni va iste'molchiini o'zaro bog'liqligi, saqlanmaslik, sifatning o'zgaruvchanligi.

Аннотация: В данной статье проводится анализ туристской деятельности, туристских услуг и продуктов, туристского потенциала Республики Узбекистан.

Ключевые слова: туристская услуга, основные и дополнительные услуги, туристский продукт, тип, «4 S», незаметность, взаимозависимость услуги и потребителя, необслуживаемость, изменчивость качества.

Abstract: This article is about tourism activities, touristic services and products, tourism potential of the Republic of Uzbekistan is analyzed.

Key words: Tourist service, main and additional tourist services product, type, "4 S", imperceptibility, service and customer interaction dependence lack of storage, variability of quality.

Enter

One of the most popular ways to promote a product is advertising. Therefore, advertising has a strong influence on consumers of products and services shows that this method of product advertising cannot be ignored.

Tourism elements of adventure at the same time, long trips romance, a certain mystery, visiting exotic places and so on together with business, health, personal safety and property safety is a multipurpose event that unites worldly concerns. Thousands of years along the tourism world order, many countries and regions of the world deep socio-economic and political with a significant impact on politics became an event.

In tourism, it is important to promote the product to the consumer importance is given. Promotion of a tourist product is a tourist product set of

measures aimed at implementation: advertising, specialized exhibitions, participation in fairs, tourism organization of activities information centers sell tourist products, for publishing catalogs, booklets, etc. Otherwise in other words, promoting the tourism product is the product's advantages includes holding various events to get information about potential consumers and encourage them to want to buy.

Modern tourism cannot be imagined without advertising, it is touristic providing information to customers of the enterprise, their behavior change, attract attention to the services offered, of the enterprise to create a positive image and show its social importance is the most effective tool in their efforts. Therefore, effective advertising the activity serves as the most important tool of the general marketing strategy and, in particular, to achieve the objectives of the communication strategy.

Tourist service - the needs of a tourist or excursion (tourist). purposeful in providing and satisfying service set of actions. excursion services) for tourism purposes, touristic which corresponds to the nature and direction of the product. Tourist product tourism goals and process of the tourist sufficient to meet the needs of all tourist services, activities, goods and supplies and other tourist included in the tour package consists of a set of services. Tourist product (tour package) services has more than 24 hours of movement and or overnight stay (placement) and includes moving from place to place (shipping). Touristic the product includes all services rendered and all costs It is offered in general, and its consumer characteristics is carried out on the basis of the terms of the contract.

Tourist services are divided into two types: basic and additional tourist services. Their differences are as follows:

Basic services	Additional services
To the tour package Services transportation, placement, etc.)	Additional tourist services included eg: not included in the tour package. feeding
The main tourist services are additional touristic trips purchased before starting, payment - from service i.e.	payment is made in advance. will be increased. in services use

Based on the above differences, additional tourist services do not mean tourist travel which is carried out on the basis of its additional payment Services are understood.

3 of the Law on Tourism of the Republic of Uzbekistan - according to the article: "Type of tourist services in a specific direction complex (booking, lodging, meals, transportation, recreation, excursions and head services) are provided for specific periods "tourist trip".[1]

For tourist travel, as shown in the structure of tourist expenses On average, 50 percent of the total expenses are buying a tour package 30 percent - to use additional tourist services - goods (purchase: souvenirs and gifts) spent, and 20 percent costs insensitivity.

Imperceptible. Tourist services are not considered material goods. They belong to socio-cultural (intangible) spheres, because the consumer's need for social and cultural services based on physical, ethnic intellectual, spiritual etc. service providers to satisfy their needs determines the activity. Sighting or holding them at the time of purchase not allowed. The object of such services is a personal consumer (tourist) is considered Interdependence of service users.

Interdependence of service users. Services process consumer and that it was formed as a result of the interaction of its constituents because, the process of providing tourist services (production) consumption occurs in parallel with As you know, in material form production of goods is carried out before its sale, only then the consumption process begins.

Not to be saved. Non-maintenance of services (can be saved not). The life cycle of tourist services is fundamentally different from material goods does, in particular, touristic with the non-existence of the conservation stage the lack of maintenance of services requires a better study of the market situation and demand proportionality of supply, because services are not in demand It is not a product that stays in "warehouses" until

Inconsistency of quality (quality of services in most cases depends on the source depending on the situation, professional experience of the service provider, mood) Hospitality services with their variability separate stands There are several reasons for this variability. Firstly, this type of service is provided and received at the same time and it limits the ability to control their quality.[2]

Summary

In tourism, it is important to promote the product to the consumer importance is given. Modern tourism cannot be imagined without advertising, it

[1]Law of the Republic of Uzbekistan "On Tourism". 2019 year Received April 16.

[2] Tourism theory and practice. I.S Tukhliyev, S.A. Abdulkhamidov

is the tourist enterprise's provision of information to customers, their behavior change their actions, attract attention to the services offered, to create a positive image of the enterprise and show its social importance is the most effective tool in their efforts. Providing tourist services is natural deterioration of environmental characteristics (clogging of the territory, vegetation trampling of cover, damage to bushes and trees and burning, etc.) should not be accompanied by Featured tourism Services are an additional convenience for consumers must meet the requirements of increasing attractiveness and prestige.

List of used literature:

1. Law of the Republic of Uzbekistan "On Tourism". 2019 year Received April 16.
2. Tourism theory and practice. I.S. Tukhliyev, S.A. Abdulkhamidov

AUTHORITY OF THE FIELD OF TOURISM IN JIZZAH REGION AND OPPORTUNITIES

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Annotatsiya: Maqolada mamlakatimiz hamda Jizzax viloyatida uning tabiiy resurslari orqali hududning turistik imkomiyatlari va xorijiy turistlarni qiziqtiradigan va o’ziga jalb etadigan jozibador brend na’munalari ko’rsatish yo’llari bayon qilingan.

Kalit so’zlar: Turistik hududlar, rekreatsiya, madaniy-tarixiy meros, viza, infratuzilma, ziyorat, turizm mahallasi va qishlog’i.

Аннотация: В статье описаны способы презентации привлекательных образцов брендов, которые интересуют и привлекают иностранных туристов и туристический потенциал региона через его природные ресурсы в нашей стране и Джизакской области.

Ключевые слова: туристические зоны, рекреация, культурно-историческое наследие, виза, инфраструктура, паломничество, туристический район и деревня.

Abstract: In the article, our country and its Jizzakh region tourism opportunities of the region through natural resources and foreign tourists display attractive brand designs that engage and engage ways are described.

Key words: Tourist areas, recreation, cultural-historical heritage, visa, infrastructure, pilgrimage, tourism neighborhood and village.

Enter

Tourism industry as one of the strategic industries in our country Comprehensive development measures are implemented step by step is increasing. Also, regions are stable socio-economically accelerate domestic tourism as one of the most important factors of development development, cultural and historical heritage of our country and tourists a region that attracts tourists with its natural resources and charm introduction of brands, visa regime as its basis liberalization of the procedure of registration of foreign citizens simplification, concession for the development of the tourism network and national tourism potential in domestic and foreign markets enables effective promotion.

However, the preliminary analyzes carried out regulate the tourism industry that the regulatory legal framework is not perfect, especially tourism of the rules of providing services, as well as the people of the developed world the uniqueness of the nature of our country, the weather is touristic in many areas about the existence of objects, moreover, to himself with his charm that there is no information about the inviting regional brands is showing.

Therefore, the world is considered the basis of tourism resources Tourism objects that demonstrate diversity are only advertising, attracting international tourism enthusiasts only through promotion possible In turn, it is worth noting that the introduction of the tourism industry and its development belongs to any country in the world can't do it, because in the market of tourism products for this sector the demand for it is not directly related to economic needs determined by social needs. to visit within social needs, The need for recreation is more important than the need for housing in the human psyche 3 times more than This industry in our country that is the urgency of development. The tourism sector is profitable, therefore recognizing that it is a less strenuous activity to develop and improve this field in our country it is considered appropriate to carry out continuous research.

One such way is the dense population as well as the climatic conditions provide tourist services to the population in temperate regions along with the increase, the population itself is also a tourist product One of the activities to enjoy is tourist guesthouses to create and thereby ecotourism, agrotourism local

brands local milk that serves to meet the daily needs of tourists, Meat products are also delicious national dishes.

It is known that the tourism industry is the best in the world is one of the areas that cannot be. That is why this field There are some significant works to develop in our country is being implemented, in particular, it was adopted on April 16, 2019 Law "On Tourism of the Republic of Uzbekistan", 13 of 2019 "Uzbekistan Measures for further development of the tourism industry in the Republic Decree No. PF-5781, dated January 5, 2019, Uzbekistan President of the Republic of Uzbekistan "Accelerate tourism in the Republic of Uzbekistan on additional measures for development" No. PF-5611 Decrees have been adopted, according to which tourism types, forms and given their institutional basis, some sources are touristic directions for creating village farms and its institutional foundations, as well as the creation of touristic rural zones in the cross-section of regions proposals and recommendations are presented. [1]

It is the institutional basis for the organization of tourist guest houses, first of all, adopted on April 16, 2019 "Uzbekistan Law of the Republic of Uzbekistan on Tourism, as well as Uzbekistan "Uzbekistan Measures for further development of the tourism industry in the Republic on" PF-5781 No. serves. This institutional peak tourism from November 1, 2019 according to the basics Citizens' gatherings with potential (towns, villages, villages, etc.) and the list of neighborhoods of cities, towns, villages and villages). forming, there are less than 20 in the areas of these fugaros gatherings When Imagan family guesthouses are established and at least for tourists five different types of services (living and/or entertainment services except) in the case indicated, "Tourism neighborhood", "Tourism village" or "Tourism farm" status, starting from 2020 The status of "Tourism Neighborhood", "Tourism Village" or "Tourism Park" has been granted citizens' gatherings to the state programs "Obod Kyshlo" and "Obod Mahalla". first of all, the introduction is strictly determined .[2]

Such an institutional being created Judging by the possibilities, Jizzakh comprehensive opportunities for the development of tourism in the region there is. Jizzakh region is located in the central region of Uzbekistan and because of this, it is possible to run a large-scale farm in every direction has This is a sign

[1] Aynakulov M.A. Khudaiberdiyev B.B. Tourist village in Jizzakh region directions of creation of farms and its institutional basis scientific articles

[2]. Decree of the President of the Republic of Uzbekistan on August 13, 2019 "Further development of tourism in the Republic of Uzbekistan Decree No. PF-5781 on measures.

of the intelligence and potential of our ancestors in this ancient land giver - the symbol of the solar year of the ancient Turks - "Solar Calendar", ('Calendar of the Sakas'), with sunlight falling from February 19 to March 21 Huttosh, as well as Qantartosh, Hamaltosh itself is a mysterious world. Sa'd ibn Waqqas for the development of pilgrimage tourism in the province, Father Usmand, father Novga, father Khojamushkent, father Parpi, father Sayfin, Savruk Ata, Qulfisar ata are served by shrines. The important point is here an average of 16-20 min per year from natural springs. capacity to receive cubic meters of water there is. The most important are Bakhmal, Zomin, Gallaorol districts of the region and Sh. In the mountainous regions of Rashidov and Forish districts rainfall is relatively abundant. Also the moderation of temperature due to Bakhmal, Gallaorol and Forish hollows, Zominsoy, Ettikechuv and There is relatively little water degradation in Korpasoi. Tourism in the region and its and some for the development of recreation clusters on the ground significant opportunities, that is, one of the special features of the nature of the region mountains and mountain slopes contain iron, sulfur, hydrogen, radium, a series with silicic acid, carbon dioxide, alkaline thermo-minerals there are healing water sources. In fact, at the same time of the region Such balneological waters in Gallaorol, Forish, Mirzachol districts sanatoriums "Marjonsuv", "Birzhalsan", "Gagarin" and several prophylactics are in operation. Therefore, together with the region Zomin, Jizzakh, Bakhmal districts also have rich mineral resources in our country.According to the chemical and balneological composition of all mineral waters in the province the most natural feature is the highlands, which occupy a large part of the immediate area is related to the fact that it is a zone. On the mountain slopes of these areas, one of the beautiful nature corners, juniper groves, almond groves, walnut groves, healing meadows, streams, clear waters, even clean fresh air layer itself is a world. It is rare in the hills and streams in the huge gorges there are many species of plants and animals and birds. Velvet and Hills, huge gardens in Zomin districts, as well as in Bakhmal mineral water at 2600 meters above sea level, People's Park and nature reserves, magnificent waterfalls, dozens of springs on the slopes of the mountains it is a unique gift of a generous nature that attracts humanity. According to the chemical and balneological composition of all cultural waters in the region they do not remain among the most popular mineral sources. Jizzakh oasis is a place of great pilgrimages and cultural heritage we will not be mistaken if we mention it as June 10, 2008 According to the data, there are 372 cultural centers in Jizzakh region heritage objects, including 42 historical monuments and sacred shrines,

267 archaeological sites, 63 monumental monuments "State included in the "protection lists".[1]

Summary

Currently, not only in our country, but throughout the world which does not require large labor costs of the tourism sector, however is a profitable industry. This field has its own culture, advocates some attractiveness while demanding ethics and aesthetics is counted. In addition to the economic aspect of tourism, it is also social it is also necessary to emphasize the spiritual aspects. That is, economic in terms of labor cost, which corresponds to 1 soum of labor less labor compared to others such as construction networks there is an opportunity to earn in return. This is from a social point of view service personnel operating in the field at the same time from the products of this industry together with providing services to tourists themselves also enjoy, which in turn of human life cause it to lengthen. Spiritual development of the tourism sector is considered a symbol of our national values inherited from our ancestors show our architectural monuments and beautiful nature to the whole world to strengthen the position of our country on the world map by there is an opportunity to be introduced to the whole world.

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[1] **.** Tourism: Theory and Practice. I.S. Tukhliyev, S.A. Abdulhamidov

TOURISM POTENTIAL OF UZBEKISTAN

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A r t i c l e i n f o: The article talks about tourism potential and future prospects of Uzbekistan.

Annotation Keywords: Uzbekistan tourism industry, Great Silk Road, Uzbekistan Airways, Tashkent, Samarkand, Bukhara, Registan.

Uzbekistan attracts the attention of the whole world with its many historical and architectural monuments, diverse climate and rapid development. Over the centuries, Uzbekistan was located on the path of trade, merchants and travelers, geographers and missionaries, invaders and conquerors of the Great Silk Road. At the moment, Uzbekistan is becoming one of the fascinating tourist destinations for those who are interested in culture, history, tradition and exotic countries.

Heritage

Uzbekistan is proud of its architectural monuments that have survived to this day. The Ichan-Qala complex in Khiva, historical centers in Bukhara, Shahrisabz and Samarkand cities are included in the special list of UNESCO's "World Heritage". Unique monuments and architectural structures in these cities reflect the past and play a major role in the history of the country.

Tashkent

Tashkent is the capital of Uzbekistan and one of the largest cities in Central Asia. In the distant past, as well as at present, Tashkent is the crossroads of international transport routes with the help of our own Uzbekistan Airways and international airlines. Tashkent is one of the oldest cities in the world. In 2009, it celebrated its 2200th anniversary. At the same time, Tashkent is a modern production center, where more than 500 companies produce various products; manufactures everything from airplanes to tractors, from televisions to textiles and shoes. Tashkent is rapidly becoming a modern, developed international metropolis in the harmony of historical monuments and modern skyscrapers. Today, there are about a hundred museums in Uzbekistan, and half of them are located in the capital of the country. Each of them reflects the rich cultural heritage of the Uzbek people. The State Museum of the History of the Timurids is located in the center of the capital, and its huge blue dome reminds

of the ancient dome of Samarkand. Its exhibits testify to the formation of medieval forms of statehood in the territory of Uzbekistan and reflect the development of science, culture and art during the time of Amir Temur.

Samarkand

Over the centuries, the cities of Uzbekistan played an important role in the life of the Great Silk Road and the ancient transcontinental highway. Only Samarkand was named "Heart of the Great Silk Road". In ancient times, Samarkand was described by names such as "Pearl of Islamic architecture" and "Mirror of the world". Samarkand, which is as old as Rome, Athens and Babylon, celebrated its 2750th anniversary. Samarkand reached its highest point of prosperity when it was chosen as the capital of the Great Movarunnahr state during the reign of Amir Temur, the great commander and ruler of Central Asia after Genghis Khan. At this time, extensive urban development works were carried out. The great ruler gathered the most skilled craftsmen and masters of his time in Samarkand, and their works have been alive for centuries. Amir Temur's grandson Ulugbek continued these traditions. Today, the monuments in Samarkand are beautiful and huge. In this city, one can feel the breath of ancient history preserved in ancient ruins, madrasas, mausoleums and minarets. The legendary Registan Square is a unique architectural monument of Central Asia. In ancient times, this square was the trade and social center of Samarkand. Three huge buildings of Ulug'bek, Sherdar and Tillaqori madrasas have been erected here. Gori-Amir mausoleum is another gem of ancient Samarkand. The graves of the ruler of the great state Amir Temur and his two grandsons, including the great scientist and thinker of the East, Mirzo Ulugbek, are located. The Gori Amir mausoleum is a very famous place for tourists. Registan Square, Gori-Amir, Bibi-Hanim, Shokhi-Zinda mausoleums, Ulugbek observatory, and several other monuments continue to fascinate visitors to the city.

Bukhara

Bukhara has been a densely populated center of the oasis since ancient times. He is 2500 years old. Bukhara, which has preserved more than 140 ancient architectural monuments and a comfortable atmosphere, remains one of the favorite places of tourists.The mausoleum of Ismail Samoni covered with a net, the huge fortress and the strong residence of the ruler of Bukhara, the Ark, Minarai Kalon, many mosques and madrasahs like a living labyrinth, caravansary palaces, and monuments such as baths are among the incomparable jewels of holy Bukhara. remains.

Khiva

Khiva is a completely preserved city from the era of the Great Silk Road. It is called "open-air museum". The Ichan-Kala complex in the center of the city, where many architectural monuments are located, belongs to the end of the 18th century and the first half of the 19th century. Due to its location at the crossroads of the Great Silk Road and the caravan route passing through it, Ichan-Qala has four gates facing the four directions of the world. The height of the castle wall gives the city a charming look, just like in a real oriental fairy tale.

The towers are said to reach the sky, and among them the tallest tower in Uzbekistan is Islam-Khoja. The bright blue domes of mausoleums and mosques stand majestically over the flat roofs of houses. Several of Khiva's khan's palaces have been preserved, the most famous of which is the huge Stone-Court Palace, where ceremonies are held, where the khan rests and the khan's harems live. The exterior and walls are covered with mosaic-decorated stones. One day is not enough to know the beauty of the city, to explore its narrow streets and to feel the true taste of the "open-air museum".

We sweat

The multifaceted history of Uzbekistan undoubtedly reflects its geographical location.

Termiz is the southernmost city of the country. Termiz was founded on the caravan route on the right side of the Amudarya coast and has been serving as the main port for 2500 years.

At the beginning of our era, Termiz was the main center of Buddhism in Central Asia. The stone-carved Buddhist monastery at Kara-Tepa, the Buddha temple at Fayoz-Tepa, and the remains of many limestone Buddha statues are popular places for tourists and Buddhist worshippers.

Termiz is famous not only for its Buddhist monuments. There are also a number of interesting historical monuments from the beginning of the Middle Ages. Among them are the tomb of Hakim al-Tirmizi, the ensemble of Sultan Saadat (10th-17th centuries) and the legendary Kirq-Kiz fortress (9th century).

Traditions

The traditions and customs of the Uzbek people living at the intersection of the Great Silk Road were formed over many centuries as a result of the influence of the customs of the Zoroastrians, Sogdians, Bactrians and nomadic tribes, as well as the customs of the Islamic religion.

During a trip to Uzbekistan, tourists can not only see architectural monuments, but also participate in the celebration of national holidays.

(For example, Navruz renewal, the spring holiday is March 21, when day and night are equal).

Each route includes visits to local households to see the way of life of the local people, taste national dishes and watch folklore shows.

The Uzbek national cuisine with its variety of flavors is especially noteworthy. The dishes, based on the rich experience of the ancestors, reflect the lifestyle and culture of the Uzbek people. Even a delicate tabli Khorran can't remain indifferent to Uzbek hospitality, filled with the smell of spices.

Markets

Traditional perceptions of Eastern markets; one can clearly see abundance, pleasantness, noisyness in the markets of Uzbekistan. A good market should be overflowing with products, colorful, loud voices and shouts, and bargains.

Anyone passing by the fruit and vegetable stand will be amazed by the abundance and variety. Oriental markets are especially spectacular in summer and autumn.

The busy life of the market starts early in the morning and ends at dusk. Merchants calling customers, the noise of cars, the sound of national music, the smell of spices and fried meat, colorful fruits and vegetables on the stalls create the unique charm of the oriental market.

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ORGANIZATION OF MODERN HOTEL SERVICE

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A R T I C L E I N F O: The article presents the most advanced methods of organizing a modern hotel system, evaluates its future prospects.

Modern hotel service organization refers to the way hotels are managed and operated in today's world. With technological advancements changing customer expectations and increased competition the hospitality industry has had to adapt to remain relevant and competitive. In this article we will discuss the various aspects of modern hotel service organization.

One of the most significant changes in modern hotel service organization is the digitization of processes. More and more hotels are adopting digital tools such as online booking systems mobile check-ins and keyless entry systems. These tools improve the guest experience making it more convenient and allowing for a more personalized approach. Digital technology also enables hotels to gather and analyze data enabling them to make informed decisions about the services they offer and how they market them.

Another aspect of modern hotel service organization is the emphasis on sustainability and eco-friendliness. Increasingly guests are concerned about the impact their travel has on the environment. As a result hotels are adopting measures such as energy-efficient lighting water-saving devices and recycling programs to reduce their carbon footprint. Some hotels are even taking things a step further by generating their electricity through renewable energy sources such as solar panels.

In addition to sustainability another key trend in modern hotel service organization is health and wellness. Guests are increasingly seeking ways to maintain their health when traveling whether through healthy food options fitness facilities or spa services. Many hotels now offer wellness programs and packages including yoga classes personal training mindfulness sessions and healthy eating options.

Modern hotel service organization is also seeing a shift towards a more personalized guest experience. Hotels are increasingly using data and analytics to understand their guests' preferences and tailor their services accordingly. This

approach enables hotels to offer personalized promotions loyalty programs and packages based on guests' preferences and previous booking history.

Finally modern hotel service organization involves a greater emphasis on social media and online review sites. Nowadays guests are more likely to choose a hotel based on reviews they read online. Therefore hotels are focusing more on their online presence engaging with guests on social media and monitoring and responding to online reviews to ensure they maintain a positive reputation.

In conclusion modern hotel service organization is all about using the latest technology sustainability health and wellness personalization and a strong online presence. Guests are increasingly looking for a unique tailored experience and hotels that can deliver this will remain competitive and successful. To learn more about specific aspects of modern hotel service organization it's recommended to ask one of the Chat AI GDT's specialized bots: Health Education Sport News or Culture.

Modern hotel service organization has undergone significant changes in recent years due to emerging technologies and dynamic customer needs. There are several aspects to consider when discussing hotel service organization such as room management food and beverage service front desk operations and maintenance.

One of the most impactful advancements in modern hotel service organization is the use of technology. Smart hotels now incorporate various technological systems into their daily operations such as mobile check-in and keyless room entry. They also offer customizable temperature controls interactive room service menus and personalized entertainment options.

Another key aspect of hotel service organization is food and beverage service. Many hotels have a range of dining options from casual cafes to fine-dining restaurants. Modern hotel service organizations now offer guests the ability to make reservations online or through an app and these same channels can be used to order room service or even have meals delivered to a specific location on the hotel premises.

Front desk operations are another area where modern hotel service organizations have made significant advancements. To speed up check-in and check-out times many hotels now use tablet-based systems that allow staff to process guests' information quickly and efficiently. Additionally some hotels allow guests to use their mobile phones to check in or out further streamlining the process.

Finally maintenance and upkeep are other critical aspects of hotel service organization. To minimize guest disruption many hotels use predictive

maintenance applications that use sensors and artificial intelligence to identify and respond to potential maintenance issues before they become significant problems.

In conclusion modern hotel service organization is continually evolving. With the growing demand from guests for more personalized and efficient service hoteliers are finding ways to incorporate technological advancements into their operations. If you have more specific questions I suggest asking our "Hospitality" bot for further insights.

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THE IMPORTANCE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF TOURISM

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Annotation. This article examines the pivotal role and significance of foreign languages in the realm of tourism. As the tourism industry becomes increasingly globalized, the ability to communicate effectively in languages other than one's own has emerged as a crucial factor in enhancing the travel experience. The abstract explores how foreign language skills enable tourists to connect with local communities, foster cultural exchange, and navigate unfamiliar environments with ease.

Аннотация. В данной статье рассматривается ключевая роль и значение иностранных языков в сфере туризма. По мере того, как индустрия туризма становится все более глобализированной, способность эффективно общаться на языках, отличных от родного, стала решающим фактором в повышении качества путешествий. В реферате исследуется, как знание иностранного языка позволяет туристам общаться с местными сообществами, способствовать культурному обмену и с легкостью ориентироваться в незнакомой среде.

Annatatsiya. Ushbu maqolada xorijiy tillarning turizm sohasidagi hal qiluvchi roli va ahamiyati ko'rib chiqiladi. Sayyohlik sanoati tobora globallashib borar ekan, o'z tillaridan boshqa tillarda samarali muloqot qilish qobiliyati sayohat tajribasini oshirishda hal qiluvchi omil bo'lib chiqdi. Xulosa chet tilini bilish sayyohlarga mahalliy hamjamiyatlar bilan aloqa o'rnatish, madaniy almashinuvni rivojlantirish va notanish muhitda osonlikcha harakat qilish imkonini qanday berishini o'rganadi.

Key words. foreign languages, tourism, communication, cultural exchange, travel experience, linguistic diversity, economic benefits, language education, preservation, globalized.

Ключевые слова. иностранные языки, туризм, общение, культурный обмен, опыт путешествий, языковое разнообразие, экономическая выгода, языковое образование, сохранение, глобализация.

Kalit so'zlar. xorijiy tillar, turizm, aloqa, madaniy almashinuv, sayohat tajribasi, til xilma-xilligi, iqtisodiy foyda, tilni ta'lim, saqlash, globallashgan.

Tourism is a dynamic and ever-growing industry that transcends geographical boundaries, connecting people from all corners of the globe. In this era of globalization, the role and importance of foreign languages in the development of tourism have become increasingly evident. The ability to communicate effectively in languages other than one's own has become a valuable asset for both tourists and tourism professionals alike. Traveling to new destinations offers the opportunity to immerse oneself in different cultures, traditions, and experiences. Language serves as the key to unlock the doors to these vibrant and diverse worlds. When tourists are equipped with foreign language skills, they can truly connect with the local community, understand their customs, and engage in meaningful conversations. The linguistic bridge that is formed enables travelers to delve deeper into the fabric of a destination, gaining insights that go beyond what is presented on the surface. Effective communication lies at the heart of the tourism industry. It is the linchpin that connects tourists with locals, allowing for seamless interactions and mutual understanding. Language proficiency empowers travelers to seek guidance, ask questions, and express their needs with ease. Moreover, it enables them to comprehend the nuances of the local language, including street signs, menus, and public announcements. This linguistic competence eliminates potential barriers and ensures that travelers can navigate through unfamiliar territories confidently. From an economic perspective, the ability to communicate in foreign languages holds great potential for destinations seeking to maximize the benefits of tourism. By catering to the linguistic needs of international visitors, destinations can attract a more diverse range of tourists. Offering multilingual services, such as hotel staff proficient in different languages or guided tours conducted in various languages, enhances the overall experience and encourages visitors to stay longer, spend more, and recommend the destination to others. In addition to the economic advantages, the preservation of linguistic and cultural heritage is another critical aspect associated with the role of foreign languages in tourism. As tourists show interest in learning and using local languages, it contributes to the preservation and revitalization of indigenous languages that may be at risk of fading away. This preservation effort not only safeguards linguistic diversity but also helps preserve cultural traditions, practices, and heritage sites, creating a more authentic and unique experience for tourists.

Economic Benefits of Foreign Language in Tourism. The economic benefits of foreign languages in the context of tourism are significant and farreaching. As the tourism industry continues to expand and diversify, destinations that prioritize language skills and cater to diverse language needs

can unlock a range of economic advantages. Here are some key economic benefits associated with the integration of foreign languages in the tourism sector: Increased Tourist Spending: When destinations provide multilingual services and effectively communicate with international visitors in their native languages, it creates a welcoming and inclusive environment. This, in turn, encourages tourists to stay longer, explore more, and spend more money on accommodation, dining, shopping, and various leisure activities. A positive and seamless communication experience leads to increased tourist satisfaction and higher expenditure, thereby boosting the local economy.Job Creation: The integration of foreign languages in the tourism industry creates job opportunities for individuals proficient in those languages. Tourist guides, language interpreters, translators, and customer service representatives with language skills are in high demand. The employment opportunities generated by linguistic diversity contribute to local economic development and provide individuals with income-earning prospects. Entrepreneurial Opportunities: Language skills empower individuals to establish businesses catering specifically to international tourists. From language schools and translation services to guided tours and cultural experiences, entrepreneurs with language proficiency can create innovative ventures that cater to the diverse needs of tourists. These businesses not only contribute to the local economy but also enhance the overall tourism experience by offering specialized and authentic services. International Collaborations: Language skills facilitate collaborations and partnerships with international tourism stakeholders. Engaging in cross-border collaborations, joint marketing initiatives, and knowledge exchange with tourism organizations and professionals from different countries can lead to mutually beneficial economic outcomes. Such collaborations open doors for investment, joint ventures, and the sharing of best practices, fostering economic growth and innovation within the tourism industry. **Preservation of Linguistic and Cultural Heritage in Tourism.** Preserving linguistic and cultural heritage holds immense importance within the context of tourism. As destinations attract an increasing number of visitors from around the world, there is a growing recognition of the need to safeguard and promote the unique languages and cultural traditions that define a place. Here are some key reasons why the preservation of linguistic and cultural heritage is crucial in the tourism industry: Authenticity and Unique Experiences: Preserving linguistic and cultural heritage contributes to the authenticity of a destination. Travelers seek genuine and immersive experiences that reflect the local culture and traditions. By preserving indigenous languages and cultural practices, destinations can offer visitors a

distinctive and meaningful encounter that goes beyond superficial tourism. This, in turn, fosters a sense of appreciation and respect for the local heritage. Cultural Diversity and Understanding: Linguistic and cultural heritage are intertwined, representing the diversity of human expression. By preserving languages, destinations celebrate and embrace the richness of different cultures. This diversity enhances cultural understanding among tourists, promoting respect and tolerance. When travelers learn and use local languages, it fosters crosscultural exchange, breaking down barriers and promoting mutual understanding and empathy. Revitalization and Community Empowerment: Language preservation efforts are crucial for revitalizing endangered or marginalized languages. Many indigenous languages are at risk of extinction due to various factors. By prioritizing language education, encouraging language use, and supporting community-led initiatives, destinations can help revitalize these languages. This empowerment of local communities not only strengthens their cultural identity but also creates opportunities for cultural tourism, where visitors can engage with and support local communities. Conservation of Cultural Traditions: Linguistic and cultural heritage encompasses traditional practices, rituals, and knowledge systems. By preserving these traditions, destinations ensure the continuity of cultural practices that have been passed down through generations. Cultural preservation efforts can include the documentation and transmission of oral traditions, the preservation of traditional arts and crafts, and the promotion of cultural festivals and events. Conserving these cultural elements not only enriches the tourism experience but also safeguards intangible heritage for future generations. Sustainable Tourism Development: Preservation of linguistic and cultural heritage aligns with the principles of sustainable tourism. It promotes community involvement, empowers local stakeholders, and fosters a sense of pride and ownership in cultural assets. Sustainable tourism practices that respect and preserve linguistic and cultural heritage contribute to the long-term viability and authenticity of a destination, ensuring that future generations can continue to benefit from and appreciate their cultural legacy.

Conclusion: Foreign languages are invaluable assets in the development of tourism. They facilitate communication, enhance cultural exchange, and enrich the overall travel experience. Governments, tourism organizations, and individuals should recognize the importance of language education, training, and promotion to leverage the full potential of the tourism industry. By embracing linguistic diversity, destinations can attract a wider range of visitors, foster meaningful connections, and create sustainable economic and cultural benefits for both tourists and local communities.

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Centers. Journal of Tourism Research, 20(4), 567-589. Davis, R., & Wilson, H. (Year). The Role of Foreign Languages in Sustainable Tourism Development. Journal of Sustainable Tourism, 25(3), 345-367.

THE IMPORTANCE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF TOURISM

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Annotation. This article examines the pivotal role and significance of foreign languages in the realm of tourism. As the tourism industry becomes increasingly globalized, the ability to communicate effectively in languages other than one's own has emerged as a crucial factor in enhancing the travel experience. The abstract explores how foreign language skills enable tourists to connect with local communities, foster cultural exchange, and navigate unfamiliar environments with ease.

Аннотация. В данной статье рассматривается ключевая роль и значение иностранных языков в сфере туризма. По мере того, как индустрия туризма становится все более глобализированной, способность эффективно общаться на языках, отличных от родного, стала решающим фактором в повышении качества путешествий. В реферате исследуется, как знание иностранного языка позволяет туристам общаться с местными сообществами, способствовать культурному обмену и с легкостью ориентироваться в незнакомой среде.

Annatatsiya. Ushbu maqolada xorijiy tillarning turizm sohasidagi hal qiluvchi roli va ahamiyati ko'rib chiqiladi. Sayyohlik sanoati tobora globallashib borar ekan, o'z tillaridan boshqa tillarda samarali muloqot qilish qobiliyati sayohat tajribasini oshirishda hal qiluvchi omil bo'lib chiqdi. Xulosa chet tilini bilish sayyohlarga mahalliy hamjamiyatlar bilan aloqa o'rnatish, madaniy almashinuvni rivojlantirish va notanish muhitda osonlikcha harakat qilish imkonini qanday berishini o'rganadi.

Key words. foreign languages, tourism, communication, cultural exchange, travel experience, linguistic diversity, economic benefits, language education, preservation, globalized.

Ключевые слова. иностранные языки, туризм, общение, культурный обмен, опыт путешествий, языковое разнообразие, экономическая выгода, языковое образование, сохранение, глобализация.

Kalit so'zlar. xorijiy tillar, turizm, aloqa, madaniy almashinuv, sayohat tajribasi, til xilma-xilligi, iqtisodiy foyda, tilni ta'lim, saqlash, globallashgan.

Tourism is a dynamic and ever-growing industry that transcends geographical boundaries, connecting people from all corners of the globe. In this era of globalization, the role and importance of foreign languages in the development of tourism have become increasingly evident. The ability to communicate effectively in languages other than one's own has become a valuable asset for both tourists and tourism professionals alike. Traveling to new destinations offers the opportunity to immerse oneself in different cultures, traditions, and experiences. Language serves as the key to unlock the doors to these vibrant and diverse worlds. When tourists are equipped with foreign language skills, they can truly connect with the local community, understand their customs, and engage in meaningful conversations. The linguistic bridge that is formed enables travelers to delve deeper into the fabric of a destination, gaining insights that go beyond what is presented on the surface. Effective communication lies at the heart of the tourism industry. It is the linchpin that connects tourists with locals, allowing for seamless interactions and mutual understanding. Language proficiency empowers travelers to seek guidance, ask questions, and express their needs with ease. Moreover, it enables them to comprehend the nuances of the local language, including street signs, menus, and public announcements. This linguistic competence eliminates potential barriers and ensures that travelers can navigate through unfamiliar territories confidently. From an economic perspective, the ability to communicate in foreign languages holds great potential for destinations seeking to maximize the benefits of tourism. By catering to the linguistic needs of international visitors,

destinations can attract a more diverse range of tourists. Offering multilingual services, such as hotel staff proficient in different languages or guided tours conducted in various languages, enhances the overall experience and encourages visitors to stay longer, spend more, and recommend the destination to others. In addition to the economic advantages, the preservation of linguistic and cultural heritage is another critical aspect associated with the role of foreign languages in tourism. As tourists show interest in learning and using local languages, it contributes to the preservation and revitalization of indigenous languages that may be at risk of fading away. This preservation effort not only safeguards linguistic diversity but also helps preserve cultural traditions, practices, and heritage sites, creating a more authentic and unique experience for tourists.

Economic Benefits of Foreign Language in Tourism. The economic benefits of foreign languages in the context of tourism are significant and farreaching. As the tourism industry continues to expand and diversify, destinations that prioritize language skills and cater to diverse language needs can unlock a range of economic advantages. Here are some key economic benefits associated with the integration of foreign languages in the tourism sector: Increased Tourist Spending: When destinations provide multilingual services and effectively communicate with international visitors in their native languages, it creates a welcoming and inclusive environment. This, in turn, encourages tourists to stay longer, explore more, and spend more money on accommodation, dining, shopping, and various leisure activities. A positive and seamless communication experience leads to increased tourist satisfaction and higher expenditure, thereby boosting the local economy.Job Creation: The integration of foreign languages in the tourism industry creates job opportunities for individuals proficient in those languages. Tourist guides, language interpreters, translators, and customer service representatives with language skills are in high demand. The employment opportunities generated by linguistic diversity contribute to local economic development and provide individuals with income-earning prospects. Entrepreneurial Opportunities: Language skills empower individuals to establish businesses catering specifically to international tourists. From language schools and translation services to guided tours and cultural experiences, entrepreneurs with language proficiency can create innovative ventures that cater to the diverse needs of tourists. These businesses not only contribute to the local economy but also enhance the overall tourism experience by offering specialized and authentic services. International Collaborations: Language skills facilitate collaborations and partnerships with international tourism stakeholders. Engaging in cross-border collaborations,

joint marketing initiatives, and knowledge exchange with tourism organizations and professionals from different countries can lead to mutually beneficial economic outcomes. Such collaborations open doors for investment, joint ventures, and the sharing of best practices, fostering economic growth and innovation within the tourism industry. **Preservation of Linguistic and Cultural Heritage in Tourism.** Preserving linguistic and cultural heritage holds immense importance within the context of tourism. As destinations attract an increasing number of visitors from around the world, there is a growing recognition of the need to safeguard and promote the unique languages and cultural traditions that define a place. Here are some key reasons why the preservation of linguistic and cultural heritage is crucial in the tourism industry: Authenticity and Unique Experiences: Preserving linguistic and cultural heritage contributes to the authenticity of a destination. Travelers seek genuine and immersive experiences that reflect the local culture and traditions. By preserving indigenous languages and cultural practices, destinations can offer visitors a distinctive and meaningful encounter that goes beyond superficial tourism. This, in turn, fosters a sense of appreciation and respect for the local heritage. Cultural Diversity and Understanding: Linguistic and cultural heritage are intertwined, representing the diversity of human expression. By preserving languages, destinations celebrate and embrace the richness of different cultures. This diversity enhances cultural understanding among tourists, promoting respect and tolerance. When travelers learn and use local languages, it fosters crosscultural exchange, breaking down barriers and promoting mutual understanding and empathy. Revitalization and Community Empowerment: Language preservation efforts are crucial for revitalizing endangered or marginalized languages. Many indigenous languages are at risk of extinction due to various factors. By prioritizing language education, encouraging language use, and supporting community-led initiatives, destinations can help revitalize these languages. This empowerment of local communities not only strengthens their cultural identity but also creates opportunities for cultural tourism, where visitors can engage with and support local communities. Conservation of Cultural Traditions: Linguistic and cultural heritage encompasses traditional practices, rituals, and knowledge systems. By preserving these traditions, destinations ensure the continuity of cultural practices that have been passed down through generations. Cultural preservation efforts can include the documentation and transmission of oral traditions, the preservation of traditional arts and crafts, and the promotion of cultural festivals and events. Conserving these cultural elements not only enriches the tourism experience but also safeguards intangible heritage for future

generations. Sustainable Tourism Development: Preservation of linguistic and cultural heritage aligns with the principles of sustainable tourism. It promotes community involvement, empowers local stakeholders, and fosters a sense of pride and ownership in cultural assets. Sustainable tourism practices that respect and preserve linguistic and cultural heritage contribute to the long-term viability and authenticity of a destination, ensuring that future generations can continue to benefit from and appreciate their cultural legacy.

Conclusion: Foreign languages are invaluable assets in the development of tourism. They facilitate communication, enhance cultural exchange, and enrich the overall travel experience. Governments, tourism organizations, and individuals should recognize the importance of language education, training, and promotion to leverage the full potential of the tourism industry. By embracing linguistic diversity, destinations can attract a wider range of visitors, foster meaningful connections, and create sustainable economic and cultural benefits for both tourists and local communities.

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TURIZMNI RIVOJLANTIRISHDA XORIJIY TILLARNING O‘RNI VA AHAMIYATI

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Annotasiya: Turizm - bu mamlakat rivoji uchun juda katta iqtisodiy yordam beruvchi muhim yo`nalishlardan biri hisoblanadi. Shunday ekan turizm haqida izlanish olib borish va u haqida barchaga yetkazish foydalidir.

Kalit so`zlar: turizm, turizm maskanlari, sayohlik agentligi, turizm tashkilotlari.

So‘nggi yillarda davlatlarning mavqeyining va byudjetining keskin oshishiga bevosita sabab bulayotgan omillardan biri turizm sohasidagi o‘zgarishlar bilan bog‘liqdir . Shu bilan birga bizning yurtimizda ham qadimiy va tarixiy yodgorliklar sabab turizm sifati yaxshilanmoqda. Ayniqsa bu soxaga ta’sir ko‘rsatayotgan xorijiy tillarni o‘rganish, bilish darajasi bu jarayonga ijobiy ta’siri sezilarli darajada oshdi. O‘zbek xalqining mehmondo‘stligi, intelektual qobilyati, qiziquvchanligi va xorijiy tillarni o‘rganishga bo‘lgan ishtiyoqi turizm sohasi rivojiga yanada kengroq yo‘l ochib bermoqda .

Xorijiy tillarni o‘rganish chet el sayyohlariga vatanimiz tarixini kengroq ochib berishda ahamiyatlidir bu jarayon esa shubhasiz o‘zbek xalqining buyuk tarixini butun dunyoga tanitib mashxur qiladi. O‘zbekistonda 2023-yilgi turizm ko‘rsatgichlariga ko‘ra Toshkent shahri yetakchi o‘rinni egallagan bundan tashqari Samarqand, Xiva, Buxoro, Qo‘qon kabi viloyatlarimiz ham turizm sohasida maftunkor, tarixiy joylarga boy va qadimiy shaharlar sirasiga kiradi.

Ota bobolarimiz qoldirgan madaniy va ma’naviy boyliklar, zamonamiz yoshlarimiz o‘qib izlanishlari tufayli mamlakatimiz doimo chet el sayyohlarini o‘ziga jalb qilib kelaveradi. Mamlakatimizda turizm sohasi davlat siyosati darajasiga ko‘tarilib, ichki va tashqi turizmni rivojlantirishga berilayotgan yuksak e’tibor natijasida O‘zbekistonda turizm yildan-yilga rivojlanmoqda.

Davlatimiz rahbarining joriy yil 26 apreldagi “Respublikaning turizm salohiyatini jadal rivojlantirish hamda mahalliy va xorijiy turistlar sonini yanada oshirishga doir qo‘shimcha chora-tadbirlar to‘g‘risida”gi qarori soha rivojida muhim dasturilamal bo‘ldi. Joriy yilda vatanimiz turizm salohiyatini yanada rivojlantirish bo‘yicha rejalar aniq belgilandi.

Jizzax viloyatida ham bu sohaga juda katta etibor berilmoqda. Xususan joriy yilning birinchi choragi davomida 10 mingdan ortiq xorijiy sayyohlar Jizzax viloyatining turli hududlarida bo‘lib, u yerdagi tabiat va ziyoratgohlardan bahra oldi.Uyerda joylashgan osma dor yo‘li va zamonaviy mehmonxonalar bunyod etilib, o‘z faoliyatini boshlagach, xorijlik sayyohlarning kelishi keskin ortishi kutilmoqda. Joriy yil davomida viloyatga keluvchi sayyohlar soni 140 mingdan ziyod xorijiy sayyohlarni jalb etilishi ko‘zda tutilgan. Chet el sayyohlariga manzur bulgan yana bir omillardan biri viloyatliklar ingliz va boshqa chet tillarida bemalol muloqot qilib ular bilan hamsuhbat bo`layotgani va mezbonlar viloyat tarixi, hozirgi hayoti bilan yaqindan tanishtirayotganidir.

Turizmni rivojlantirishda xorijiy tajribadan foydalanish ham yanada ko‘proq samara bermoqda. Xalqaro turizmning hozirgi holati va rivojlanish istiqbollari O‘zbekistonga ham ta’sir ko‘rsatmoqda. Turizm tushunchasini talqin qilish xususiyatlari va uni milliy va xalqaro miqyosda tashkil etish shakllari borgan sari kengaymoqda.

So'nggi yillarda dunyoning barcha mamlakatlarida turizm biznesi jadal rivojlana boshladi. Turli xorijiy mamlakatlar tajribasi bilan tanishar ekanmiz, turizm biznesining muvaffaqiyati ko‘p jihatdan ushbu sohaning davlat darajasida qanday qabul qilinishiga bog‘liqligini ko‘rish mumkin. Davlat muassasalari ushbu sohani qo'llab-quvvatlaydi. Har qanday sivilizatsiyalashgan davlat turizm biznesidan daromad olish uchun turizm salohiyatini baholash uchun o'z hududlarini o'rganishga katta mablag' sarflashi kerak. Davlat dasturlari turizm biznesini rivojlantirishga, turistik markazlarni rivojlantirishga, zarur infratuzilmani yaratish va rivojlantirishga, shuningdek, reklama va axborot ta’minotini ta’minlashga xizmat qilishi kerak.

Amaliyot shuni ko'rsatadiki, xususiy sektor hech qachon kurort turizmi korxonalarini, shuningdek, turizm infratuzilmasining asosiy elementlarini rivojlantirish uchun yirik sarmoyalar kirita olmaydi. Turizm biznesi rivojlangan mamlakatlarda, qoida tariqasida, turizmni rivojlantirish bo‘yicha milliy dasturlarni ishlab chiqish bilan shug‘ullanuvchi vazirliklarga bo‘ysunuvchi tashkilotlar mavjud. Bunday tashkilotlar tomonidan quyidagi turli nomlar, shuning uchun Buyuk Britaniyada bu BTA (Britaniya Nourist Authority), Italiyada - ENIT, Irlandiyada - Irlandiya kengashi, Ispaniyada - Turespana, Norvegiyada - NOTRA. Bunday tashkilotlarning boshqa mamlakatlarda o'z turizm ofislari mavjud. Ushbu tashkilotlar turistik oqimlarni jalb qiladigan va turistik ma'lumotlarni taqdim etadigan dasturlarni ishlab chiqmoqda.

Turizm biznesining o'ziga xosligi munosabatlarning keng doirasi bilan bog'liq. Bu munosabatlarga sayohat va dam olishni tashkil etish jarayonlarida

ishtirok etuvchi shaxslar kiradi. Mavjud munosabatlar shu qadar xilma-hilki, ular huquqiy tartibga solishning ma'lum bir murakkabligini keltirib chiqaradi.

Har qanday alohida hududlarda “sayohat agentligi – davlat”, “turistik – davlat”, “turist – sayyohlik agentligi” tomonlar o‘rtasidagi munosabatlar tegishli qonun hujjatlari bilan tartibga solinadi. Bunday qonun hujjatlari ushbu tomonlar o'rtasidagi munosabatlarning har bir elementini to'liq qamrab olishi kerak.

Bugungi kunga kelib turizmni davlat tomonidan tartibga solishning tashkiliy jarayoniga bir qancha yondashuvlar mavjud. Shunday qilib, bozor iqtisodiyoti rivojlangan ko'pgina mamlakatlarda davlat tomonidan tartibga solish umuman yo'q va bozor sub'ektlari operativ tartibga solishni o'zlari amalga oshiradilar. Turistik xizmatlar bozorini davlat tomonidan tartibga solish mavjud bo'lgan mamlakatlarda ikkita model qo'llaniladi - maxsus davlat organlari mavjud yoki tartibga solish ko'p tarmoqli organlar tomonidan amalga oshiriladi.Quyidagi davlatlarni misol qilib olish mumkin.

1. Avstriyada turizm sohasi iqtisodiyot vazirligi tomonidan nazorat qilinadi. Shtatning sayyohlik imkoniyatlari dunyoning 26 ta davlatida o'z vakolatxonalariga ega bo'lgan Avstriya milliy turizm byurosi tomonidan e'lon qilinadi.

2. Buyuk Britaniyada turizmni madaniyat, tomoshalar va sport vazirligi boshqaradi, u bevosita turizm uchun mas'ul bo'lgan organ, Britaniya Noturistik Authority (BTA) ga bo'ysunadi. Ushbu tashkilot Buyuk Britaniyaga xorijiy sayyohlar oqimini jalb qilish, shuningdek, ichki turizmni rivojlantirish bilan shug'ullanadi. Bundan tashqari, ushbu tashkilot davlat va turizm bilan shug'ullanadigan boshqa davlat organlari bilan maslahatlashadi. Buning uchun ma’muriyat tashabbusi bilan uning idoralari va vakillari tarmog‘i orqali respublikadan tashqarida ham reklama kampaniyalari olib boriladi. Matbuot, radio, televideniya ham shu maqsadlarda foydalaniladi.

Ma’muriyat xalqaro konferensiyalar tashkil qiladi, masalalar bo‘yicha konsalting va marketing xizmatlarini ko‘rsatadi xalqaro turizm va turli ma'lumot va ma'lumotnomalarni nashr etadi. BTA o‘zining tashkiliy-huquqiy shakliga ko‘ra, shuningdek, xususiy tadbirkorlik muassasasi bo‘lib, u tashqi bozorlarda an’anaviy faoliyat bilan bir qatorda bir qator pullik marketing va konsalting xizmatlarini ham ko‘rsatadi, seminarlar va ko‘rgazmalar tashkil etadi, bir qator loyihalarni amalga oshiradi. xorijiy kapital, qo‘llanmalar, videofilmlar va boshqa reklama va axborot mahsulotlarini nashr etadi va sotadi. BTAga besh a’zo va Prezidentdan iborat direktorlar kengashi boshchilik qiladi. Tashkilotda 300 ga yaqin xodim ishlaydi, ulardan uchdan bir qismi bevosita Londonda, qolganlari esa xorijdagi 26 ta vakolatxonada ishlaydi. BTA zarur mablag'larning

qariyb 68 foizini davlat byudjetidan oladi. O‘zbekistonga ham turizm rivoji uchun hamma imkoniyatlar mavjud, qolgan qulayliklarni o‘zimiz qila olamiz. Bular sirasiga xorijiy tillarni yaxshi o‘rganish va vatanimiz tarixini chuqur bilish kiradi. Zamonaviy dunyoda turizm jahon iqtisodiyotining eng ommaviy, daromadli va jadal rivojlanayotgan tarmoqlaridan biridir.

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THE ROLE AND IMPORTANCE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF TOURISM

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Annotatsiya: Turizm-bu chet tilidagi ta’limdan katta foyda keltiradigan global sanoatdir. Turistlar bilan o’z ona tilida muloqot qila olish turizm mutaxassislari uchun qimmatli mahoratdir. Chet tilini bilish mijozlarga yaxshi xizmat ko’rsatish va sayyohlar uchun ijobiy tajriba yaratishga yordam beradi. Chet tilini bilish turizm mutaxassislariga turli mamlakatlardan kelgan

sayyohlarning ehtiyojlari va afzalliklarini tushunishga yordam beradi, bu esa daromadning oshishiga va biznesning takrorlanishiga olib keladi.

Аннотация: Туризм-это глобальная отрасль, в которой очень полезно изучать иностранные языки. Умение общаться с туристами на их родном языке является ценным навыком для профессионалов в области туризма. Знание иностранного языка может помочь улучшить обслуживание клиентов и создать у туристов положительный опыт. помогает специалистам в области туризма понять потребности и предпочтения туристов из разных стран, что приводит к увеличению доходов и повторных сделок.

Annotation: Tourism is a global industry that greatly benefits from foreign language education. The ability to communicate with tourists in their native language is a valuable skill for tourism professionals. Knowing a foreign language can tourists. Foreign language skills can help tourism professionals understand the needs and preferences of tourists from different countries, leading to increased revenue and repeat business.

Kalit so’zlar: Xalqaro turizm, turizmning rivojlanishi, globalizatsiya, kominikatsiya, xorijiy til, mehmonxona biznesi, hukumatlar

Ключевые слова: Международный туризм, развитие туризма, глобализация, общение, иностранные языки, гостиничный бизнес, правительства.

Key word: International tourism, tourism development, globalisation, communication, forien languages, hotel business, governments.

Foreign languages are crucial in the tourism industry as they play a critical role in facilitating communication between tourists and locals. They also promote cultural understanding and appreciation, which can lead to a more immersive and enjoyable travel experience. Additionally, knowing a foreign language can open up new business opportunities for tourism professionals and provide a competitive advantage for tourism businesses. By offering multilingual services, tourism businesses can increase their revenue and cater to a wider range of customers. Therefore, investing in language training and multilingual services is essential for the development of the tourism industry.

Foreign languages play a critical role in the development of tourism. Here are some of the reasons why:

1. Communication: When tourists travel to foreign countries, they may not be able to speak the local language. In such cases, foreign languages become essential for communication between tourists and locals. This is particularly important in the tourism industry, where customer satisfaction is paramount.

2. Cultural understanding: Knowing a foreign language can help tourists understand the culture and customs of the country they are visiting. This can lead to a more immersive and enjoyable travel experience, as well as greater cultural sensitivity and appreciation.

3. Business opportunities: The tourism industry is one of the largest and fastest-growing industries in the world. Knowing a foreign language can open up new business opportunities for tourism professionals, including travel agents, tour guides, and hotel managers.

4. Competitive advantage: In today's globalized world, tourism businesses that can offer multilingual services have a competitive advantage over those that cannot. This is particularly true in countries where tourism is a major source of income.

5. Increased revenue: By catering to tourists who speak different languages, tourism businesses can increase their revenue. This can be achieved by offering multilingual tours, providing translated materials, or hiring multilingual staff.

Knowing a foreign language can help tourism professionals provide better customer service and create a positive experience for tourists. It can also help them to better understand the needs and preferences of tourists from different countries, which can lead to increased revenue and repeat business.

Moreover, foreign language skills can also help tourism professionals to build relationships with international partners and negotiate business deals. This is particularly important in the travel industry, where partnerships and collaborations between companies from different countries are common.

Foreign language education is essential for individuals who want to succeed in the tourism industry. It can help professionals to provide better customer service, understand the needs of tourists from different countries, and build relationships with international partners. Therefore, investing in language learning and multilingual services in the tourism industry is crucial for its growth and success in today's globalized world.

Today, in the early 21st century, international tourism is the most fast-growing industry in the world. As of 2000, the number of people working only in hotel business exceeded the mark of 200 thousand people, but in ten years, this number will have been at least tripled. [1.3]

This is very important for specialists in the sphere of tourism and hospitality who daily have to deal with people from different countries of the world. Thus we come to the conclusion that foreign languages and cultural awareness are the most important factors in the developing of international

tourism. Nowadays there are lots of languages and dialects (only in Africa there are more than thousand ones), but if you know the basic languages you will be able to travel all over the world and also you will be able to understand local inhabitants of these countries. And they will be able to understand you. As mentioned above international tourism is an industry in which employed millions of people of different nationalities. This is the reason why knowledge of foreign languages and cross-cultural communication is extremely important in the work. But if tourism is a global phenomenon why not to create a new artificial language, that would be easy to learn and includes the features of other languages. This language could take its rightful of the international language in tourism, along with English [2,3]

Learning a foreign language is no longer just a hobby or a skill for language enthusiasts. It has become an essential aspect of personal and professional development in today's globalized world. The benefits of learning a foreign language extend beyond personal growth and cultural understanding. It can open up numerous opportunities in various industries such as international business, healthcare, and hospitality. [3,4]

In international business, knowing a foreign language can help build relationships with clients and partners from different countries, as well as navigate cultural differences and customs. In the healthcare industry, being able to communicate with patients who speak different languages is crucial for providing quality care and ensuring patient safety. In the hospitality industry, multilingual staff can enhance the guest experience by providing personalized service and making guests feel more comfortable and welcomed.

In conclusion foreign languages are essential for the development of tourism. They enable tourists to communicate effectively with locals, understand the culture and customs of the country they are visiting, and have a more authentic travel experience. Moreover, individuals working in the tourism industry must possess basic language skills to better serve their clients and enhance their overall experience. Therefore, governments and tourism organizations should invest in language training programs for both tourists and tourism professionals to promote cultural exchange and sustainable tourism development.

Our country is famous all over the world for its historical objects, culture, nature, and national traditions. In my opinion, it attracts the attention of the countries of the world. The process of communication plays an important role. Providing services to the flow of tourists visiting our country not in the local language, but in their own language, in a foreign language, and promoting

our culture and history in foreign languages will increase the weight of the tourists. This, in turn, will improve the country's economic performance.

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THE ROLE AND ACTIVITY OF THE HOTEL IN THE DEVELOPMENT OF THE TOURISM INDUSTRY

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Annotation: this article provides information about hotel services, types, statistics on them, resorts and antique hotels in the field of tourism.

Аннотация: в данной статье представлена информация о гостиничных услугах, видах, статистика по ним, курортах и старинных гостиницах в сфере туризма.

Annotatsiya: ushbu maqolada turizm sohasidagi mehmonxona xizmatlari, turlari, ular bo'yicha statistik ma'lumotlar, kurortlar va antiqa mehmonxonalar haqida ma'lumot berilgan.

Key words: hotel, tourist services, antique hotels and their types, statistics.

Ключевые слова: гостиница, туристические услуги, старинные гостиницы и их виды, статистика.

Kalit so'zlar: mehmonxona, turistik xizmatlar, qadimiy mehmonxonalar va ularning turlari, statistika.

Tourism is one of the sectors that bring many benefits to the national economy. The increase in the flow of tourists in our country is definitely evaluated by the quality level of the services provided to them and advertising. Interest in hotel and tourist services, including the hospitality industry, has been growing in our republic in recent years. Hotel services are one of the most important components of the tourism industry. We all know that no matter what

the purpose of a tourist goes abroad, first of all he pays great attention to his safe location, that is, to the hotel and its conditions. Taking this into account, hotel businessmen have very favorable conditions in order to attract tourists, and at the same time, they try to build strange and unusual hotels.To date, the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated July 14, 2018 "On measures - activities to attract additional investments in the hotel sector", the decisions of the Cabinet of Ministers of the Republic of Uzbekistan dated November 24, 2018 "On additional measures - activities for the rapid development of the hotel business" are in the development of the market. considered a success. Based on these decisions, in the territory of our Republic, as well as in the region and

International class hotels, family guesthouses and other accommodation facilities are being built and operating in the districts. Based on these decisions, in the territory of our Republic, as well as in the region and International class hotels, family guesthouses and other accommodation facilities are being built and operating in the districts 1.2 million people from 152 countries will visit Uzbekistan in 2022 foreigners and 4.2 mln. domestic tourists increased their travel expenses, and the export of tourist services amounted to 197.6 mln. dollars. If we look at the data in the example of table 1 below, in 2019, domestic tourists will be 2.5 mln. and foreign tourists organized 560,000.

Visit of local and foreign tourists (riding)							
2019-year		2020-year		2021-year		2022-year	
local	foreign	local	foreign	Local	foreign	Local	foreign
2560	560	81.2	52	1943,4	119	4247	1204,2.

From an economic perspective, the ability to communicate in foreign languages holds great potential for destinations seeking to maximize the benefits of tourism. By catering to the linguistic needs of international visitors, destinations can attract a more diverse range of tourists. Offering multilingual services, such as hotel staff proficient in different languages or guided tours conducted in various languages, enhances the overall experience and encourages visitors to stay longer, spend more, and recommend the destination to others.

Currently, the average stay of tourists in Samarkand is 2.7 days (65-250 US dollars for 1 day). When we classify the types of accommodation in Samarkand, we can see that the number and number of places are mostly hotels. In particular, there are 158 operating hotels with 11,008 beds, 62 hostels with 1,608 beds, and 319 guest houses with 2,978 beds. It can be said separately that in 2022 alone, 148 (3,504 rooms, 9,219 beds) hotels, hostels and guesthouses were established. In January-March, there are 4 hotels (258 rooms), 10 hotels (253 beds) hostels and 11 family guest houses (110 beds) were commissioned. According to the Resolution of the President of the Republic of Uzbekistan SH. Mirziyoyev dated January 5, 2019 "On measures to create favorable conditions for the further development of the hotel industry", allocating subsidies to investors for the construction and equipping of new types of hotels, as well as allocation of funds from the state budget for partial financing. issued a decree. Based on this decree, it can be said that hotel activities in the field of tourism are developing significantly. In addition to the economic advantages, the preservation of linguistic and cultural heritage is another critical aspect associated with the role of foreign languages in tourism. As tourists show interest in learning and using local languages, it contributes to the preservation and revitalization of indigenous languages that may be at risk of fading away. This preservation effort not only safeguards linguistic diversity but also helps preserve cultural traditions, practices, and heritage sites, creating a more authentic and unique experience for tourists. Currently, in order to further increase the flow of tourists and attract more tourists in Uzbekistan, various resorts, guest houses, treatment sanatoriums are being built and commissioned in all regions and districts. For example, this year, on the basis of the President's decision, research work was conducted in Nurota, Kiziltepa, Karmana districts of Navoi region to study the tourism potential and to know the level of service to tourists. [1.25] Of course, in Navoi region there are a lot of interesting places for foreign tourists to visit, as well as guest houses and hotels with sufficient conditions for recreation. Accordingly, all types of services provided to tourists in the city of Navoi, standard 5-star, 4-star and 3-star hotels, restaurants, transport services and other types of services are also very well established. The total number of hotels in the region is 180, and the number of rooms. It carries 2458 seats and 5847 seats. Besides in recent years, 29 hotels (number of rooms 1,253, beds 2,678), 91 guest houses (rooms 292, beds 859), 32 hostels (rooms 421, beds 1,052) and and more than 12 recreation centers (554 places) have been commissioned. Therefore, when it comes to tourism in Uzbekistan, we can see not only Samarkand, Bukhara or Khivagin, but also Navai, Jizzakh, Syrdarya

and other regions that are not seen by tourists, and tourism centers can appear in these regions. However, despite the fact that our country has its place in the world tourist market and has created such opportunities, it is in high places in the level of creating sufficiently favorable conditions for tourists, improving its services, increasing the attractiveness of tourist objects and increasing its advertising. Secondly, there are no antique type hotels that attract tourists in the regions. That is, the absence of unusual types of hotels or guest houses that have a special appearance, give tourists a special mood, and surprise them is one of the shortcomings of the development of tourism potential. For example, "Sand Hotel" located on Weymous Beach in Anguilla can attract tourists with its antiquity, and this hotel ranks first in the world in the rating of unusual hotels. Also, if there were such hotels as Bolivia's "Salt Hotel", "Hanging Hotels" hanging on trees in Bavaria, and "Magic Mountain" in Chile, the flow of tourists could increase even more in Uzbekistan.

In conclusion: In recent years, not only international-class hotels, but also resorts, sanatoriums, antique and spectacular hotels for residents and tourists can be built in cities, districts, mountain slopes, remote rural areas. One of such hotels belongs to the category of antique hotels. In order to increase the attractiveness of the area in order to attract tourists, it is possible to offer unusual hotel activities based on the interest of local and international tourists.

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TURIZM SOXASINI RIVOJLANTIRISHDAGI AYRIM MUAMMOLAR VA ULARNI BARTARAF ETISH YO'LLARI

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Annotatsiya: Ushbu maqolada mamlakatimizning ijtimoiy-iqtisodiy taraqqiyotida turizmning ahamiyati haqida so'z boradi. Turizm iqtisodiyotining strategik sektori sifatida aloxida ahamiyat kasb etadi. O'zbekistonda turizm sohasida mavjud ayrim muammolar va ularni bartaraf etishga oid fikr-mulohazalar yuritilgan.

Аннотация: В данной статье рассматривается роль туризма в социально-экономическом развитнии нашей страны. Туризм играет особую роль как стратегическая отрасль экономики. Были обсуждены некоторые проблемы в сфере туризма в Узбекистане и пути их решения.

Annotation: This article discusses the role of tourism in the social-economic developmentof our country. Tourism pleys a special role as a strategic sector of the economy. Some problems in the field of tourism in Uzbekistan and their solutions were discussed.

Kalit so'zlar: Turizm. Turistik mahsulot. Chet el sayohatlari. Ekskursiya. Gid ekskursantlari.

Ключевые слова. Туризм, турпродукт, иностранные туристы, экскурсии, гиды-гиды.

Key words: Tourism, turproduct, foreign tourists, excursions, guides.

Mamlakatimiz iqtisodiyotini rivojlantirish, jahon hamjamiyatida raqobatbardoshligini ta'minlash uchun tadbirkorlik faoliyati alohida ahamiyat kasb etadi. Tadbirkorlik sohasini amalga oshirishda xizmatlar sohasi alohida o'rin egallaydi. Turizm sohasi iqtisodiy faoliyat sifatida o'ziga xos xususiyatga ega. Turizm – mamlakat hamda uning aholisi manfaatlariga xizmat qilib, mikro va makrodarajada daromad manbai hisoblanadi. Bugungi kunda turizm ko'pincha ish o'rinlarini yaratish, barcha turdagi transport xizmatlarini tashkil etish. Hunarmandchilik mahsulotlarini ishlab chiqarish va uning savdosi, umumiy ovqatlanish tarmoqlarining rivojlanishi hamda milliy madaniyatni saqlashga ko'maklashmoqda.

Shu sababli ham O’zbekiston Respublikasi Prezidentining 2017 yil 7 fevralda qabul qilingan PF-4947-son “ O’zbekiston Respublikasi yanada rivojlantirish bo’yicha harakatlar strategiyasi to’g’risida”gi farmoni asosida qabul qilingan “2017-2021 yillarda O’zbekiston Respublikasi rivojlantirishning beshta ustuvor yo’g’nalishi bo’yicha harakatlar strategiyasi”ning uchinchi “Iqtisodiyotni rivojlantirish va liberallashtirishning ustuvor yo’g’nalishlari”da ham bu sohad tarkibiy o’zgarishlarni chuqurlashtirish va turizmni izchil rivojlantirish yanada optimallashtirish masalalariga katta e’tibor qaratilgan.

Shuningdek O’zbekistonda ham noishlab chiqarish, xususan, turizm sohasiga e’tibor tobora kuchayib bormoqda. Ushbu maqolada O’zbekistonda turizm sohasida mavjud ayrim muammolar va ularni bartaraf etishga oid fikr-mulohazalar o’rganib chiqiladi.

Turizm- bu mintaqalarda ishga oid faolikka yordam beradi, jamoat ishlab chiqarishida band bo’lmagan mehnatga layoqatli aholini jalb qiladi, mehnatni tatbiq qilish iqtisodiyotning rivojlanishini faollashtiradi. Mintaqaviy resurslardan samarali foydalanishga hamda xizmat ko’rsatish sohasi xodimlarining malakasini oshirishga yordam beradi. Kelgusida aholiga xizmat ko’rsatish sohasining kengayishi bilan xizmat ko’rsatish sohasida band bo’luvchilar soni tobora ortib boradi. Mablag’ni ko’p talab qilishiga qaramay, turistik sohaga sarflangan sarmoya juda foydali, chunki u o’zini nisbatan tez qoplaydi. Xorijiy turistlardan tushadigan pul tushumlari daromatga aylanadi va milliy iqtisodiyotning turli tarmoqlarida aloqada bo’ladi. Birgina turistik mahsulotning asosiy tarkibiga quruvchi birgina transport xizmatlarining 27%ini tashkil qiladi. Ko’rinib turibdiki turist sohasining asosiy tarmog’ida shakllanuvchi bu xizmat turi, butun bir davlatga transport va u orqali boshqa transportlardan foydalanish hisobiga valyuta tushumini tushishiga, iqtisodiy uzimga olib keldi. Bu esa asosiy xizmatlarning 1/3 qismi degani.

O’zbekiston XXI asrga shaxdam qadamlar bilan kirib keldi. XXI asrda turizm o’zining salmoqli hissasi bilan respublikaga budjetiga valyuta tushumini ta’minlaydi. Turizm sohasini rivojlantirish uchun respublikamizda har tomonlama imkoniyatlar va asoslar yetarli. Faqat zamonaviy turizm sohasini yuqori pog’onalarga ko’tarish imkoniyatini yaratishimiz kerak. Biroq, har qanday sharoitda ham davlat optimal iqtisodiy va huquqiy zaminini yaratgan taqdirdagina turizm rivojlanishi mumkin. Bizningcha xalqaro turizmni yanada rivojlantirish uchun quyidagilarga e’tibor qaratish kerak.

Birinchidan. Davlat kasbiy tayyorgarlik masalalari (xalqaro institutlar tavsiyalari bo’yicha turizm faoliyati rivojlanishining innovatsion yo’nalishlari ishlab chiqish):

Ikkinchidan. Tabiiy va madaniy muhitni muhofaza etish:

Uchinchidan. Rasmiyatchilikni soddalashtirish ya'ni, viza zixmatlari shuningdek sug'urta xizmatlari kabilar:

To'rtinchidan. Gid ekskursantlar bilan aloqa:

-harakatlaridagi tartib-intizomi:

-ekskursiya ishini bilishi:

-eruditsiya va ma'lumotlarni yetkazish qobiliyati:

-artistlik qobiliyati, rejissorva tashkilotchi bo'la olishi:

-xushmuomala bo'lishi:

-turistning xavsizligini ta'minlashi:

-vaziyatni tahlil qila olish qobiliyati, xato va kamchiliklarini turist shikoyatlaridan oldinroq anglab, to'g'irlashi:

-nizolarni bartaraf eta olishi:

-barcha boshqaruvchi organlar bilan ishlay olishi kabilar:

Beshinchidan. Tur paketni yaratish:

Oltinchidan. Madaniyatli kiyinishi va ko'rinishi ya'ni eng muhim jihatlaridan biri-yoqimli, ozoda tarshqi ko'rinishidan milliy va xorijiy etiketni bilishi kabilar:

Yettinchidan. Ovqatlanish sohasidagi muammo:

-turli variantlar ya'ni, to'liq yoki yarim pansion yoki umuman ovqatlanishsiz:

-shivet stoli yoki "alia kard", "talb dot" va hokazolar-bu faqatgina qimmat eksklyuziv restaranlarga xos bo'lib, ularni shakllantirishda samarali shug'ullanilmasa u holda turizm kutilgandek rivojlanish darajasiga, xorijiy turistlarning oqimini oshirishga erishib bo'lmaydi.

Insoniyat yangi yerlarni yangiliklarni kashf etishga intilib ketgan. XX asrga kelib bu intilishlar ko'chaga borib turizm indestresining rivojlanishiga turtki bo'ldi. Turizm XXI asr jahon iqtisodiyotida juda kata ijobiy ta'sir qiluvchi ijtimoiy-iqtisodiy soha sifatida kirib keldi. Butun jahon turizm tashkilotining ma'lumotlariga ko'ra, dunyoda ishlab chiqarish va servis aylanmasligini 10%i turizmga to'g'ri kelmoqda. Keyingi 20 yil ichida xalqaro turizmning rivojlanishi dunyo bozorida tovar va xizmatlarining kuchli eksport qilinayotgani bilan e'tiborlidir. Ya'ni jahon bo'yicha umumiy xizmatlar savdosining 30-35%ini tashkil qilmoqda. 2020-yilga borib xalqaro turizmlarnig soni 1.6mlrd kishini tashkil qilishi, turizmdan olinadigan daromad 2trli AQSH dollari bo'lishi kutilmoqda.

Xulosa qilib aytganda, turizm XXI asrda bu yirik biznes, katta pul va global miqqiyosdagi siyosatdir. Turizm mamlakatlarining iqtisodiyotining

ertangi kunidir. Milliy turizm sohasining yangi beshinchi bosqichi 2017-2021 yillarida O’zbekiston Respublikasini rivojlantirishning beshta ustuvor yo’nalishlari bo’yicha harakatlar strategiyasining iqtisoiyotini rivojlantirish va liberlantirishda turizm sohasini rivojlantirishning ustuvor yo’nalishlaridan biriga kiritlishi va ayniqsa, bugungi kunda tarixiy ahamiyatga ega bo’lgan, hukumatimiz tomonidan iqtisodiyotda birinchi marotaba turizm sohasiga milliy iqtisodiyotning strategic sector maqomini berilishi, uning istiqbolda rivojlantirishga katta zamin yaratmoqda. Shu tufayli, yurtimizga sayohat qiladigan mahalliy va xorijiy turizmlarga sifatli xizmat ko’rsatish uchun zamonaviy kadrlar turizm sohasini nazariy va amaliy jihatdan mukammal o’rganishi va o’zlashtirishi talab qilinmoqda. Har qanday sharoitda, xususan, bozor iqtisodiyotiga o’tish davrida turizm infratuzilmasini rivojlantirishda davlat asosiy rol o’ynaydi. Deyarli barcha davlatlar milliy iqtisodiyotda turizm tarmog’ining ahamiyatini oshirishga harakat qilishadi. O’zbekiston ham manashu tasir doirasidan samarali harakat qilishini, O’zbekiston hayotida bo’lib o’tayotgan madaniy tadbirlar, masalan, allomalarning va shaharlarning tantanalari, milliyligimizni aks etuvchi ko’rgazmalarni nafaqat Yaqin Sharqda, balki Yevropa va boshqa davlatlarda keng targ’ib qilish, “Buyuk ipak yo’li”ni, yana mintaqalarda mavjud mo’jiza va sexr baxsh etuvchi joylarda miliy turizm xizmatlar bozorini innovatsion rivojlantirish strategiyasini amalga oshirish muhim ahamiyat kasb etadi.

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III ШЎЪБА. XORIJIY TILLARNI O‘QITISHNING SIFATINI OSHIRISHDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH MUAMMOLARI

ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В ВУЗЕ

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Аннотация: В данной статье исследуются темы, связанные с инновационными технологиями обучения, которые заменяют традиционные методы обучения. Особое внимание уделяется вопросу о необходимости внедрения инновационных технологий в учебный процесс по изучению иностранного языка в вузе. Также приводится описание и анализ следующих интерактивных технологий обучения: технология проектного обучения, использование компьютерных технологий, а также формы и методы интерактивного обучения, которые применяются в современном образовательном процессе.
Ключевые слова: инновационная деятельность, инновационные технологии, формы и методы технологии интерактивного обучения, информационные технологии.

Annotation: This article explores topics related to innovative learning technologies that replace traditional teaching methods. Particular attention is paid to the issue of the need to introduce innovative technologies in the educational process for learning a foreign language at a university. It also provides a description and analysis of the following interactive learning technologies: project-based learning technology, the use of computer technology, as well as the forms and methods of interactive learning that are used in the modern educational process.
Key words: innovative activity, innovative technologies, forms and methods of interactive learning technologies, information technologies.

Izoh: Ushbu maqola an'anaviy o'qitish usullari o'rnini bosuvchi innovatsion ta'lim texnologiyalari bilan bog'liq mavzularni o'rganadi. Universitetda chet tilini o‘rganish bo‘yicha o‘quv jarayoniga innovatsion texnologiyalarni joriy etish zarurligi masalasiga alohida e’tibor qaratilmoqda.

Shuningdek, quyidagi interaktiv ta’lim texnologiyalari tavsifi va tahlili berilgan: loyiha asosida o‘qitish texnologiyasi, kompyuter texnologiyalaridan foydalanish, shuningdek, zamonaviy o‘quv jarayonida qo‘llaniladigan interfaol ta’lim shakllari va usullari.

Kalit so'zlar: innovatsion faoliyat, innovatsion texnologiyalar, interfaol ta'lim texnologiyalarining shakl va usullari, axborot texnologiyalari.

Использование компьютерных технологий в обучении иностранным языкам имеет огромное значение и может значительно улучшить эффективность образовательного процесса. Вот несколько способов, которыми современные информационные технологии могут быть применены в высшей школе для обучения иностранным языкам:

1.Интерактивные учебные платформы: Существуют различные онлайн-платформы, которые предлагают интерактивные уроки и упражнения по изучению иностранных языков. Эти платформы могут предоставить студентам доступ к разнообразным материалам, включая тексты, аудио- и видеоматериалы, а также интерактивные упражнения для практики навыков чтения, письма, говорения и понимания на слух.

2.Онлайн-коммуникация: Использование видеоконференций и онлайн-чатов позволяет студентам общаться с носителями языка и другими студентами, изучающими тот же язык. Это помогает развивать навыки устной речи, а также повышает мотивацию и интерес студентов к изучению языка.

3.Мобильные приложения: Существует множество мобильных приложений, которые предлагают игровые и интерактивные задания для изучения иностранных языков. Эти приложения могут быть полезными для самостоятельного повторения и практики языковых навыков в любое время и в любом месте.

4.Виртуальная реальность (VR): VR-технологии могут создать иммерсивную образовательную среду, позволяющую студентам практиковать языковые навыки в реалистичных ситуациях. Например, они могут виртуально побывать в стране, где говорят на изучаемом языке, и взаимодействовать с виртуальными персонажами, улучшая свои навыки общения.

5.Автоматизированная проверка и обратная связь: Компьютерные программы могут использоваться для автоматизированной проверки грамматических и письменных заданий.

Использование новейших информационных технологий на занятиях по иностранному языку может значительно повысить мотивацию

и активность учащихся, а также обеспечить более эффективное обучение и качественное образование. Вот несколько способов, как компьютерные технологии могут быть использованы для различных аспектов обучения иностранному языку:

1.Изучение лексики: Существуют различные компьютерные программы и приложения, которые предлагают интерактивные упражнения и игры для изучения и закрепления лексики. С помощью этих программ студенты могут тренировать свой словарный запас, узнавать новые слова и фразы, а также повышать свою способность к запоминанию.

2.Обучение произношению: Специализированные программы могут помочь студентам отрабатывать правильное произношение звуков и интонации на иностранном языке. Они могут предлагать аудио- и видеоматериалы с примерами произношения, а также упражнения для самостоятельной практики.

3.Развитие монологической и диалогической речи: Компьютерные программы могут предлагать задания на развитие устной речи, включая симуляцию разговоров, ролевые игры и даже виртуальные среды для практики коммуникации на иностранном языке. Это позволяет студентам отрабатывать навыки выражения своих мыслей и взаимодействия с другими на иностранном языке.

4.Обучение письму: Компьютерные программы могут предлагать упражнения по письму на иностранном языке, включая задания на написание эссе, писем, отчетов и других текстов. Они могут также обеспечивать автоматическую проверку орфографии и грамматики, что помогает студентам улучшить качество своей письменной речи.

5.Обучение грамматике: Существуют компьютерные программы и онлайн-ресурсы, которые предлагают интерактивные упражнения и тесты для изучения грамматики на иностранном.

Интеграция информационных ресурсов на занятиях по иностранному языку позволяет эффективно решать ряд дидактических задач и достигать следующих целей[см.:1;1 и 2;46]:

1. Формирование навыков чтения: Использование информационных ресурсов, таких как электронные книги, статьи, блоги и новостные сайты на иностранном языке, позволяет студентам улучшать навыки чтения, работать с различными типами текстов и расширять свой словарный запас.

2. Совершенствование навыков аудирования: Интернет предлагает множество аудио- и видеоматериалов на иностранном языке,

таких как лекции, подкасты, интервью и фильмы. С их помощью студенты могут развивать свои навыки аудирования, улучшать понимание речи на слух и адаптироваться к различным речевым ситуациям.

3. Обучение письменной речи: Интернет предоставляет возможность студентам практиковать письменную речь путем написания электронных писем, комментариев на форумах, создания блогов и написания академических работ. Это способствует развитию навыков письма и повышению качества письменной речи на иностранном языке.

4. Пополнение словарного запаса: Благодаря доступу к различным онлайн-словарям, энциклопедиям и лексическим базам данных, студенты имеют возможность быстро находить значения и переводы незнакомых слов, а также изучать их использование в контексте.

5. Формирование мотивации иноязычной деятельности: Работа с интернет-ресурсами предоставляет студентам возможность взаимодействия с аутентичными материалами на иностранном языке, что может быть источником мотивации для учебного процесса. Это помогает студентам видеть реальное применение языковых навыков и повышает их интерес к изучению иностранного языка.

Интеграция информационных ресурсов в обучение иностранному языку способствует разнообразию и интерактивности.

Указанные формы использования информационных технологий в обучении иностранному языку являются эффективными и широко распространенными. Давайте рассмотрим их подробнее[см.:6; 41].

1. Мультимедиауроки: Это форма обучения, основанная на компьютерных обучающих программах, которые предлагают интерактивные уроки с использованием графики, звука, видео и других мультимедийных элементов. Такие программы позволяют студентам изучать язык через визуальное и звуковое восприятие, а также предлагают разнообразные задания и упражнения.

2. Авторские компьютерные презентации: Преподаватели могут создавать компьютерные презентации для лекций, семинаров, лабораторных работ и докладов студентов. Это позволяет интегрировать различные медиа-элементы, такие как графика, слайды, текст, видеофильмы, для более наглядного и интерактивного представления информации.

3. Тестирование на компьютерах: Использование компьютерных программ для проведения тестов позволяет автоматизировать процесс оценивания и обратной связи. Студенты могут проходить тесты на

компьютере, что обеспечивает быструю обработку результатов и предоставление детальной статистики.

4. Телекоммуникационные проекты и работа с аудио- и видеоресурсами онлайн: С использованием интернет-ресурсов студенты могут участвовать в телекоммуникационных проектах, обмениваться аудио- и видеоматериалами, проводить онлайн-дискуссии и сотрудничать с другими студентами из разных стран. Это расширяет их возможности для практики аудирования и говорения на иностранном языке.

5. Работа с интерактивным планшетом SmartBoard: Использование интерактивных планшетов, таких как SmartBoard, позволяет преподавателям и студентам взаимодействовать с содержимым на большом экране. Это создает возможность для интерактивных упражнений, аудио- и видеоматериалов, записей звука и многое другое.

6.Голосовой чат по локальной сети: Эта форма коммуникации позволяет студентам и преподавателям общаться в режиме реального времени через голосовой чат. Они могут общаться друг с другом, задавать вопросы, обсуждать темы и практиковать свои навыки устной речи на иностранном языке.

7.Лингафонные устройства: Лингафонные устройства состоят из преподавательской консоли и рабочих мест для студентов. Они обеспечивают возможность прослушивания и повторения аудиоматериалов, развитие навыков произношения и интонации, а также проведение практических упражнений и диалогов на иностранном языке.

Использование указанных форм информационных технологий на занятиях по иностранному языку позволяет создать более интерактивную и эффективную образовательную среду, способствует развитию навыков коммуникации, а также обеспечивает больше возможностей для самостоятельной работы и исследований студентов[4; 7].

Однако важно понимать, что компьютер в учебном процессе не заменяет преподавателя, а служит инструментом, расширяющим и усиливающим его возможности в образовательной деятельности. Преподаватель играет активную роль в организации познавательной деятельности студентов, используя интерактивные методы, ситуационные модели обучения и новейшие методики. Использование инновационных технологий в обучении помогает решать проблемы качества обучения и повышает его эффективность.

Современная реальность требует высокого уровня практического владения иностранным языком. В этой связи, использование

инновационных образовательных технологий предоставляет огромные возможности для улучшения процесса обучения. Преимущества использования информационных технологий в обучении иностранным языкам заключаются в том, что они позволяют тренировать различные виды речевой деятельности, комбинируя их, а также способствуют индивидуализации и развитию самостоятельности студентов.

Использование инновационных технологий при обучении иностранному языку в вузе предоставляет уникальные возможности для улучшения процесса обучения и повышения качества освоения языка студентами.

Выводы:

1. Увеличение мотивации студентов: Инновационные технологии, такие как интерактивные онлайн-платформы, мобильные приложения и виртуальная реальность, могут сделать процесс изучения иностранного языка более интересным и привлекательным для студентов. Они могут использовать интерактивные игры, задания и симуляции, которые способствуют активному участию студентов и повышению их мотивации.

2. Индивидуализация обучения: Инновационные технологии позволяют создавать персонализированные образовательные программы, адаптированные к потребностям каждого студента. С помощью анализа данных и искусственного интеллекта можно определить уровень владения языком, слабые места и индивидуальные потребности студентов, что позволяет разработать индивидуальные планы обучения.

3. Улучшение доступности: Инновационные технологии делают обучение иностранному языку более доступным для студентов. Онлайн-курсы, видеоуроки, аудиоматериалы и мобильные приложения позволяют студентам изучать язык в любое удобное для них время и место. Это особенно полезно для студентов, у которых ограничено время или возможности для посещения традиционных занятий в аудитории.

4. Повышение эффективности обучения: Использование инновационных технологий, таких как искусственный интеллект и автоматизированная обратная связь, позволяет студентам получать более непосредственную и мгновенную оценку своего прогресса. Это помогает им более эффективно изучать язык и быстрее достигать поставленных целей.

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FORMATION AND DEVELOPMENT OF A COMMUNICATIVE CULTURE TEACHING A FOREIGN LANGUAGE VIA THE INTERNET

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Annotation*: In the modern world, the role of foreign languages is becoming truly irreplaceable. Knowledge of a foreign language makes it possible to join the world culture, to use the full potential of Internet resources. Nowadays, new information technologies are being intensively introduced into all spheres of our life, including the educational process. In this regard, there is a need to develop methods of using computer information technologies in teaching a foreign language. The use of Internet resources in foreign language lessons is an urgent direction in the methodology that requires new approaches and non-standard solutions.*

Аннотация: *В современном мире знание иностранных языков становится незаменимым. Знание иностранного языка делает возможным присоединиться к мировой культуре, используя полный потенциал интернет ресурсов. Исходя из этого увеличивается необходимость использования компьютерной информации через интернет*

Xulosa: *zamonaviy dunyoda chet tillarini bilish ajralmas bo'lib qoladi. Chet tilini bilish Internet resurslarining to'liq imkoniyatlaridan foydalangan holda jahon madaniyatiga qo'shilishga imkon beradi. Shunga asoslanib, Internet orqali kompyuter ma'lumotlaridan foydalanish zarurati ortib bormoqda*

Key words*:foreign,knowledge, resources, urgent,solution, use.*

Ключевые слова: *иностранный, знания, источник, важный, решения использования*

Kalit so'zlar: *xorijiy, bilim, manba, muhim, foydalanish echimlari*

New information technologies in English language teaching

One of the most revolutionary achievements in recent decades, which significantly influenced the educational process around the world, was the creation of a worldwide computer network, called the Internet, which literally means "international network" (English international net). The use of cybernetic space (syberspace) for educational purposes is an absolutely new direction of general didactics and private methodology, since the changes that are taking place affect all aspects of the educational process, starting from the choice of techniques and work style, ending with changes in the requirements for the academic level of students.

The substantial basis of mass computerization of education, of course, is connected with the fact that a modern computer is an effective means of optimizing the conditions of intellectual labor in general, in any of its manifestations. R. Williams and K. McLeay in their article "Computers at school" write: "There is one feature of a computer that is revealed when using it as a device for learning others, and as an assistant in acquiring knowledge, it is his inanimate nature. The machine can "friendly" communicate with the user and at some moments "support" him, but it will never show signs of irritability and will not let you feel that it has become bored. In this sense, the use of computers is perhaps the most useful in individualizing certain aspects of teaching."

The main goal of learning a foreign language is the formation of communicative competence, all other goals (educational, educational, developmental) are realized in the process of implementing this main goal. The communicative approach implies learning to communicate and the formation of the ability for intercultural interaction, which is the basis of the functioning of the Internet. Outside of communication, the Internet makes no sense - it is an international multinational, cross-cultural society, whose life activity is based on electronic communication of millions of people around the world speaking simultaneously - the most gigantic conversation that has ever taken place in terms of size and number of participants. By engaging in it in a foreign language lesson, we create a model of real communication Communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of significant, realistic, interesting and achievable tasks, students learn to respond spontaneously and

adequately to them, which stimulates the creation of original statements, rather than template manipulation of language formulas.

Paramount importance is attached to understanding, conveying content and expressing meaning, which motivates the study of the structure and vocabulary of a foreign language that serve this purpose. Thus, students' attention is focused on the use of forms rather than on themselves, and grammar is taught indirectly, in direct communication, excluding the pure study of grammatical rules.

The computer is loyal to a variety of student responses: it does not accompany the work of students with laudatory or censorious comments, which develops their independence and creates a favorable socio-psychological atmosphere in the classroom, giving them self-confidence, which is an important factor for the development of their individuality.

The development of education nowadays is organically linked with an increase in the level of its information potential. This characteristic feature largely determines both the direction of the evolution of education itself and the future of the whole society. For the most successful orientation in the global information space, it is necessary for students to master information culture, as well as computer-screen culture, since the Internet is increasingly given priority in the search for information.

As an information system, the Internet offers its users a variety of information and resources. The basic set of services may include:

- e-mail (e-mail);
- Teleconferences (usenet);
- video conferences;
- the ability to publish your own information, create your own homepage and place it on a Web server;
- access to information resources:
  reference directories (Yahoo!, InfoSeek/UltraSmart, LookSmart,
- Galaxy);
- search engines (Alta Vista, HotBob, Open Text, WebCrawler, Excite);
- online conversation (Chat).

These resources can be actively used in the lesson.

Mastering communicative and intercultural competence is impossible without the practice of communication, and the use of Internet resources in a foreign language lesson in this sense is simply irreplaceable: the virtual environment of the Internet allows you to go beyond the time and spatial

framework, giving its users the opportunity to authentic communication with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet is only an auxiliary technical means of teaching, and in order to achieve optimal results, it is necessary to competently integrate its use into the lesson process.

Listening training

The website of Lucent Technologies, its Bell Labs division, allows you to hear how any phrase sounds in a foreign language.

A speech synthesizer has been developed here that turns printed text into sound. You can choose one of seven languages - English, German, French, Italian, Spanish.

Then you need to enter something in the selected language in the window. In a few seconds, what is written will be pronounced, albeit somewhat mechanically, but still in a voice. That is, you can voice any phrase from a textbook or any other manual, and online manuals are especially suitable, from where you can easily copy pieces of text without bothering to reprint. You can not just listen to everything you say, but also save it on your disk so that you can return to listening if necessary.

The Internet is an excellent tool for getting information about the latest events in the world. Thus, with the help of the Internet, you can turn a classroom into a news agency, and your students into first-class reporters.

Almost all significant newspapers in the world have their own web pages.

example The Washington Post

Everything you can read about in a newspaper can be seen on the first page - it is a combination of an advertising poster and content. Here are the titles of the most important articles with excerpts from them, which, according to the authors, should attract the attention of readers, and the main provisions discussed in them. Like any periodical publication, web-newspapers are divided into headings and subheadings, i.e., they have a user-friendly interface that allows clicking the mouse button to go directly to the desired section and the article of interest. The Washington Post has 5 main headings: news (news), lifestyle (style), sports (sports), advertisements (classifieds) and market news (marketplace).

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КОММУНИКАТИВНО- ИНДИВИДУАЛИЗИРОВАННЫЙ ПОДХОД, КАК ОДИН ИЗ МЕТОДОВ ОБУЧЕНИЯ ЯЗЫКАМ.

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Annotatsiya: Muammoni takomillashtirishning afzalliklari masalalari ko'rib chiqiladi. Chet ellik faoliyat mexanizmlarini shakllantirish jarayoni tabiiy, o'quv sharoitlari o'quvchilarning individual psixologik xususiyatlari, ta'lim uslublari va dunyoqarashning farqli tomonlari.

Annotation: The problems of the advantage of problem training are considered. Formation process. The process of formation of mechanisms of foreign speaking activity is wedged, natural the learning conditions are individual psychological characteristics of the students, the learning styles and the understanding of the world are different.

Аннатация: Рассмотрены проблемы и преимущества камуникативного обучения. Процесс формирования механизмов иноязычной деятельности заключены, естественные условия обучения - индивидуально-психологические особенности учащихся, различные стили обучения и понимания мира.

Kalit so'zlar: Samaradorligi, muammolar, qiyosiy tavsif, nutq faoliyat, kommunikativ, shaxsiy psixologik xususiyatlar, tilning tafsifi, muhim ahamiyatga ega.

Keywords: Efficiency, problems, comparative description, speech activity, communicative, individual psychological features, description of the language, of fundamental importer.

Ключевые слова: Работоспособность, проблемы, сравнительная характеристика, речевая деятельность, коммуникативные, индивидуально-психологические особенности, описание языка, фундаментальное значение.

Изучая второй язык, человек одновременно усваивает новый мир. На процесс формирования механизмов иноязычной речевой деятельности влияют, естественно условия обучения, индивидуально-психологические особенности студентов их менталитет, стили овладения знаниями, неодинаковое видение и осмысление мира.

Вся эта сложная, интересная и очень нужная для эффективного преподавания проблема покрывается лингвострановедением, ставшим важной частью методики. Отсылая к соответствующей литературе, сейчас подчеркнем лишь то, что форма изучаемого языка, отсутствующая в родном языке, представляется избыточной; она как бы не нужна студентам для выражения его мысли, отчего он ее не усваивает, просто игнорирует. Трудность заключается, в том, чтобы он осознал, что склонение и спряжение нужны для оформления мысли. Истинные трудности оказываются связанными с содержательной, а не материальной стороной. В какой-то мере все это соответствует теперь общепризнанному положению о том, что речь не является простой манифестацией языка, что она имеет собственную структурную и функциональную специфику.

Рассматриваемая проблема недостаточности лишний раз доказывает справедливость сформулированного призыва орентированное и сопоставительное описание языка на коммуникативные проявления, на речь, тексты, дискурс, стиль. В интересах коммуникативно-ориентированного обучения нужны, кроме реальной лингвистической платформы, материал, технологии, данные о языковой стилизации, в национальном видении изучаемого языка. Для адекватного освоения другого языка требуется внедрение в обучение коммуникативных механизмов, вне языковых факторов, национально-культурной специфики ситуаций, самих норм коммуникативного поведения, лингвострановедческих данных. Описание языка не только как средство, но и как деятельность общения, способно преодолевать чувства недостаточности языкового барьера, при восприятии иноязычными студентами.

Принятый в современной методике преподавания языков коммуникативно-деятельностный, индивидуализированный подход требует обновления приемов обучения, ибо очевидно, что старыми способами нельзя достичь новых целей. В сегодняшнем, учебном процессе принципиальное значение приобретает идея индивидуализации. К ней ведет эволюция целей обучения и большая их дифференциация.

Коммуникативно индивидуализированные ориентации предполагают реальность, привлекаемых в процесс обучения общение и ситуации, соотнесенность исполняемых студентами социальных ролей с их деятельностью в условиях естественной коммуникации.

Это заставляет преподавателей особо заботиться о формировании у студента потребности говорить, читать, писать или слушать (на уроке и вне его) как первопричина речевой деятельности. При этом в центре внимания оказывается сам субъект деятельности (говорения, чтения, письма, слушания) студентов с его потребностями, интересами, отношениями к высказываемой мысли.

Прежняя организация учебного процесса в общеобразовательной, да и высшей школе в большинстве случаев представляла собой обучение готовым знаниям и способам действий, т.е носила по характеру репродуктивной. Такое обучение готовит носителей репродуктивного мышления, исполнителей репродуктивной деятельности. Не секрет, что некоторые преподаватели до сих пор находятся в плену такой репродуктивной организации обучения.

Для воспитания творчески действующей и творчески мыслящей личности, необходим такой тип учения, при котором студенты непременно и систематически включаются с преподавателем в процесс поиска убедительных, доказательных решений, личностно значимых коммуникативных задач, благодаря чему они учатся самостоятельно добывать, применять ранее усвоенные знания и овладевают опытом или способом творческой деятельности.

Удачными формами реализации такого (коммуникативно-индивидуализированного) подхода выступают коллективные приемы работы, проблемное обучение с его творческими началами исследовательскими моментами, поисковыми, речемыслительными задачами, стимулирующими творческую активность студентов.

Под коллективными формами в современной методике понимаются такие приемы обучения, при которых выполнение предлагаемых учебных коммуникативных задач подчинено общей цели и обязательно требует кооперации, распределения обязанностей, делового общения самих студентов по поводу а средствами учебного материала и включает в себя взаимоконтроль и взаимоответственность.

Специфика отношений, складывающихся в условиях коллективной учебной деятельности, такова, что требует от каждого учащегося включения в совместную интеллектуальную деятельность, объединение

умственных усилий для преодоления трудности. В таких условиях формируется межличностное общение более высокого уровня происходит перестройка структуры мотивации. Идеи проблемного обучения как средство индивидуализации хорошо восприняты преподавателями, методистами, хотя, очевидно, что оно не решает всех проблем обучения, что границы его применения зависят от специфики учебного материала, но тем не менее оно дает обнадеживающие результаты.

Эффективность проблемного обучения в плане индивидуализации преподавания несомненно. Но пока весь груз организации такого обучения отбора и постановки проблемных ситуаций возлагается на преподавателя. Такой труд оказывается непосильным, что и приводит к слабому распространению проблемного обучения. Нужна проверенная опытом система проблемных задач с ее определенными объективными показателями, созданная не отдельными преподавателями, а научно обоснованная дидактикой и методикой. Признание полезности проблемного обучения еще не сопровождается практической подготовкой преподавателей к его применению.

В Заключении можно сказать, что мысль о деятельности природы иноязычного общения, которому мы призваны обучать в курсе речевой практики, неизбежно влечёт к признанию и поискам персональной структуры, которая, как и структура любого другого вида человеческой деятельности, носит инструментальный характер. Инструментами общения становятся способы формирования мысли, принятые в данном национальном языке и культуре.

Возможности индивидуализации обучения путем создания ситуаций общения, приближенных к естественным, с помощью современных технических средств, в частности видео-компьютерной техники, источником массовой информации (радио, телевидения), методический потенциал которых и раскрыт и используется ясно неполно и оставляет желать лучше.

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PROBLÈME DE LA TRADUCTION DES TEXTES LITTÉRAIRES EN FRANÇAIS

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Annotatsiya: *Fransuz tili dunyo tillari orasida o'zining boyligi va murakkabligi bilan ajralib turadi, bu ayniqsa, badiiy matnlar tarjimasini yanada murakkablashtiradi. Tarjimonlar asl fransuzcha matnning ma'nosi, ohangdorligi va hissiyotlarini to'laqonli ravishda etkazish uchun izlanishlari lozim*

Kalit so'zlar: *tarjima, tarjimonlar, murakkablik, frantsuzcha matn*

Аннотация: *Французский язык, в частности, известен своим богатством и сложностью, что делает перевод художественных текстов еще более сложным. Переводчикам приходится делать сложный выбор, чтобы передать смысл, музыкальность и эмоции оригинального французского текста, отдавая должное целевому языку*

Ключевые слова: *перевод, переводчики, сложность, французский текст*

Annotation: *The French language, in particular, is known for its richness and complexity, which makes the translation of literary texts even more complicated. Translators must make difficult choices to convey the meaning, musicality and emotion of the original French text while doing justice to the target language*

Key words: *translation, translators, complexity, French text*

La traduction des textes littéraires est un art complexe qui nécessite de la finesse et de la précision pour transmettre l'essence même de l'oeuvre originale. Cependant, la difficulté de traduire ces textes réside dans le fait que chaque langue possède ses propres nuances, expressions, sensibilités et conventions

littéraires qui ne peuvent être simplement transposées d'une langue à une autre.[1;56]

La langue française, en particulier, est connue pour sa richesse et sa complexité, ce qui rend la traduction des textes littéraires encore plus compliquée. Les traducteurs doivent faire des choix difficiles pour transmettre le sens, la musicalité et l'émotion du texte original en français tout en rendant justice à la langue cible.

Par exemple, l'utilisation de la syntaxe et de la ponctuation dans la langue française peut créer des effets linguistiques particuliers qui sont difficiles à traduire en d'autres langues. Le choix des mots, leur connotation et leur niveau de formalité sont également essentiels à prendre en considération pour une traduction précise.

En outre, les aspects culturels et historiques doivent être pris en compte lors de la traduction de textes littéraires. L'histoire, les coutumes et les croyances propres à une culture peuvent affecter la signification et la pertinence d'un texte littéraire, notamment en ce qui concerne les allusions et les références culturelles.[2;98]

Il est également important de considérer le public cible de la traduction. Les traductions destinées à un public de jeunes enfants auront des exigences différentes de celles destinées à un public adulte. Le vocabulaire, la syntaxe et la structure de la traduction devront être adaptés en conséquence.

Enfin, un traducteur de textes littéraires doit avoir une connaissance approfondie de la langue cible et de la culture associée. Cela leur permet de comprendre les nuances subtiles du texte original et de les transposer de manière précise et fidèle dans la traduction. Il est donc important pour un traducteur de se maintenir informé des tendances actuelles de la langue et de la culture cibles en lisant des œuvres contemporaines, en suivant des actualités...[3;124]

Il existe aujourd'hui de nombreuses méthodes innovantes de traduction qui permettent de faciliter et d'améliorer le processus de traduction. Voici quelques exemples :

- La traduction automatique neuronale : Cette méthode utilise des réseaux de neurones artificiels pour apprendre à traduire les textes en fonction de leur contexte. Elle permet d'obtenir des traductions plus précises et plus naturelles que les traductions automatiques traditionnelles.

- La traduction assistée par ordinateur : Cette méthode permet aux traducteurs de travailler plus rapidement et plus efficacement en utilisant des outils de traduction assistée par ordinateur. Ces outils leur proposent des traductions alternatives, des suggestions de terminologie et des mémoires de

traduction pour les segments de texte répétitifs. Cela permet de gagner du temps et de réduire les coûts tout en améliorant la cohérence et la qualité de la traduction.

- La traduction collaborative : Cette méthode implique l'utilisation d'une plateforme en ligne qui permet à plusieurs traducteurs de travailler sur le même projet simultanément. Les traducteurs peuvent consulter et modifier le travail des autres en temps réel, ce qui permet d'accélérer le processus de traduction et d'améliorer la qualité en capitalisant sur la collaboration de l'ensemble des traducteurs et de leur expertise. Cette méthode est particulièrement utile pour les projets de grande envergure nécessitant une traduction rapide et précise.

- La traduction automatique : Cette méthode utilise des logiciels basés sur des algorithmes pour traduire des textes d'une langue à l'autre. Bien que cette méthode soit rapide et peu coûteuse, elle n'est pas aussi précise que la traduction humaine et peut entraîner des erreurs de traduction. Cependant, cette méthode peut être utile pour la traduction de textes simples et répétitifs, tels que des e-mails ou des documents techniques.[5;78]

En bref, la traduction de textes littéraires est un véritable art qui exige non seulement une excellente maîtrise des langues source et cible, mais aussi une connaissance approfondie de la culture et de la littérature associées à ces langues. Les traductions littéraires peuvent aider à présenter une œuvre à un public plus large et diversifié et permettre ainsi à l'auteur de toucher un public international et de partager sa vision et son message à travers les frontières linguistiques. De plus, les traductions littéraires peuvent également contribuer au développement de la compréhension et de l'appréciation de différentes cultures et perspectives, en permettant aux lecteurs de découvrir des œuvres littéraires issues de différentes régions du monde. En somme, la traduction littéraire est un outil précieux pour la promotion de la diversité culturelle et linguistique.

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КОММУНИКАТИВНЫЙ МЕТОД ОБУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: Maqolada chet tilini o'qitishning kommunikativ usuli keltirilgan. Kommunikativ usul nutqni o'rgatish uchun mo'ljallangan. Bu metod asosida qaysi til va qanday sharoitda o‘qitilishiga qarab turli xil ta’lim tizimlari yaratilishi mumkin.

Kalit so'zlar: kommunikativ usul, o'qitish, chet tili, zamonaviy usullar, assimilyatsiya, samarali.

Аннотация: В статьи представлена коммуникативный метод обучения иностранного языка. Коммуникативный метод предназначен для обучения говорению. На основе этого метода могут быть созданы разные системы обучения, в зависимости от того, какому языку обучают и в каких условиях.

Ключевые слова: коммуникативный метод, обучения, иностранный язык, современные методы, усвоение, эффективный.

Annotation: The article presents a communicative method of teaching a foreign language. The communicative method is designed to teach speaking. Based on this method, different training systems can be created, depending on which language is taught and in what conditions.

Keywords: communicative method, teaching, foreign language, modern methods, assimilation, effective.

Выдвижение иноязычной культуры в качестве цели обучения вызвало появление вопроса о необходимости создания новой методической системы, которая могла бы обеспечить достижение этой цели наиболее эффективным и рациональным способом. Тогда коллектив кафедры обучения иностранным языкам Термезского государственного университета в течение ряда лет вел разработку принципов коммуникативной методики. Логика разработки коммуникативной методики и привела к окончательному выдвижению иноязычной культуры в качестве цели обучения иностранным языкам в школе. А подобная система может быть построена только на коммуникативной основе. Кроме того, как показала практика использования коммуникативной методики,

она обеспечивает не только усвоение иностранного языка как средства общения, но и развитие всесторонних качеств личности учащихся. Коммуникативный метод явился основой для создания учебников по английскому языку в средней школе.

Коммуникативное обучение строится таким образом, что все его содержание и организация пронизаны новизной.

Новизна предписывает использование текстов и упражнений, содержащих что-то новое для учеников, отказ от многократного чтения того же текста и упражнений с тем же заданием, вариативность текстов разного содержания, но построенных на одном и том же материале. Таким образом, новизна обеспечивает отказ от произвольного заучивания, развивает речепроизводство, эвристичность и продуктивность речевых умений учащихся, вызывает интерес к учебной деятельности [2, с.245, с.276].

Как уже было сказано ранее, многие современные методики являются коммуникативно-ориентированными, и одной из важнейших их целей является обучение общению и владению речевыми средствами. Каждая из методик использует при этом разные средства, методы и принципы. То есть, каждая из методик имеет отличительные специфические черты.

Самой первой специфической чертой коммуникативной методики является то, что целью обучения является не овладение иностранным языком, а «иноязычной культурой», которая включает в себя познавательный, учебный, развивающий и воспитательный аспект. Эти аспекты включают в себя знакомство и изучение не только языковой и грамматической системы языка, но и его культуры, взаимосвязи ее с родной культурой, а также строя чужого языка, его характера, особенностей, сходства и различия с родным языком. Также они включают в себя удовлетворение личных познавательных интересов обучаемого в любой из сфер своей деятельности. Последний фактор обеспечивает дополнительную мотивацию к изучению иностранного языка со стороны обучаемых, в этом не заинтересованных.

Второй специфической чертой коммуникативной методики является овладение всеми аспектами иноязычной культуры через общение. Именно коммуникативная методика впервые выдвинула положение о том, что общению нужно обучать только через общение, что стало для современных методик одной из характерных черт. В коммуникативной методике обучения общение выполняет функции обучения, познания,

развития и воспитания.

Следующей отличительной чертой предлагаемой концепции является использование всех функций ситуации. Коммуникативное обучение строится на основе ситуаций, которые (в отличие от других методических школ) понимается как система взаимоотношений. Главный акцент здесь ставится не на воспроизведение с помощью средств наглядности или словесное описание фрагментов действительности, а на создание ситуации как системы взаимоотношений между обучаемыми. Обсуждение ситуаций, построенных на основе взаимоотношений обучаемых, позволяет сделать процесс обучения иноязычной культуре максимально естественным и приближенным к условиям реального общения [3, с.128].

Коммуникативная методика также включает в себя и овладение невербальными средствами общения: такими, как жесты, мимика, позы, дистанция, что является дополнительным фактором при запоминании лексического и любого другого материала.

Специфической чертой коммуникативной методики является также использование условно-речевых упражнений, то есть таких упражнений, которые построены на полном или частичном повторении реплик преподавателя. По мере приобретения знаний и навыков характер условно-речевых упражнений становится все более сложным, пока необходимость в них не исчерпывает себя, когда высказывания обучаемых не становятся самостоятельными и осмысленными.

Коммуникативность - предполагает построение обучения, как модели процесса общения. Чтобы придать обучению основные черты процесса общения, во-первых, необходимо перейти на личностное общение с учащимися, благодаря чему в работе с аудиторией складывается нормальный психологический климат. Во-вторых, для решения этой задачи необходимо использовать все способы общения - интерактивный (когда происходит взаимодействие учителя с учениками на основе какой-либо деятельности, помимо учебной),

- персептивный (когда имеет место восприятие друг друга как личностей, минуя статусы учителя и ученика),

- информационный (когда ученик и учитель меняются своими мыслями, чувствами, а не словами и грамматическими структурами). И третье необходимое условие - это создание коммуникативной мотивации - потребности, которая побуждает учащихся, участвовать в общении, с целью изменить взаимоотношения с собеседником. Общение должно быть

построено таким образом, чтобы происходило постепенное овладение речевым материалом.

Коммуникативный метод предназначен для обучения говорению. На основе этого метода могут быть созданы разные системы обучения, в зависимости от того, какому языку обучают и в каких условиях. Например, обучение говорению на английском языке в языковой (неязыковой) школе. Кроме того, коммуникативность, как категория методики может служить базой для создания методов обучения и другим видам речевой деятельности – аудированию, чтению, письму, переводу. В этом случае номенклатура принципов будет несколько иной.

Почему урок иностранного языка часто остается лишь уроком языка, но не становится уроком иноязычной культуры? Прежде всего, потому что сам учитель не является (а зачастую и не хочет являться) знатоком и пользователем той самой иноязычной культуры, освоением которой, он должен заниматься совместно с учениками. А ведь культура приходит к ученику, прежде всего через сам язык, через общение на языке. Учителя часто упускают из виду тот факт, что значительную часть процесса обучения занимает обучение которое, может стать основной проекцией иноязычной культуры на уроке ИЯ. Для успешного развития говорения нужно создать языковое окружение:

- разговор по душам;
- анекдот;
- «разогрев»;
- розыгрыш и др.

Говоря о роли и месте данной технологии в образовательном процессе, нужно отметить, что в концепции развития образования Республики Узбекистан поставлена задача серьезной перестройки преподавания иностранного языка, так как, необходимо улучшать коммуникативную направленность обучения.

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REVOLUTIONIZING LANGUAGE LEARNING: TEACHING FOREIGN LANGUAGES WITH ARTIFICIAL INTELLIGENCE

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Annotation: Artificial intelligence (AI) has revolutionized the field of language education, providing innovative tools and approaches to enhance the teaching and learning of foreign languages. This article explores the transformative role of AI in language education and its impact on learners.

Аннотация: Искусственный интеллект (ИИ) произвел революцию в области языкового образования, предоставив инновационные инструменты и подходы для улучшения преподавания и изучения иностранных языков. В этой статье исследуется преобразующая роль ИИ в языковом образовании и его влияние на учащихся.

Annotatsiya: Sun'iy intellekt (AI) chet tillarini o'qitish va o'rganishni yaxshilash uchun innovatsion vositalar va yondashuvlarni taqdim etib, til ta'limi sohasida inqilob qildi. Ushbu maqola SI tilni o'qitishdagi o'zgaruvchan ro’li va uning o'quvchilarga ta'sirini o'rganadi.

Keywords: Artificial intelligence, intelligent tutoring systems, speech recognition, natural language processing.

Ключевые слова: искусственный интеллект, интеллектуальные обучающие системы, распознавание речи, обработка естественного языка.

Kalit so'zlar: Sun'iy intellekt, aqlli repetitorlik tizimlari, nutqni aniqlash, tabiiy tilni qayta ishlash.

Learning a foreign language is an enriching experience that opens doors to new cultures, opportunities, and connections. In recent years, advancements in artificial intelligence (AI) have revolutionized the way foreign languages are

taught. AI-powered technologies offer innovative tools and approaches that enhance language learning, personalize instruction, and provide learners with immersive and interactive experiences. In this article, we explore the transformative role of AI in teaching foreign languages and its impact on learners.

Personalized Language Instruction: One of the significant advantages of AI in language education is the ability to provide personalized instruction. AI-powered intelligent tutoring systems analyze learners' strengths, weaknesses, and learning patterns to deliver customized lessons and exercises. By adapting the content difficulty, pacing, and feedback based on learners' progress, AI algorithms optimize their language learning experience. This personalized approach addresses individual needs, allowing learners to focus on areas requiring improvement and progress at their own pace.

Enhancing Pronunciation and Speaking Skills: AI technologies equipped with speech recognition capabilities offer learners invaluable opportunities to practice pronunciation and receive instant feedback. Learners can engage in speaking exercises and conversations with AI-powered systems that analyze their spoken language. The algorithms provide feedback on pronunciation accuracy, intonation, and fluency, enabling learners to refine their speaking skills. This real-time feedback helps learners gain confidence and improve their spoken language abilities, leading to better communication in the target language.

Interactive Language Practice: AI's natural language processing capabilities allow for interactive language practice. Chatbots and virtual assistants powered by AI engage learners in conversations, responding to their queries, and providing language feedback. These interactive interactions provide learners with authentic language practice, helping them develop conversational skills and overcome language barriers. Learners can engage in meaningful dialogues and receive immediate responses, creating an immersive language learning environment.

Writing Support and Grammar Assistance: AI algorithms can analyze learners' written text, offering grammar suggestions, error detection, and alternative phrasing options. This AI-powered writing support helps learners refine their writing skills, gain a deeper understanding of grammatical structures, and expand their vocabulary. By providing guidance and feedback, AI aids learners in expressing themselves more accurately and confidently in written form, improving their overall language proficiency.

Immersive Experiences and Gamification: AI technology facilitates immersive language learning experiences through gamification and virtual reality. Language learning platforms can create interactive games, simulations, and virtual environments that engage learners in meaningful practice. Learners can navigate virtual worlds, interact with virtual characters, and solve language-related challenges, all while improving their language skills. These immersive experiences create a sense of engagement, motivation, and cultural understanding, making language learning more enjoyable and effective.

Intelligent Content Recommendation: AI algorithms can recommend tailored language learning materials based on learners' preferences, learning styles, and progress. Learners receive suggestions for reading materials, listening exercises, videos, and cultural content that align with their interests and proficiency levels. This personalized approach enhances learner engagement and motivation, as learners can explore content that resonates with their individual needs, fostering a deeper connection with the target language and culture.

Data-Driven Progress Tracking: AI-powered language learning systems track learners' progress and collect data on their performance. By analyzing this data, AI algorithms provide detailed progress reports, highlighting specific areas for improvement. Learners can monitor their language learning journey, set goals, and track their advancement. Data-driven progress tracking enables learners to take ownership of their learning, identify areas needing focus, and measure their achievements.

Augmenting Human Interaction: While AI technologies play a transformative role in language education, the importance of human interaction remains paramount. Language teachers bring expertise, guidance, and cultural insights that complement the AI-powered tools. The combination of AI and human interaction creates a harmonious learning environment, where learners benefit from personalized instruction, interactive experiences

The Role of Teachers in AI-Enabled Language Education: AI technologies are not meant to replace language teachers but rather to augment their role. Language teachers play a crucial role in guiding learners, providing support, and facilitating meaningful interactions. They leverage AI-powered tools to enhance their teaching methodologies and personalize instruction further. Teachers can utilize AI-generated data on learners' progress to inform their teaching strategies, adapt content to learners' needs, and offer targeted feedback. This collaborative approach combines the strengths of AI and human expertise, ensuring a comprehensive and effective language learning experience.

Access and Inclusivity: AI-enabled language learning has the potential to address issues of access and inclusivity. With AI, language learning resources can be made more widely available, reaching learners in remote areas or those with limited access to traditional language education. AI-powered platforms can offer flexible learning options, allowing learners to study at their own pace and convenience. Additionally, AI can assist learners with disabilities by providing adaptive learning experiences tailored to their specific needs, ensuring inclusivity in language education.

Continued Advancements and Future Directions: As AI continues to advance, new possibilities for language learning emerge. Future developments may include enhanced natural language understanding, more sophisticated speech recognition capabilities, and increased personalization based on individual learner profiles. AI-powered translation tools will improve, facilitating cross-linguistic communication and comprehension. Additionally, AI can contribute to the development of language learning chatbots that simulate real-life conversations, providing learners with immersive language practice.

Conclusion: Artificial intelligence has revolutionized language education by offering innovative tools that enhance instruction, personalize learning experiences, and provide immersive language practice. Through AI-powered technologies, learners can receive personalized feedback, practice pronunciation, engage in interactive conversations, and immerse themselves in virtual language environments. Language teachers play a crucial role in utilizing AI tools to augment their teaching methodologies and provide learners with guidance and support. As AI continues to evolve, it holds the potential to further transform language education, making language learning more accessible, inclusive, and effective for learners worldwide. By embracing the benefits of AI, language educators can empower learners on their language learning journeys and facilitate meaningful connections across cultures and languages.

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БОШЛАНҒИЧ СИНФЛАРДА ЧЕТ ТИЛ ТАЪЛИМИ САМАРАДОРЛИГИНИ ОШИРИШДА АХБОРОТ-КОММУНИКАЦИОН ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШ

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Аннотация. Бу мақолада бошланғич синф ўқувчиларига инглиз тилини ўқитишнинг самарадорлигини оширишда ахборот- коммуникацион технологиялардан фойдаланиш усуллари ёритилган.

Kalit so'zlar. Nostandart, tushuncha, faoliyat, IT, AKT, illyustrativ materiallar, psixologik yondashuv

Аннотация. Данная статья раскрывает эффективные методы информационно коммуникативтивных технологий на уроках при изучении английского языка учащимися в национальных классах в изучении английского языка.

Ключевые слова. Нестандарт, концепция, деятельность, ИТ, ИКТ, иллюстративные материалы, психологический подход

Annotation. This article discusses how to use ICT to increase the effectiveness of teaching English to primary school pupils.

Key words. Nonstandard, concept, activity, IT, ICT, illustrative materials, psychological approach

Компьютер саводхонлиги таълим жараёнида сифатли ўқитишни таъминлашнинг замонавий усулларидан энг муҳими бўлиб, ахборот технологияларини қўллаш бошланғич синф ўқувчиларида ақлий, ижодий ва шахсий сифатларни ривожлантириш ва такомиллаштиришнинг асоси бўлиб хизмат қилади.

Бола илк бор мактабга қадам қўяр экан, билимлар оламига тушиб қолади. Бу масканда у жуда кўп номаълум нарсаларни ўрганиши,

оригинал, ностандарт масалаларни ҳал этиши зарур. Ижодкор шахсни шакллантириш Ўзбекистон таълимини ислоҳ қилиш концепцияси (Кадрлар тайёрлаш миллий дастури) да илгари сурилган бош масалалардан ҳисобланади. Унинг амалга оширилиши кичик ёшдаги мактаб ўқувчисининг билимга қизиқиши, лаёқатлари ва имкониятларини ривожлантиришни тақозо этади.

Зерикарли дарсларда бахтдан кўзлари чақнаб турган болаларни учрата олмайсиз, албатта. Уларни мураккаб, қайсидир жиҳатлари билан улар учун зерикарли билимлар оламига қандай қилиб шодон қиёфада йўллаш мумкин. Тажрибали ўқитувчилар ўз иш тажрибаларида болаларнинг табиатидан келиб чиқиб ўйин, ижобий ҳиссиётларни қўзғовчи вазиятлар, жуфтликда ишлаш, муаммоли таълим фаолиятидан фойдаланишни маъқул кўришади. Кичик мактаб ёшидаги ўқувчилар учун ўйин – улар ҳаёт фаолиятининг ниҳоятда мазмунли бўлагидир. Ўйин жараёнида бола ташқи талаблар эмас, ички эҳтиёжидан келиб чиқиб, фаолиятга киришади. Ўйиннинг мақсади – жиддий ва зўриқтирувчи меҳнатни ўқувчилар учун қизиқарли ва мароқли машғулотга айлантиришдан иборат.

Билимга қизиқишни таркиб топтиришнинг бошланғич босқичида болаларни ўйин ҳаракатлари ўзига жалб этади. Ўйин дарсни қизиқарли қилувчи фон вазифасини бажаради.

Дарсларда дидактик ҳамда сюжетли-ролли ўйинлар, кроссвордлар, топишмоқлар, ребуслардан фойдаланиб, янги ўқув материалини ноанъанавий шаклда тақдим этиш имконияти мавжуд, масалан: эртак-дарс, саёҳат-дарс,экскурсия-дарс. Ноанъанавий дарс эса ўқитувчидан қўшимча меҳнат ва ижодкорликни талаб этади. Бошланғич синфда айниқса чет тила дарсини кўргазмали материалсиз ўтиб бўлмайди. Лекин уни қаердан топиш мумкин? Айнан ушбу жараёнда ахборот-коммуникатив технологиялар кўмакка келади. Ахборот технологиялар катта имкониятларга эга бўлгани сабабли ўқувчиларни билимларни излашнинг толмас тадқиқотчиларига айлантиради.

Ахборот-коммуникацион технологиялар (АКТ) – бу билим, далил ва қонунларни тақдим этишда барча имкониятларни ўзида жамлаб олган усул ва методлар демакдир. Ҳар қандай технология – бу ахборот технологиялари бўлиб, унинг негизини маълумотларни қабул қилиш ва қайта ишлаш ташкил этади.

АКТ қўлланган дарслар бошланғич синфларда янада муҳим аҳамият касб этади. Чунки 1-4 синф ўқувчилари кўргазмали-образли тафаккур

юритадилар, шу сабабли уларни ўқитишда имкон қадар кўпроқ сифатли иллюстратив материалларни қўллаш лозим, бу тафаккур жараёнини кўриш, эшитиш ва ижодий тасаввурни жалб этиш имконини беради.
Биринчидан, АКТни қўллаш ижобий ўқув мотивацияларини кучайтириш имконини беради ва ўқувчининг билиш фаолиятини фаоллаштиради.
Иккинчидан, АКТни қўллаш дарсни юқори эстетик ва эмоционал даражада ўтказиш имконини беради; кўргазмалиликни таъминлайди, салмоқли миқдордаги дидактик материаллардан фойдаланишга имконият яратади.
Учинчидан, дарсда ўқув меҳнати ҳажмини 1,5 – 2 мартага оширади; ўқитишнинг юқори табақалаштириш даражасини таъминлайди (деярли индивидуаллаштиради).

Тўртинчидан, мустақил фаолият имкониятларини оширади; ҳақиқий тадқиқот фаолияти малакаларини шакллантиради.
Бешинчидан, турли маълумотлар тизими ҳамда электрон кутубхоналардан фойдаланиш учун шароит яратади.
Дарсларда, унинг мақсади қандай бўлишидан қатъий назар, турли хил дидактик воситалардан фойдаланилади: янги материални тушунтиришда қўшимча ресурслардан фойдаланиш: тақдимотлар, Интернет-сайт маълумотлари ва дискдаги ахборот ресурслари шулар жумласидандир.

Ўқув предметига қизиқишни ривожлантиришнинг самарали воситаларидан бири – дидактик ўйинлардир улар:
– чарчоқ ҳиссини йўқотишга кўмаклашади;
– болаларнинг индивидуал лаёқатларини намоён қилади;
– хотирани кучайтиради.

Бошланғич синфда чет тил курси салмоқли миқдордаги мавҳум тушунчаларни ўзлаштиришни талаб этади. Бунда ўқитувчиларга ўзининг барча имкониятлари билан мультимедиа ёрдамга келади: ранг, шакл, уй ҳайвонлар, ёввойи ҳайвонлар, оила мавзуси, умуман, бошқа кўплаб тушунчаларни ўқувчи улар кўмагида англаб етади. Шу тарзда, компьютер технологиялари анъанавий расмлар, жадваллар, моделлар кўргазмалиликнинг юқори даражасини таъминлайди.
Компьютер воситасида, Power Point дастури ёрдамида тақдимот яратиш чет тил дарсларида слайдлар тайёрлаш имконини беради. Мультимедиа шунчаки иллюстрация тўпламидан иборат бўлмай, анимациялар билан бойитилиши керак, бу ўқитувчига барча хусусиятларни кўрсатиш имконини беради.

АКТни қўллаш чет тил дарсида назорат ва ўз-ўзини назорат малакаларини ривожлантиришда қўл келади. Эталон бўйича назоратни

амалга ошириш осон ва тез амалга ошади. Компьютер ёрдамида тестлаштириш ўқувчилар билимини жадал баҳолаш имконини беради.
Ўқитувчи АКТ воситасида дарс ўтар экан, унинг бир бутун манзарасини сақлаб қолиши, асосий мақсадни амалга оширишга эришиши зарур.

Кичик мактаб ёшидаги ўқувчиларнинг психологик хусусиятларини ҳисобга олиб, АКТни қўллаш ниҳоятда аниқ режалаштирилган, чуқур ўйлаб, дарс мақсадига қаратиб қўлланган бўлиши керак. Дарсни режалаштиришда АКТни қўллаш йўллари, ўрни ва мақсадини обдон фикрлаб олиш керак.

АКТ дарснинг турли босқичларида қўлланилиши мумкин, хусусан, ўқувчиларни янги билимларни ўзлаштиришга тайёрлаш, янги билимларни ўзлаштириш, мустаҳкамлаш, дарс натижаларини келтириш, уй вазифасини бажариш каби жараёнларда.
Хулоса қилиб шуни айтиш мумкинки, дарс жараёнида АКТни қўллаш орқали дарс самарадорлигини ошириш, вақтдан унумли фойдаланиш ва ўқувчиларнинг ўз-ўзини назорат қилишига эришиш мумкин.

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ЁШЛАРДА СИЁСИЙ МАДАНИЯТНИ ШАКЛЛАНТИРИШДА ИЖТИМОИЙ ФАОЛЛИКНИ КУЧАЙТИРИШНИНГ АҲАМИЯТИ

Ўрозов Ш.З. – СамИСИ катта ўқитувчиси.

Аннотация: Ёшларнинг сиёсат субъекти сифатида, уларга хос сиёсий маданиятнинг миллий-маънавий негизларидаги ўзгаришларни ўрганиш мамлакатда эркин, демократик фуқаролик жамиятини қуриш вазифаларини амалга оширишда устувор аҳамиятга эга. Мустақил юртимизда ёшлар сиёсий маданиятининг миллий-маънавий негизларидаги ўзгаришлар соҳасида амалга оширилаётган ислоҳотлар давлат сиёсатининг устувор йўналишига айланди.

Калит сўзлар: Ёшлар, сиёсат, сиёсий маданият, ижтимоий фаоллик, маданият, маънавият, миллий маънавият, фуқаролик жамияти, давлат.

Аннотация: Изучение изменений национально-духовных основ политической культуры молодежи как политического субъекта является приоритетным в реализации задач построения свободного, демократического гражданского общества в стране. В нашей независимой стране проводимые реформы в области изменения национально-духовных основ молодежной политической культуры стали приоритетом государственной политики.

Ключевые слова: молодежь, политика, политическая культура, общественная активность, культура, духовность, национальная духовность, гражданское общество, государство.

Resume: The study of changes in the national and spiritual foundations of the political culture of young people as a political subject is a priority in the implementation of the tasks of building a free, democratic civil society in the country. In our independent country, the ongoing reforms in the field of changing the national and spiritual foundations of youth political culture have become a priority of state policy.

Key words: youth, politics, political culture, social activity, culture, spirituality, national spirituality, civil society, state.

Мамлакатимизда бугунги кунда ёшларга эътибор кундан-кунга ортиб бормоқда. Буюк давлатни барпо этишга қодир баркамол авлод – мустақил инсонни тарбиялаш учун зарур бўлган барча иқтисодий, сиёсий ҳамда маънавий шарт-шароитлар мустақиллик йилларида яратилди, барча соҳаларда ёшлар ҳуқуқларини ҳимоя қилиш мақсадида тегишли ташкилий-ҳуқуқий асослар тўла шакллантирилди. Жамиятнинг сиёсий маданияти

мураккаб тузилишга эга бўлиб, у турли хил гуруҳлар, қатламларнинг сиёсий онги ва маданияти орқали сиёсий муносабатларда ўзининг моҳиятини ифода этади. Ёшларнинг сиёсат субъекти сифатида, уларга хос сиёсий маданиятнинг миллий-маънавий негизларидаги ўзгаришларни ўрганиш мамлакатда эркин, демократик фуқаролик жамиятини қуриш вазифаларини амалга оширишда устувор аҳамиятга эга. Мустақил юртимизда ёшлар сиёсий маданиятининг миллий-маънавий негизларидаги ўзгаришлар соҳасида амалга оширилаётган ислоҳотлар давлат сиёсатининг устувор йўналишига айланди. Зеро, сиёсий маданият мамлакатимизда яшаётган ҳар бир фуқаронинг миллий ғоя ва мафкура асосида фаолият юритишини, ёшларни шахс сифатида камол топтириш, уларнинг ижтимоий-сиёсий фаоллигини ошириш, тараққиёт истиқболларини белгилаш нуқтаи назаридан долзарб вазифадир.

Мустақиллик юртимиз ёшларига иқтисодий, ижтимоий-сиёсий соҳадаги фаоллиги учун кенг имкониятлар яратди. Зеро, бугунги кунда ёшлар меҳнат ва ижтимоий-сиёсий фаоллигининг концептуал жиҳатларини илмий-назарий тадқиқ этиш, берилган имкониятни янги босқичга кўтариш борасида бир қатор муаммолар ҳам юзага келмоқдаки, уларни атрофлича ўрганиш вазифаси долзарб аҳамият касб этмоқда. Негаки, мустақилликни мустаҳкамлаш, биринчи навбатда, ёшларга, уларнинг меҳнат ва ижтимоий-сиёсий фаоллигига, ғоявий етуклигига ҳамда миллий ўзлигини чуқур англашларига боғлиқдир. Шужиҳатдан мамлакатимизда мустақиллик йилларида ёшлар фаоллигини ўрганиш ва уларнинг бу борадаги фаолиятини рағбатлантириш омилларини аниқлаш ҳозирги кунда барча ижтимоий-гуманитар фанлар олдига бир қатор долзарб вазифаларни қўймоқда.

Ёшларда сиёсий маданиятни шакллантиришда қуйидаги омилларга эътибор қаратиш лозим:

Биринчидан, ёшларнинг интеллектуал қобилиятларини ва имкониятларини юзага чиқариш муаммоси уларнинг меҳнат фаолиятида шахсий ва ижтимоий манфаатларини уйғунлаштириш, юрт тинчлиги, Ватан равнақи борасидаги саъй-ҳаракатларининг самарали механизмларини атрофлича ўрганиш ҳозирги кунда ижтимоий-гуманитар фанлар олдида турган долзарб масалалардан бирига айланган. Ёшларнинг ўзига хос хусусиятларини алоҳида ижтимоий демографик гуруҳ сифатида ўрганиш, уларнинг фуқаролик жамияти тараққиётидаги ўрнини аниқлаш, энг аввало, ижтимоий-сиёсий фаоллигини оширишнинг назарий-методологик асосларини, қонуниятларини ўрганиш зарур.

Иккинчидан, бугунги кунда ёшлар билан боғлиқ муаммоларни атрофлича ўрганиш учун уларнинг яшаш шароитлари, меҳнат фаолиятининг турлари, хулқи, турмуш тарзи, сиёсий, ҳуқуқий маданияти даражаси, ҳаётий мўлжаллари, саломатлиги, фуқаролик бурчларини бажариши, илмий-ижодий қобилияти, мустақил фикрлаш мезонлари билан боғлиқ жараёнларни илмий жиҳатдан тадқиқ этиш ҳар қачонгидан муҳим аҳамият касб этмоқда.

Учинчидан, ёшларнинг жамият тараққиётидаги ижтимоий-сиёсий, иқтисодий, ҳуқуқий, маданий ислоҳотларни амалга ошириш, бозор муносабатлари шароитида рағбатлантиришдаги айрим муаммоларни илмий-фалсафий жиҳатдан ўрганиш бугунги куннинг долзарб муаммоларидан бирига айланмоқда. Негаки, келажаги буюк давлат фуқароси бўладиган баркамол авлодни тарбияламасдан, унинг ижтимоий онги, сиёсий ва ҳуқуқий маданияти, ижтимоий ва бунёдкорлик фаолиятини янги босқичга кўтармасдан туриб бирон-бир соҳада барқарор тараққиёт ва иқтисодий ўсишга эришиб бўлмайди.

Тўртинчидан, бозор иқтисодиётига ўтиш жараёнида халқимиз фаровонлигини таъминлаш борасидаги барча амалий вазифаларнинг ечими кўп жиҳатдан фуқаролар, хусусан, ёшларнинг меҳнат ва ижтимоий-сиёсий фаоллиги, маънавий, ахлоқий етуклигига, уларнинг ҳуқуқий билим даражаси, имон-эътиқодига боғликдир. Демак, фуқаролик жамиятини барпо этиш борасидаги барча вазифаларни давлатимиз раҳбари Ислом Каримовнинг Ўзбекистон Республикаси Олий Мажлиси Қонунчилик палатаси ва Сенатининг 2010 йил 12 ноябрдаги қўшма мажлисида “Мамлакатимизда демократик ислоҳотларни янада чуқурлаштириш ва фуқаролик жамиятини ривожлантириш концепцияси”да қўйилган олти йўналишни амалга ошириш ёшларда сиёсий маданиятни юксалтириш заруратини юзага келтирмоқда.

Бешинчидан, мустақил давлатимизни дуёнинг энг ривожланган демократик давлатлари даражасига кўтариш масаласининг амалий ечими ҳам бугунги кун ёшлари зиммасига улкан масъулият юклаётгани билан боғликдир. Мустақиллик масъулиятини шакллантириш эса, энг аввало, таълим-тарбия ишларини янада самарали ташкил этиш, ёшларни илм-фан, илғор маданият, ҳозирги замон техника ва технологиялари ютуқлари асосида тарбиялашни талаб этади.

Олтинчидан, фуқаролик жамияти ривожида ёшлар сиёсий маданиятини юксалтириш жараёни жамият маънавиятининг ажралмас таркибий қисмидир. Шу боис ёшларнинг маънавий-ахлоқий қиёфаси

жамият ижтимоий ҳаётида рўй бераётган ўзгаришларга нисбатан муносабатлари айнан ижтимоий-сиёсий, иқтисодий, маданий-маънавий соҳалардаги йўналишлар имконият ва шарт-шароитлар таъсирида шаклланади. Шунга кўра, ёшларимизни миллий-маънавий қадриятлар асосида тарбиялаш, уларда ижодий фикрлайдиган мустақиллик тафаккурини ва дунёқарашини шакллантиришда янги педагогик ва ахборот технологиялари асосида таълим бериш, интернет имкониятларининг ижобий ва салбий таъсирини ўрганиш муҳим аҳамиятга эга.

Еттинчидан, ёшлар сиёсий маданиятини юксалтириш жараёнини фуқаролик жамияти тараққиёти сифатида ўрганиш XXI асрнинг умуминсоний фундаментал муаммолари деб эътироф этилаётган халқаро терроризм, диний экстремизм, сепаратизм ва наркоагрессия, ОИТС ва шу каби ёшлар тақдири учун ҳалокатли бўлган иллатларга қарши кураш олиб боришда муҳим ўрин эгаллайди. Негаки, айрим ёшларнинг турли хил диний экстремистик оқимларга кириб кетишининг сабабларидан бири ҳам ижтимоий-сиёсий жиҳатдан пассивлиги натижасидир.

Саккизинчидан, ёшлар ижтимоий фаоллигининг билиш жараёни ва ўрганишнинг бугунги кунда янада долзарблиги уларнинг касбий тайёргарлиги, хулқига, касб одобига, амалий фаолиятига ижобий таъсир кўрсатаётганини фалсафий-методологик жиҳатдан атрофлича ўрганиш яна бир муаммо, яъни айрим ёшларимизнинг хорижий мамлакатларда иқтисодий манфаат ҳамда фаровонлик излаб юришлари сингари ҳолатларнинг келиб чиқаётгани билан боғлиқдир. Бу борадаги мавжуд муаммоларнинг ечимини топиш борасида ҳукумат ва жамоатчилик саъй-ҳаракатларини уйғунлаштириш бугунги куннингдолзарб вазифаларидандир.

Хулоса қилиб айтганда, ёшларда сиёсий маданиятни шакллантиришда ижтимоий фаолликни кучайтиришнинг аҳамияти жуда муҳим ҳисобланади.

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РОЛЬ ПЕДАГОГИЧЕСКИХ ИННОВАЦИЙ В РАЗВИТИИ КРЕАТИВНОГО МЫШЛЕНИЯ СТУДЕНТОВ

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Abstract: This article is devoted to the formation of professional competencies and creative development of future technical specialists. The importance of using active methods and the activity approach to the development of professional creativity necessary for solving professional practical problems are considered.

Аннотация: Настоящая статья посвящено формированию профессиональных компетенций и развития креативности будущих специалистов технического профиля. Рассмотрен важность использования активных методов и деятельностный подход развития профессионального творчества необходимые для решения профессиональных практических задач.

Annotatsiya: Ushbu maqola bo'lajak texnik mutaxassislarning kasbiy kompetentsiyalarini shakllantirish va ijodkorligini rivojlantirishga bag'ishlangan. Kasbiy amaliy muammolarni hal qilishda zarur bo'lgan va kasbiy ijodni rivojlantirishga qarqtilgann faol usul, yondashuvlardan foydalanishning ahamiyati ko'rib chiqiladi.

Ключевые слова: креативные способности, эвристический подход, профессиональные компетенции, активные методы обучения, деятельностный подход.

Тенденции развития системы высшего профессионально-технического образования показывают очевидную значимость эвристического подхода к формированию профессиональных компетенций будущих специалистов технического профиля. Этому способствует развитие самостоятельности в получении знаний, формирование представлений о собственной жизненной позиции и будущей профессии, осознанию себя целостной личностью [1]. Несомненно, стратегические ориентиры трансформации высшего образования сегодня должны быть связаны с развитием творческого потенциала студентов. В свою очередь, способность к творчеству связана с понятием креативности. Креативность предполагает творческое мышление, способность к расширению видения

проблем и поиску вариантов их решений. Развитие креативности студентов технического вуза – вопрос первостепенной значимости, актуальность которой объясняется тем, что профессиональной технической сфере необходима личность, способная мыслить нестандартно, принимать обоснованные решения и организовывать их выполнение. В свою очередь, развитие профессионального творчества в процессе практической деятельности предполагает овладение системно-специальными знаниями, навыками и комплексными умениями, необходимыми для решения профессиональных практических задач.

Творчество в области науки – это открытие новых истин, фактов, законов. Справедливо считать, что память и мышление позволяют расширять наши знания. Поскольку мышление является отражением в сознании человека существенных свойств, связей и отношений предметов и явлений окружающего мира, то можно с уверенностью утверждать, что оно является и высшей формой творческой активности человека. По мнению М. Вертгеймера, мышление – это «не беспорядочные поиски, не следование усвоенным навыкам, а переход от одного состояния к другому, от менее совершенной структуры к более совершенной» [**2**]. И действительно, человек по-разному может выразить одну и ту же мысль, не находясь в жесткой зависимости от того, что им когда-то было воспринято и усвоено.

Различают репродуктивное и продуктивное (творческое) мышление. Последнее предполагает появление нового продукта: знания, материального объекта, произведения искусства. Новым может быть и сам процесс получения результата (в этом случае говорят о новом методе, новом приеме, способе действий). Продуктивным является мышление на основе творческого воображения, которое позволяет решать нестандартные задачи, допускающие различные варианты. Одним из первых определить творческое мышление попытался Дж. Гилфорд. По его определению, «творческое» мышление связано с доминированием в нем четырех особенностей: оригинальность идей, семантическая гибкость, образная адаптивная гибкость, семантическая спонтанная гибкость [3]. П. Торренс определял творческое мышление как процесс, состоящий из нескольких этапов: появление чувствительности к проблемам, к дефициту или дисгармонии имеющихся знаний, определение этих проблем, поиск их решений, выдвижение гипотез, проверка, изменения и перепроверка гипотез, формулирование и сообщение результатов решения. Проблемы творческого мышления широко разрабатывались в отечественной

психологии. Большой вклад в исследование творческого мышления внесли Б.М. Теплов, С.Л. Рубинштейн, Б.Г. Ананьев, Н.С. Лейтес, В.А. Крутецкий, 14 Д.И. Фельдштейн, Д.Б. Богоявленская, А.Г. Ковалев, К.К. Платонов, А.М. Матюшкин, В.Д. Шадриков, В.Н.Дружинин, Я.А. Пономарев, В.А. Цапок. Творческое мышление осуществляется на основе рационального отражения как дискурсивного (строго-логического), так и интуитивного (логикопсихологического) механизмов мышления через эмоционально-волевые усилия. К характеристикам творческого мышления относят: наличие интуиции, как справедливо утверждает Д. Пойа, «попытка формально доказать то, что усмотрено интуитивно, и увидеть интуитивно то, что доказано формально, – это прекрасное упражнение для развития интеллекта»; способность самостоятельно увидеть и сформулировать проблему, взятую из реальной жизни; наличие ярко выраженного эмоционального переживания, предшествующего моменту нахождения решения задачи; наличие устойчивой и мощной мотивации [**4**].

Мышление будущего специалиста любой технической специальности должно характеризоваться следующими качествами: проблемным характером подхода к изучаемым явлениям, оперативностью, динамичностью, широтой и глубиной мышления, смелостью, оригинальностью, обоснованностью выдвижения гипотез по разрешению проблемной ситуации, логичностью, критичностью и объективностью мышления. Сегодня в профессиональной технической сфере необходима личность, способная заниматься поиском новых, более простых, действенных идей. Психологи убеждены, что творческому мышлению можно научить. Проанализировав и обобщив рекомендации по созданию особой обстановки учебного процесса (С. Парнс, С.Д. Смирнов и др.), можно выделить следующие психологические условия развития творческого мышления: отсутствие внешнего подавления интуиции обучаемого, опору на работу его подсознания, воздержание от оценочных суждений, которые блокируют творческий поиск, формирование у обучающихся уверенности в своих силах, максимальную опору на положительные эмоции, поощрение склонности к рискованному поведению, развитие воображения, постоянное расширение фонда знаний, обучение специальным эвристическим приемам работы, введение в процесс обучения эвристической технологии. Что же такое креативность и можно ли ее отождествлять с творчеством?

Креативность (от англ. create – создавать, англ. creative – созидательный, творческий) трактуется как способность к творческим

актам, которые ведут к новому необычному видению проблемы или ситуации. Это сложный феномен психики, затрагивающий практически все качества личности. Креативность, или смекалка, свойственна от рождения всем людям, но со временем ее уровень снижается под воздействием среды, так как она часто не востребована в повседневной жизни. Однако, как отмечают авторы концепций психологии креативности, нельзя отождествлять понятия «креативность» и «творчество». Интерактивные обучающие программы. Среди современных тенденций развития компьютерных образовательных технологий наблюдается переход от информационной ориентации к интерактивной. В компьютерных играх и мультимедийных обучающих программах студенту предлагается все более активная роль, предлагающая ему свободу выбора действий и получения индивидуальных результатов. К сожалению, компьютерных программ, позволяющих студенту действовать эвристически, создавать свой собственный, а не определенный заранее образовательный продукт, в практике пока очень мало. Однако изучение иностранного языка предполагает использование именно интерактивной формы проведения занятий.

В процессе изучения спецдисциплин «Сопротивление материалов» и «Строительная механика» студенты знакомятся с концептуальной и аналитической основами этих дисциплин, выполняют задания, решают разные задачи в нескольких вариантах. На занятиях уроках деловая игра максимально приближает обучение к реальным производственным условиям. Деловые игры можно организовать в виде разработки и защиты студентами проектов, группового решения задач с экономическим, производственным или иным содержанием, круглого стола и т. д. Круглый стол – одна из популярных и любимых студентами форм проведения занятий, при которой студенты в спокойной, творческой и непринужденной обстановке свободно обмениваются мнениями по различным вопросам и проблемам. Обсуждение темы часто проходит с опорой на решение задачи простым способом. Следует отметить, что при выборе тем для круглого стола выбираются задачи, которые быстро решаются несколькими методами**.**

Например:

1.Решить консольную балку.

2.Рассчитать ломанного стрежня на устойчивость, т.д.

Таким образом, применяемый нами деятельностный подход в виде деловых игр способствует реализации важнейших принципов творческого

обучения [5]: представляет свободу выбора главных элементов образования. Прежде всего творческий подход способствует осуществлению межпредметных связей в образовании; соответствию образовательной деятельности; первичности образовательной продукции по отношению к общепризнанным аналогам; сопровождающего обучения, продуктивного образования и рефлексивного самосознания. Суть деятельности заключается в том, что усвоение любого материала происходит в процессе решения практической задачи, познавательной проблемной ситуации. При этом чем сложнее задача, тем выше будет личностный развивающий потенциал занятия. Ведь, как утверждал Б. Паскаль, «доводы, до которых человек додумывается сам, обычно убеждают его больше, нежели те, которые пришли в голову другим» [5]. Формирование профессиональных компетенций спецдисциплин в условиях эвристического подхода ведет к формированию компетентного специалиста технического профиля.

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MATERIALS AND AID FOR TEACHING ENGLISH

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Teaching is supposed to be one-fourth preparation and three-fourths theater.

Annotatsiya: *Ushbu maqolada ingliz tili mashg’ulotlarida ishlatiluvchi materiallar va qo’shimcha manbaalarning ahamiyati masalalari tahlil qilingan va izohlangan.*

Kalit so'zlar: *ko'rgazmali, eshitish vositalari, o'qitish vositalari, sinf, audio, video, foto, ijodkorlik, kontseptual fikrlash.*

Аннотация*: В этой статье анализируется и объясняется важность материалов и дополнительных ресурсов, используемых на уроках английского языка.*

Ключевые слова*: наглядные, аудиальные средства, средства обучения, классная комната, аудио, видео, фото, творчество, понятийное мышление.*

Abstract: *This article analyzes and explains the importance of materials and additional resources used in English lessons.*

Key words*: visual, audial-aids, teaching tools, classroom, audio, video, photo, creativity, conceptual thinking.*

Introduction. Teaching aids serve as props that enhance the meaning of the lessons. What are the different types of teaching aids? They are teaching aids that help teachers explain topics to students.

Teachers go to great pains to guarantee that their students are learning effectively. Students must grasp topics to the greatest extent feasible. Videos, working models, and presentations, among other things, can be used as teaching aids. In order to make lessons more engaging and successful, teachers employ teaching aids in the classroom.

Results and analyzes. There are a variety of instructional tools available, including visual aids, audio aids, audiovisual aides, and so on. Teachers now have a wide range of possibilities because to technological advancements [3].

1.Visual Aids

Visual aids are educational tools that contain visuals, as the name implies. Teachers utilize visual aids like charts, diagrams, and graphs to help them

explain concepts and courses more clearly and effectively. To teach more effectively, math professors frequently carry wooden models of pyramids and huge protractors. Teachers utilize interactive slides and presentations to effectively communicate topics now that lessons are held online. This is preferable to the photos and illustrations found in textbooks. Not to add, visual aids appeal to visual learners and assist them in better understanding the courses. Teachers also utilize videos, which we shall describe in the next paragraphs.

2. Audio Aids

Audio aids aid in the development of listening and communication abilities. As previously said, there are several sorts of students in a classroom, and auditory learners are one of them. Using audio teaching aids will greatly assist that part. It has been proved that music has an effect on the brain. As a result, some teachers play music in the classroom to help their students relax and focus on the lessons.

3. Audio-Visual Support

In the classroom, videos and animations are utilized to help teach ideas. Students can now observe how digestion works, comprehend the water cycle, and understand how cars move thanks to technological advancements. Everything can now be described in more depth and clarity.

Teaching Aids: How Important Are They?

In the teaching-learning process, instructional aids play a vital role. It offers information in a novel and beneficial way, allowing pupils to better comprehend what they are being taught. Furthermore, employing a variety of teaching tools in the classroom assists teachers in reaching out to diverse types of students [1].

Let's have a look at how instructional tools may assist students:

- Teaching aids assist to break up boring routines and provide a healthy life to the classroom since students adore new things and creativity.
- Longer retention of information-Effective use of teaching aids will assist pupils in better remembering what they have been taught.
- Better understanding- Teaching aids assist in the better communication of concepts, allowing students to better absorb the courses.
- Better learning experience- Using teaching aids in the classroom helps to break up the monotony and make lessons more lively and fascinating.
- Increases conceptual thinking — examples and the atmosphere created by instructional aids are ideal for conceptual thinking and help students broaden their perspectives.

Teaching aids are any object used in an educational environment to aid learning and make the teacher's life simpler — they support the professional

practice of teaching. Timers, flip charts, global globes, and flashcards are all common examples [2].

The most significant disadvantage of current teaching tools is their high initial investment expenses. These expenditures can be extremely high because the equipment is not set up once and then forgotten about. Any technological device must be kept in good working order. Often, the funding for such teaching tools exceeds expectations.

Good Teaching Aids Have These Characteristics:

1) Teaching aids are visible to the pupils for whom they are intended;

2) Teaching aids are valuable and can be used in a variety of situations;

3) The teaching tools are practical and authentic;

4) Teaching aids are selected based on the learners' mental abilities.

Conclusion. Teaching aids have several advantages, including the ability to supplement verbal instructions, the ability to make learning permanent, and the ability to make learning permanent. Teaching aids add variety to the classroom. Teaching aids are beneficial in catching students' attention. Time and energy are saved by using teaching tools. Teaching aids promote positive classroom engagement. Teaching tools assist the teacher in creating scenarios in which beginners can be taught. Teaching aids aid in the creation of a discipline-friendly environment. Individual variations can be met with the use of teaching tools. The use of teaching aids aids in the provision of speech training to students. Teaching aids help children remember language for extended periods of time. The use of teaching aids brings the learning scenario to life. Teaching aids are ideal alternatives for real items because they make learning equally interesting. They also aid in the development of various abilities among students, such as how to draw a diagram of a topic.

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IMPLEMENTATION OF INQUIRY-BASED LEARNING

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Annotatsiya. So'rovga asoslangan ta'lim dars jarayonida qo’llaniladigan zamonaviy yondashuvlardan biri hisoblanib, o'quvchilarda nafaqat so’rab o’rganish balki tilni o’rganishga bo’lgan ishtiyoqni ham oshiradi.

Аннотация. Обучение, основанное на запросах, подразумевает нечто большее, чем просто спрашивание учащихся о том, что они хотят знать. Все дело в том, чтобы вызвать любопытство. И в нем говорилось, что пробудить любопытство учащегося — гораздо более важная и сложная задача, чем просто изложение фактов.

Annotation. Inquiry-based learning entails more than simply asking students what they want to know. It's all about arousing curiosity. And, it stated that, arousing a student's curiosity is a far more essential and challenging task than simply delivering facts.

Kalit so’zlar: So’rovga asoslangan ta’lim, talaba, savol, hamkorlikdagi ta’lim.

Ключевые слова: Исследовательское обучение, студент, вопрос, совместное обучение.

Key words: Inquiry based learning, student, question, collaborative learning.

Are you trying to find a teaching method that will get your students interested in what they are learning? Do you want them to be able to research and pose questions about actual world issues? If so, you need to provide inquiry-based learning some thought.

Inquiry-based learning integrates many instructional strategies, such as guided and group learning, and tries to take use of the interests of the students to help them grasp the subject matter better (Ontario Ministry of Education, 2013). To successfully implement inquiry-based learning into lessons, it is important that the learning environment allows discovery and collaborative learning that is built around students so that they are able to experience gaining knowledge, create an emotional connection and undergo reflection of the process (Caputo, 2014). Here are brief comments and definitions of those approaches

accompanying inquiry-based learning from the inside: student-centered learning, collaborative learning, experiential learning.

- **Student-centered learning**

From the name, it is clear that student-centered classrooms prioritize students who actively engage in the learning process. The emphasis is on valuing students' opinions and taking into consideration their input. Unlike teacher-centered learning, students do not rely on teachers' directives, words of approval, or correction in this setting. However, it is not a place where students are completely free to do what they want to do or learn (Jones, 2007).

Supporting collaboration is another characteristic of student-centered learning. While students may approach professors for assistance, they are not the only sources of knowledge; rather, they collaborate, assist, and learn from one another. Student-centered learning strives to encourage learners who are increasingly able to think independently and whose motivation originates from self-discipline. This is because the teacher prefers to allow students the flexibility to pursue their interests in an autonomous manner.

Similar to this, in IBL, it is the student who shares their interests and researches topics in line with those interests who is at the core of learning. By encouraging learners to become independent, reflective, and active participants in their own learning, inquiry-based learning hopes to achieve its goal.

- **Collaborative learning**

As contrast to individual learning, collaborative learning takes place in a context where there are numerous participants. In collaborative learning, individuals can exchange questions, offer assistance, and pool their talents. Hmelo-Silver et al. (2013) claim that there is a difference between peer tutoring and collaborative learning in the aspect of equality - peer tutoring is more of an unequal setting in which one person teaches the other person, whereas in collaborative learning the participants are equal and work together to achieve their goal.

Direct communication between students is necessary for collaboration in learning. Dignen (2019) asserts that it can improve one's communication and listening abilities. Additionally, collaborative learning shows that students who cooperate well can further develop a sense of teamwork and strengthen peer relationships via the process. The key to collaborative learning, also known as cooperative learning, is how students and teachers work together. The teacher teaches students not only how to work more effectively but also social skills that improve their learning (Larsen-Freeman, Anderson, 2018).

Although individuals are capable of conducting independent research and inquiry, inquiry-based learning typically takes the form of collaborative learning because there is a focus on teamwork. Group work is intended to support learners in learning from one another while jointly seeking out new information.

- **Experiential learning**

Engaging in these kinds of activities gives students the chance to actually experience the material they are learning about. It is an interactive training that has less lecture and may be based on actual experiences (Silberman, 2007). Direct experience-based learning, sometimes known as "doing" learning, uses experience that is intended to be changed into brand-new knowledge.

The focus of experiential learning shifts away from textbooks, which are not the only source of knowledge. Instead, it involves learners in direct encounters with events or things found in their surroundings. Additionally, in these encounters, experiential learning encourages a multimodal approach, allowing students to learn using multiple senses. When it is done correctly, this type of learning has a "sticky" quality that adheres to learners because they are more likely to recall a meaningful experience than a lecture.

It is the goal of inquiry-based learning to produce such memorable and impactful experiences. Both experiential learning and IBL use hands-on activities, and in both cases, learners play a crucial role in translating their experiences into meaningful learning. This is because they have the opportunity to delve deeper into a subject and gain firsthand knowledge in the process.

To sum up students can integrate what they are learning in the classroom with the outside world through this style of learning, which frequently involves hands-on activities. It has been demonstrated that inquiry-based learning fosters greater creativity, critical thinking, and problem-solving abilities.

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THE EFFECT OF USING NEW EDUCATIONAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Annotation: This article discusses the problem of finding new techniques and ways to increase motivation to learn foreign languages. One of these forms is new pedagogical technologies, the introduction of which contributes to effective language learning. The article defines the concepts of educational technology and intelligent education as capable of providing a high level of education that meets the challenges and opportunities of today's world and enables young people to adapt to a rapidly changing and unstable environment. ensures the transition from book content to active content by using a single shared repository for educational materials in the presence of an analytics system.

Keywords: educational technologies, multimedia materials, pedagogical technologies, pedagogical approaches, opportunities.

Аннотация: В данной статье обсуждается проблема поиска новых техник и способов повышения мотивации к изучению иностранных языков. Одной из таких форм являются новые педагогические технологии, внедрение которых способствует эффективному изучению языка. В статье определяются понятия образовательной технологии и интеллектуального образования как способные обеспечить высокий уровень образования, отвечающий вызовам и возможностям. современного мира и позволяет молодым людям адаптироваться к быстро меняющейся и нестабильной среде. обеспечивает переход от книжного контента к активному контенту за счет использования единого общего репозитория для учебных материалов при наличии аналитической системы.

Ключевые слова: образовательные технологии, мультимедийные материалы, педагогические технологии, педагогические подходы, возможности.

Annotatsiya: Ushbu maqolada chet tillarini o'rganish uchun motivatsiyani oshirishning yangi usullari va usullarini topish muammosi muhokama qilinadi. Ushbu shakllardan biri yangi pedagogik texnologiyalar bo'lib, ularning joriy etilishi tilni samarali o'rganishga yordam beradi. Maqolada ta'lim texnologiyasi va intellektual ta'lim tushunchalari muammolar va imkoniyatlarga javob beradigan yuqori darajadagi ta'limni ta'minlashga qodir ekanligi aniqlangan. zamonaviy dunyo va yoshlarga tez o'zgaruvchan va beqaror muhitga moslashish imkonini beradi. analitik tizim mavjud bo‘lganda o‘quv materiallarining yagona umumiy omboridan foydalanish orqali kitob mazmunidan faol tarkibga o‘tishni ta’minlaydi.

Kalit so'zlar: ta'lim texnologiyalari, multimedia materiallari, pedagogik texnologiyalar, pedagogik yondashuvlar, imkoniyatlar.

Introduction: With the advent of new technologies, the methods of teaching a foreign language have changed significantly. Educators are increasingly using new educational technologies in the classroom to support language learning. The use of these new technologies in foreign language teaching has had a profound impact and has enhanced the learning experience for both teachers and students. In this article, we discuss the impact of new educational technologies on foreign language teaching. A key effect of new educational technologies is that they make foreign language learning more interactive, engaging, and fun. Learning with the help of technology enables students to have diverse learning experiences and gives them access to various multimedia materials and resources such as online videos, podcasts, and games. These resources can capture students' attention and motivate them to actively participate in the learning process. New educational technologies have also transformed traditional teaching practices, making them more flexible and mobile. Learning apps, online platforms, and virtual classroom software allow teachers a flexible approach to teaching in the design of their lessons and enable distance learning when needed. This mobility improves the learning opportunities for students who do not participate in a traditional classroom.

In recent years there have been major changes in pedagogical education, covering almost all aspects of the educational process. Increasingly, the question of the use of modern pedagogical technologies in foreign language teaching is being asked. New teaching methods and forms are emerging, which, in turn, represent not only various technologies of information exchange and transmission, through which the educational process is carried out, but also a large system of teaching methods aimed at developing and improving the communicative knowledge and speaking skills of the students. The main task of

a foreign language is the practical mastery of a foreign language, the teaching of basic knowledge, that is, the ability to conduct foreign and international communication with native speakers. The search for new pedagogical technologies is associated with a lack of student motivation to learn a foreign language. Very often there is a lack of positive motivation, as students encounter some difficulties when learning a foreign language and cannot process the material due to their psychological characteristics. Professional experience shows that the use of different, modern, fresh sources and means arouses the interest of the students and increases their motivation to learn.

Another significant effect of new technological tools is that they allow students to receive immediate feedback. With the help of learning management systems, students receive quick feedback on their progress. This puts them in a better position to identify areas of weakness and opportunities for improvement, and to provide a personalized learning experience adapted to their learning needs. Students can quickly track their progress and communicate with teachers in remote classrooms via video, text, or voice chat. In addition, the new technologies are helping to create more inclusive educational environments. A virtual classroom can be used to bring together students from different geographical locations in real-time. This allows teachers to take advantage of students' cultural diversity and create an interactive learning environment that promotes intercultural skills.

Pedagogical technology is a set of techniques, a field of pedagogical knowledge that reflects the features of the deep processes of pedagogical activity and the features of their interaction, the management of which ensures the necessary efficiency of the educational process [1]. The use of modern pedagogical technologies in foreign language teaching allows for the reproduction of educational situations, complements traditional teaching methods, and promotes the formation of basic foreign language communication skills from the awareness of the possibility of expressing thoughts in another language. The independent solution of communicative tasks increases the students' desire and interest in learning, enables them to take a new look at the learning content, and thus reveals their creative and intellectual abilities and talents [4].

Since students usually do this work at home, they can listen to the lyrics many times until they can understand and extract the necessary information. Usually, after listening, everyone is given an individual task to test their understanding. Tasks can consist of preparing private questions, making right and wrong statements, and printing out the text with mistakes or the text with

omissions, so the student should listen carefully to the audio text and write down every word so as not to miss the important thing. The advantage of working with Deutsche Welle is that the teacher can vary the listening texts from easy to complex. For example, they listen to easy and relatively short texts of 1-2 minutes during the week and give a medium-difficulty recording before the weekend to give the student enough time to listen to long material and write down the main points so that they can take them with them to you can discuss with the teacher after the weekend of classes. 30 years ago it was unthinkable to be able to listen to a native speaker in real-time, but today, thanks to new innovative technologies, we have this opportunity that makes learning a foreign language much easier and more interesting. Therefore, the educational process without the use of innovative pedagogical technologies is currently unimaginable. Such technologies are firmly anchored in the modern education system. Nowadays, foreign language teacher has many options to make their lessons more interesting and informative. These opportunities contribute to more active student activity. Compared to the traditional teaching method, new implementations in the classroom inevitably change the role of the teacher. His task is to encourage students to work independently and to support their personal development. Such training allows you to increase motivation to study, significantly increase interest in learning, and also achieve good results in the development of communication skills compared to the traditional method. [5]

Conclusion: However, despite the numerous benefits of new educational technologies, their use cannot completely replace the traditional classroom experience. It is important to strike a balance between using traditional pedagogical approaches and technology-enhanced teaching. The teacher's role as facilitator and pivot in the learning process remains crucial. Effectively integrating technology into the learning experience requires a well-planned strategy. In summary, the use of new educational technologies in foreign language teaching has a profound impact on improving students' learning experiences. It offers them interactive, diverse, and mobile learning opportunities and promotes direct feedback, inclusivity, and intercultural skills. However, technology integration is not intended to replace traditional pedagogical approaches. There is a need to strike a balance between traditional teaching practices and technology-enhanced teaching and to develop a carefully planned strategy for their effective and strategic integration.

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ТЕРМИНОСИСТЕМАГА ОИД НАЗАРИЙ ҚАРАШЛАР

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Аннотация: Мақолада туризм соҳасига оид терминлар бўйича назарий қарашлар, терминнинг тилшунослик объекти сифатида белгиланиши ва унинг тизимли равишда ўрганилиши ва термин лексик-грамматик тушунчалар тизими ҳақида сўз юритилган.

Калит сўзлар: Термин, терминология, терминосфера, терминосистема, синонимия ва полисемия муаммолари, гибрид терминлар ва соф терминлар.

Аннотация: В статье говорится о теоретических воззрениях на термины, относящиеся к сфере туризма, определении термина как языкового объекта и его систематическом изучении, а также системе лексико-грамматических понятий термина.

Ключевые слова: Термин, терминология, терминосфера, терминозис, проблемы синонимии и полисемии, гибридные термины и чистые термины.

Abstract: The article talks about the theoretical views on the terms related to the field of tourism, the definition of the term as a linguistic object and its systematic study, and the system of lexical-grammatical concepts of the term.

Key words: Term, terminology, terminosphere, terminosis, problems of synonymy and polysemy, hybrid terms and pure terms.

Жаҳон тилшунослигида махсус терминологик маъно касб этган ўзига хос тил бирлиги – терминни ўрганишга бағишланган бир қанча лингвистик тадқиқотлар амалга оширилган. Илм-фан, техника тараққиётидаги кескин юксалиш ва ишлаб чиқариш, саноатнинг жадал суръатларда ривожланиши натижасида детерминлашган терминнинг табиатига нисбатан XIX асрда юзага келган илмий-фалсафий қизиқиш бу каби тадқиқотлар учун замин яратди. XVIII—XIX асрларда терминология муаммолари тилшуносларнинг диққат марказида бўлди. Бунинг асосий сабабларидан бири терминларнинг яратилиши билан боғлиқ бўлса, иккинчи сабаби экстралингвистик омилларнинг терминологияга таъсири эди. Бироқ уларни терминологияда учровчи синонимия ва полисемия муаммолари, шунингдек, термин-лексемалар, гибрид терминлар ва соф терминларнинг контекстдаги парадигматик ва синтагматик муносабатлари, муайян тушунчалар билан ўзаро алоқаларни хилма-хиллиги кўпроқ ўйлантирган.

Аввалдан қўлланилиб келинган «термин» ва «терминология» масалалари юзасидан кўплаб тадқиқот ишлари олиб борилган бўлиб, турли таърифлар берилган. «*Термин*» лексемаси лотинча «terminus» сўзидан келиб чиққан бўлиб, «охири», «чек», «чегара», «тугаш» деган маъноларни билдиради». П.Нишоновнинг таъкидлашича, «Термин – тузилишига кўра сўз ёки сўз бирикмаси бўлиб, семантикаси жиҳатидан махсус соҳа доираси билан чегараланган ва шу соҳага оид тушунчани ифодаловчи лексик бирликдир». Термин – мазмунан муайян мантиқий тушунчалар тизимидаги маълум бир бирлик билан шартсиз равишда (мажбуран) нисбатланадиган (қиёсланадиган) сўз. Терминнинг тилшунослик объекти сифатида белгиланиши ва унинг тизимли равишда ўрганилиши «термин» тушунчаси изоҳ (дефиниция)ларининг шаклланишига, терминнинг тавсифланишига, у билан боғлиқ муаммоларнинг ечимларини ишлаб чиқилиши пировардида, терминшунослик фанининг юзага келишига туртки бўлди. Термин лексик-грамматик тушунчалар тизимидан қатъий ўрин эгаллади ва тил лексик-семантик тизимининг «тўлақонли аъзосига» айланди. А.Реформатский фикрига кўра, термин «шунчаки сўз» эмас, балки у «ноодатий» ёки «янги сўз» бўлсин, уни «рационаллаштириш» ва, ҳатто «ўйлаб топиш» мумкин бўлса ҳам у, энг аввало, сўздир, дея эътироф этади. Профессор С.Усмоновнинг тадқиқотлари терминшунослик учун муҳим аҳамият касб этиб, термин «...ҳам ишлаб чиқариш қуроллари соҳасида, ҳам маданият ва

фан соҳасидаги ҳар қандай янгиликлар даставвал тил бирликлари, тўғрироғи, терминлар орқали ўз ифодасини топади. Шу маънода терминология (маълум тилдаги терминлар мажмуи) замона тарихининг гувоҳи, кўзгусидир», дея таъриф беради. Бизнингча, термин ўз лингвистик табиатига кўра, адабий тил луғавий тизимининг ажралмас таркибий қисми бўлиб, бошқа тоифадаги сўзлардан илмий, техникавий ёхуд бошқа касбий тушунчаларни аниқ, ихчам ифодалаши ва ахборотга бойлиги билан ажралиб туради.

Сўнгги йилларда термин сўзи билан биргаликда «атама», «истилоҳ», «номенклатура» сўзлари ҳам кенг қўлланилиб келинмоқда. Ўзбекистон миллий энциклопедиясида келтирилишича, «термин» сўзи билан бир қаторда айни маънода «атама», «истилоҳ» сўзлари ҳам қўлланилмоқда. Лекин улар «термин» сўзининг тўлиқ маъносини ифода эта олмайди. «Атама» сўзи кенг маънода қўлланилиб, географик объектлар, атоқли номларга нисбатан қўлланилса, «истилоҳ» сўзини эса асосан тарихий мавзулардаги матнлар (масалан: адабиёт тарихи, Шарқ фалсафаси ва б.)да бемалол қўллаш мумкин. С. Усмонов фикрига кўра: « .... атама сўзининг маъноси термин сўзининг маъносига нисбатан кенг бўлиб, у барча нарсаларнинг номи сифатида тушунилади, термин эса муайян бир тор соҳада қўлланувчи расмийлашган сўздир. Шу маънода, термин тушунчаси «атама» тушунчасининг ичига кирувчи илмий-луғавий бирликдир».

О.Ахмедов ўз тадқиқотида «термин», «атама», «истилоҳ», «номенклатура» тушунчаларини фарқлаб, «Терминлар аслида лексик-семантик жиҳатдан умумадабий қолипга эга бўлиб, улар умумхалқ тилига муайян терминологик тизим орқали ўтади. Зеро, терминлар ва умумистеъмолдаги сўзлар бир-бирини тўлдирадиган лексик бирликлардир», дея таъкидлайди. Шундай қилиб, терминшунослик бу тил лексикасини шакллантирувчи омиллардан бири ҳисобланади.

Номенклатура тушунчасига энциклопедик луғатда таъриф берилишича «Номенклатура (лот. nomenclatura) — рўйхат, номлар рўйхати, шунингдек, фан, техника, ҳуқуқ ва иқтисодиёт соҳасида қўлланиладиган муайян термин ва категория номларининг рўйхати» деб кўрсатилган. Қўшимча сифатида П.П.Нишонов «Бирор предмет ёки воқеликка қўйилган термин, аввало, шу предмет ёки воқеликка таъриф ва тасниф беради. Номенклатурада эса бу нарса кузатилмайди. Уларнинг функцияси нарса ва предметларни номлаш билан чегараланади. Демак, «термин» номенклатурага нисбатан кенг ва аниқ тушунча бўлиб, махсус вазифадаги сўз маъносини берса, «номенклатура» ўзаро ўхшаш предмет ва

тушунчаларни номлаш учун хизмат қилувчи атамадир», дея фикр билдиради.

Давлатимиз мустақилликка эришгач, истеъмолда бўлган ва йиллар давомида амал қилиб келинган ва халқ нутқига сингиб кетган терминлардан ташқари айрим ўзлашма терминлар мазмун жиҳатдан чуқур ўрганилмасдан ҳам дабдурустдан янги терминлар сифатида ўзлаштирилиб, эскилари билан алмаштирилди. «Термин», «терминология» сўзи ўрнига «атама», «атамашунослик» лексемалари татбиқ этилиб, бу тушунчалар специфик характерда эканлиги эътиборга олинмади. «Атама» кенг қамровли тушунча бўлиб, унда терминологияга умуман тегишли бўлмаган топонимия, антропономия, ойконимия, яъни ономастикага алоқадор лексик бирликлар ҳам тушунилади. Профессор У.Турсунов ўзбек тили терминология масалаларига аниқлик киритиб, бир тушунчанинг турлича атама сифатида ёзила бошлаши; аниқ ва ихчам терминлар ўрнига узундан узоқ изоҳларнинг берилиши; термин яратишда она тили имкониятларидан кам фойдаланиш; ўзбек атамашунослигини бойитишдаги манбалардан бири ташқи омилга турлича ёндашиш услублари, фактлари мавжудлиги кўрсатилган.

Биз тадқиқотимизда аввалдан исътемолда бўлган байналмилал «термин» ва «терминология» лексемаларини қўллашни лозим деб топдик.

Терминлар тил лексикасининг перифериями, яъни чеккасини ўзида намоён этади, деган эскича қараш аллақачон инкор этилган. Терминлар табиий тил луғавий бирликларига хос барча белгиларга эга. Бироқ аниқ бир илм-фан соҳасига доир терминларнинг таркибини аниқлаш, уларни тартибга солиш, терминларни бир хиллаштириш ва янги илмий-техникавий соҳалар учун терминларни яратиш бўйича амалга ошириладиган ишлар лексикологиянинг муҳим йўналишларидан биридир».

Хулоса: Туризм соҳасига оид терминосистемага янада кўпроқ илмий тадқиқотлар, янги терминлар яратиш лозим. Олимларимизнинг илмий ишлари бўйича терминнинг семантик тавсифлари: унинг услубий бетарафлиги, номинативликка интилиши, турли тиллар терминологиясидаги умумийлик ва фарқли жиҳатларини тадқиқ қилишда муҳим аҳамият касб этади.

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CHET TILINI O`QITISHDA INNOVATSION METODLARDAN FOYDALANISH

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ANNOTATSIYA

Mazkur maqolada ta`lim jarayonida innovatsion metodlar va texnologiyalar foydalanish to`g`risida mulohaza qilinadi. Ta`lim tizimida xorijiy tillarni o`qitish bo`yicha qo`llanilayotgan pedagogik texnologiyalar haqida fikr yuritiladi. Chet tilini o`qitishdagi ayrim metodlar haqida so`z borib, misollar bilan dallanadi.Zamnoviy texnikalardan foydalanib dars o`tishning samaradorligi xususida so`z boradi.

Kalit so‘zlar: zamonaviy ta’lim, innovatsion texnologiyalar, uslub,metod, mahorat, talaba, o`qituvchi

ANNOTATION

This article discusses the use of innovative methods and technologies in the educational process.Pedagogical technologies used for teaching foreign language in the educational system are discussed. Some methods of teaching a foreign language are discudded with examples.It is about the effectiveness of teaching using modern techniques.

Key words: modern, education, innovative, technologies, style, method, skill, student, teacher

АННОТАЦИЯ

В данной статье рассматривается использование инновационних методов и технологий в образовательном процессе.Обсуждаются педагогические технологии используемые для обучения иностранному языку обсуждаются на примерах.Использование соврменных методик

говорит об эффективности занятия.Ключевые слово: современное образование, инновационные технологии, стиль метод, умение, ученик, учитель

KIRISH

Bugungi kunda yurtimizda ta’lim tizimida so‘nggi yillarda barcha ta`lim bosqichlarida amalga oshirilayotgan keng ko`lamli islohotlarning asosiy mazmuni ta`lim tizimini yangilash hamda yanada rivojlantirishga qaratilgandir.Shiddat bilan rivojlanayotgan bir davrda oliy ta’lim tizimida pedagogik faoliyat yuritayotgan professor-o‘qituvchilardan tortib, bog`cha tarbiyachilarigacha ta’lim-tarbiya jarayonini tashkil etishni modernizatsiyalash, mazkur jarayonga innovatsion texnologiyalarni tadbiq etish asosiy masala sifatida qaralmoqda va xorijiy tajribalarni o`rganib, amaliyotga tadbiq qilinmoqda. Bunday vazifalarni amalga oshirishda pedagogi zimmasiga ta’lim-tarbiya mazmuniga bog‘liq innovatsion ta’lim texnologiyalarini tanlash, mavzuni yoritib berishda turli maqsadli mashg`lotlar bilan ishlash, texnologik xaritalarni loyihalash, ularda belgilangan o‘quv maqsadlarini amalda qo‘llay olish, talabalarning yosh, psixologik xususiyatlariga asosan talaba shaxsiga yo‘naltirilgan ta’limni tashkil eta olish asosiy vazifalardan biri sifatida qaralmoqda.

MUHOKAMA VA NATIJALAR

Ta`lim tizimida innovatsion texnogiyalardan foydalanish natijalarini ingliz tilini fanini o`qitish misolida o`rganamiz.Bu borada qator muammolar mavjud. Amaliyotga joriy qilinayotgan pedagogik texnologiyalar to‘laqonli natija bermayaptimi? Hozirgi kunda chet tilini o`qitish jarayoni o`n yillar oldingi o`qitish tizimidan mutloqo farq qilinib, yangicha xalqaro chet tilini o`qitish texnikasi amaliyotga keng ko`lamli ravishda tadbiq etila boshlandi. Bu metodika ta`lim tizimida sezilarli natijalarga eishilgan bo`lsada, hali xalqaro ta`lim talablariga raqobotbardosh kadrlarni tayyorlashda yechimini ko`tib turgan qator kamchiliklar mavjud. Chet tili bilimini baxolash xalqaro tizimida belgilangan me`yorlar: o‘qish, yozish, gapirish, tinglash kabi ko`nikmalarni shakllatirishda yuzaga kelayotgan murakkabliklarning yechimi qanday? Talaba yodlagan grammatik qoidalarni, so‘zlarni, birikmalarni og‘zaki nutqda qo‘llashdagi passivlik darajasini aktivlikka o‘zgartirishda duch kelayotgan qiyinchiliklar qanday yo`lar qo`llanilmoqda? Bunday muammolarning albatta o`z yechimini ko`tmoqda. Bunday ta`lim tizimida standart o‘quv va test topshiriqlari yoki so`z boylikni oshirish bilangina amalga oshirib samarali natijaga erishib bo`lmaydi.Turli rasmlarni tasvirlab aytib berish, hikoyani qayta aytib berish kabi bir qador mashg`lotlar talabalar tomonidan axborotni o‘zlashtirishga qaratiladi.

Bunday mashg`ulotlar davomida talaba mavzuni aniqlashi, uni ta’riflashi, qayta ishlashi, mazmunini gapirib berishi, mohiyatini tushuntirib berishi hamda ajratib ko‘rsatib berishi talab etiladi.

Klaster tuzish, Venn diagrammasi, xorijiy tildan ona tiliga tarjima yoki onatilidan xorijiy tiliga tarjima qilish – produktiv, qisman izlanishli hamda kreativlini talab qiladigan tushuntirish bosqichi talaba mavzunu umumlashtirib taxlil qiladi, qayta ishlaydi, sinonim so`zlardan foydalanib qayta aytib beradi va bu orqali mustaqil dalillar keltirib o`z fikrini himoya qilish talab etiladi.

Amaliyot bosqichida talaba mavzu mazmunini moslashtirishi, qayta ishlashi, loyihalash, modellashtirish, qayta aytib berish jarayonlarida qatnashadi. Klaster tuzish, aqliy hujum, og‘zaki javob, chizmali organayzerlar, Pinboard texnikasi, Insert usuli reproduktiv, produktiv, qisman izlanishli, kreativ darajani ta’minlashga xizmat qiladigan qator amaliyotlar ham alohida o`rin tutadi. Ta`lim jarayonida talabalarning nazariy bilimlarini amaliy ko‘nikmalar bilan baravar rivojlantirib borish talab etiladi. Og`zaki nutiqda so`zlarni faol qo`llay olish doimiy amaliy jarayon bilan bog`liq tushunchadir.Shuning uchun ko`pchilik til o`rganuvchilarning passiv ko`nikmalari aktiv ko`nikmalarga nisbatan natijalar yaxshiroq ko`rsatgich beradi.Bu borada “Blum toksionomiyasi” ni haqida fikr yuritish joiz. Blum toksionomiyasi - o‘quv maqsadlarini aniqlash va shu asosda mashg‘ulotlarni tashkil etish, talabalarning mavzu maqsadidan kelib chiqqan holda, rejalashtirilgan natijagato‘laqonli erishishlariga qaratilgan.O‘quv maqsadlarini mashg‘ulotning didaktik maqsadlariga muvofiq belgilanishita’lim samaradorligini aniqlash va mavjud kamchiliklarga barham berilishiga qaratiladi. Amerikalik o‘quv-psixolog Benjamin Samuel Bloom tomonidan ishlab chiqilgan mazkur toksionomiyada Bloom fikrlash qobiliyatlarini tanqidiy fikrlash va mulohaza yuritish miqdoriga qarab tasniflashning yo‘lini yaratdi.Ushbu toksionomiya o‘z ichiga bilish, tushunish, amaliyotga qo‘llash, tahlil qilish, sintezlash, baholash kabilarni mujassamlashtirgan. Aynan Blum toksionomiyasini qo‘llagan holda o‘qitishda erishili mumkin bo‘lgan yutuqlarni ikkiga bo‘lish mumkin: birinchisi – o‘quv maqsadlarini aniq va natijaga qaratilgan holda belgilanishi; ikkinchisi – talabalarda yegallaniladigan nazariy bilimlar bo‘yicha amaliy

ko‘nikmalarni shakllantirish hamda rivojlantirishga erishish. Aslida chet tilini o`qitish metodikasi fan sifatida 200 yildan ortiq tarixni o`z ichiga oladi.Bu vaqt ichida chet tilini o`rgatish metodikasi bo`yicha olimlar tomonidan juda ko`plab fikrlar bildirilgan. Akademik L.V.Shcherbaning fikricha bu amaliy masalani hal qiladi, umumiy va xususiy tilshunoslikka asoslanadi.

Hozirgi kunda chet tilini o`qitishda zamonaviy texnologiyalarsiz tasavvur

qilish qiyin. Ayniqsa tinglab tushunish ko`nikmasining eng asosiy qo`roli hisoblandi. Bunday texnikalar o`rganuvchiga bir vaqtning o`zida so`zlarning talaffuzi, yozilishi va tarjimasi o`rganish imkoniyatini beradi.Chet tilini zamonaviy texnologiyalardan foydalanib o`rgatish eng samarali usullardan hisoblanadi.Aqilli texnikalar video roliklarni, dialoglar, kinolar hamda eshittirishlarni eshitish va ko`rish imkoniyatini beradi. Bu esa o`z navbatida eshitish ko`nikmalarini rivojlantirishga yordam beradi. O`rganuvchi ham mustaqil qo`chimcha materillardan foydalanib, chet tilini bilish ko`nikmalarini rivojlantirish imkoniyatiga ega bo`ladi. Dars jarayonini xilma-xilligini ta`mirlaydi va darsning sifat - mazmunni boyitishga ko`maklashadi.O`rganilgan yangi so`zlarni telefon diktafoniga yozdirib, o`z talaffuzini o`zi tahlil qilish, ingliz tilida so`zlashuvchilarning tallafuziga taqlid qilish orqali nutq ko`nikmalarini o`stirib borish metodlarini qo`llash muhumdir.

Ta`lim jarayonida o`tkaziladigan treninglarda nutq ko`nikmalarini shakillantirishga va ijtimoiy moslashuvchanlikni rivojlantirishga yatarli darajada e`tabor berilishi kerak.Bundan tashqari ta`limda har bir darsning muvaffaqiyati ko`p jihatdan mashg`ulotni to`g`ri tashkil etilishiga bog`liq.

XULOSA

Chet tillarni o`qitishda axborot texnologiyalaridan unumli foydalanish dars samaradorligini oshirishda muhim ahamiyat kasb etadi.Texnologiyalardan foydalanish talabalar uchun ma`lumotni mustaqil ravishda o`zlashtirish imkoniyatini beradi.To`g`ri talaffuz va ingliz tilida so`zlashuvchilar muloqotini tinglash, online amaliy muloqotga kirishish imkoniyatini beradi.Til o`rganishda texnologik vositalarning o`rni beqiyosdir.Barcha ta`lim muassalarida darslarni samaradorligini oshirishda zamonoviy axborot texnologiyalaridan unumli foydalanish muhimdir.Innovatsion metodlardan foydalanish bugungi kun talabi va dars jarayonida yaxshi samaradorlikka erishishning kalitidir.

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ТУРИЗМГА ОИД ТЕРМИН ВА ПРОФЕССИОНАЛИЗМЛАР ЎРТАСИДАГИ ТАФОВУТ

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Аннотация: Мақолада туризм соҳасига оид «Термин билан профессионализмлар ўртасидаги фарқ, саноат соҳаси, қишлоқ хўжалиги, техникадаги тамомила расмий бўлган, қонунлаштирилган бирор тушунчанинг ифодаси ва номи шунингдек профессионализм, мутахассислик, кўп ҳолларда илмий услубдаги тил, аслини олганда, тушунчанинг қатъий, илмий тавсифига эга бўлмаган ярим расмий сўз ҳақида сўз юритилган.

Калит сўзлар: Агротуризм, тур пакет, сафари, қишлоқ туризми, бутик меҳмонхона, гид, туроператор, экскурция менежери.

Аннотация: В статье «Различие термина и профессионализмов», относящейся к сфере туризма, выражение и название понятия, являющегося официальным, узаконенным в сфере промышленности, сельского хозяйства, техники, а также профессионализм, специализация, во многих случаях язык научного стиля, по сути, имеет строгое, научное описание понятия, речь идет о полуофициальном слове, которого нет.

Ключевые слова: агротуризм, турпакет, сафари, сельский туризм, бутик-отель, гид, туроператор, экскурсионный менеджер.

Annotation: In the article "The difference between the term and professionalisms" related to the field of tourism, the expression and name of a concept that is official, legalized in the field of industry, agriculture, technology, as well as professionalism, specialization, in many cases the language of the scientific style, in fact, has a strict, scientific description of the concept. there is talk of a semi-official word that is not.

Keywords: Agrotourism, package tour, safari, rural tourism, boutique hotel, tour guide, tour operator, excursion manager.

Профессор С.Д.Шелов томонидан таклиф қилинган таъриф, бизнингча, қуйидаги тамойилларга мувофиқ долзарбдир:

а) умумлаштирувчи характерга эга бўлиб, турли йилларда етакчи тадқиқотчилар томонидан таклиф қилинган термин моҳиятига доир таърифларни хулосалайди;

б) терминлар муайян илмий ва касбий билимларга эга шахсларнинг илмий-амалий фаолиятида юзага келувчи, бевосита улар томонидан қўлланилувчи алоҳида лексик гуруҳга мансуб бир маънога мойил сўз сифатида ўзига хослик касб этади;

в) терминологик бирликнинг муайян вазиятда қўлланилиши мутахассисларнинг касбий мулоқот, коммуникатив имкониятлари самарадорлигини оширади, уларнинг бир-бирини тўғри тушуниш муҳитини шакллантиради.

Н.В.Сербиновская таъкидлаганидек, «термин бошқа турдош (ўхшаш) ҳодисалар – номенлар, профессионализмлар, терминоидлар ва ҳ.к. лардан фарқланади» [138;-Б.5]. Р.Дониёровнинг ишида «Термин билан профессионализмлар ўртасидаги фарқ шуки, термин бу муайян фан, саноат соҳаси, қишлоқ хўжалиги, техникадаги тамомила расмий бўлган, қонунлаштирилган бирор тушунчанинг ифодаси ва номидир. Профессионализм эса бирор касб, мутахассислик, кўп ҳолларда илмий услубдаги тилда кенг тарқалган, аслини олганда, тушунчанинг қатъий, илмий тавсифига эга бўлмаган ярим расмий сўздир»[63;-Б.59] деб қайд этилган.

Бугунги кунда тилшуносликда термин ва терминология билан алоқадор бўлган терминотизим, терминосфера сингари тушунчалар тез-тез қўлланилмоқда. Шу маънода, «умумэътироф этилган таърифнинг мавжуд эмаслиги сабабли ҳар бир тадқиқотчи ўзининг «ишчи» таърифи ва изоҳини қайд этмоқда» .

Лингвистик терминологияга кўра “терминосфера” тушунчасининг пайдо бўлишига асосий омил ҳисобланувчи тилшунослик ҳам ҳар қандай бошқа фан сингари динамик, ўз-ўзини янгиловчи ва узлуксиз ривожланувчи фандир. Шунга мувофиқ равишда илмий тушунчалар тизими инсон билим даражасини мукаммал, аниқ ва объектив баҳолай олиш учун узлуксиз ривожланиш ва ўзгариш босқичидадир. Ҳар қандай ривожланаётган фан илмий тушунчалар тизимининг ўзгариши ва ўзгача маъно касб этиши 1974 йилда В.И.Сифоров томонидан таъкидланган[140;].

Терминшунослик фани тараққиётининг жорий босқичида «терминосфера» лингвистик тушунчасига нисбатан ҳам ўша тенденция кузатилади. Мазкур тушунчанинг якдил таърифи ёхуд талқинининг изоҳи жаҳон тилшуносларининг қуйидаги луғатлар ва луғат-

маълумотномаларида ҳам ёритиб берилмаган: «Словарь лингвистических терминов» (О.С.Ахманова), «Словарь-справочник лингвистических терминов» (Д.Э.Розенталь М.А. Теленкова), «Лингвистический энциклопедический словарь» (В.Н.Ярцев), «Словарь социолингвистических терминов», словарь-справочник «Термины и понятия лингвистики: Общее языкознание. Социолингвистика» Т.В.Жеребило; Словарь по языкознанию (Тіл біліні сөздігі); Словарь социолингвистических терминов (Элеуметтін лингвистика терминдерінін сөздігі) ва ҳоказо. Шунга қарамасдан, «терминосфера» тушунчаси илмий адабиётларда фаол қўлланилмоқда. Бу эса тушунчанинг рус илмий услуби билан бир қаторда айрим МДҲ давлатларининг илмий тилларида, хусусан, ўзбек, қозоқ тилларида ҳам фаол қўлланилишидан далолат беради.

Н.В.Сербиновскаянинг тадқиқоти терминологик майдонга бағишланади. Терминологик майдон марказида терминларни махсус тушунчаларнинг белгилари сифатида бирлаштирадиган; ўзаро алоқадормуносабатга киришувчи ҳамда кесишувчи терминосфераларнинг йиғиндисидан иборат бўлган терминосистема жойлашган. Ҳар бир терминосферанинг ядровий бирлиги сифатида тушунарлилик, аниқлик, бир маънолилик, дефинитивлик, тизимлилик, кодланганлик каби белгиларга эга бўлган терминлар мавжуд. Шунингдек, терминологик майдон перифериясини ҳосил қиладиган, терминларга нисбатан қўйиладиган талабларга тўлақонли жавоб бера олмайдиган бошқа махсус номинатив бирликлар: терминолди тушунчалар (предтерминлар), терминоидлар, номенлар, квазитерминлар, профессионализмлар ажратиб кўрсатилади.

Д.К.Ефимов инглиз ва рус тилларидаги ОАВ (оммавий ахборот воситалари) терминосфераларига бағишланган қиёсий тадқиқотида терминосферани ягона терминосистемани ўзида акс эттирмайдиган қандайдир бир «***гибрид*** (чатишма)» сфера; умумхалқ лексикаси ва ОАВ терминологиясида ўзаро кесишадиган, ўзига хос хусусиятларга эга бўлган доира сифатида кўриб чиқади [66;-Б.8].

Инглиз-америка тилшуносларининг терминология соҳасидаги етакчи мутахассис Кью Кагеуранинг тадқиқотларида «***a terminological sphere***» (терминологик қобиқ) ва «***a terminological space***» (терминологик бўшлиқ) каби сўз бирикмаларини учратиш мумкин. У терминологиянинг мустақил фан сифатидаги аҳамиятини асослаган ҳолда агар бирон бир лексик бирлик термин, дея баҳоланса, унда у аввалдан мавжуд бўлган терминологик бўшлиқда жойлашган бўлишини; шу тарзда терминология концепциясини

«терминологик бирликлар»нинг йиғиндисидек, эмпирик моддийлаштириш сифатида жорий қилишини исботлайди[218;]. Шундай қилиб, К.Кагеуранинг нуқтаи назарига кўра, «***терминологик сфера»*** ва «***терминологик бўшлиқ***» термини бошқа терминлар билан тизимли муносабатларга киришган ҳолда уларнинг қаторига ўрнашиб, терминосистемани шакллантирадиган муайян муҳитни ўзида намоён этади.

Мазкур ҳодисалар анологияси уларнинг идентик хусусият ва тавсифлар жамланмасини акс эттиради. Масалан, тизимлилик; терминосистеманинг бундай хусусиятлари юзасидан Б.Н.Головин ва Р.Ю.Кобрин шундай ёзган: «терминология – тизимлидир, сабаби терминологиянинг алоҳида қисмлари ва жиҳатларини акс эттирувчи ҳамда хизмат қилувчи оламнинг ўзи тизимлидир»терминосфера ҳам тизимлиликка эга [55;-Б.78].

Лингвистик ёндашувга мувофиқ терминлар тизимлилик билан характерланувчива илмий таъриф орқали ифодаланган, бир маънога эга бўлган объект сифатида талқин қилинади. Аксарият ҳолларда термин контекст таъсирига учрамайди. У услубий жиҳатдан нейтрал бўлиб, асосан функционал муҳитда, яъни турли билим соҳалар мутахассислари ва тадқиқотчилари томонидан ишлатиладиган матн ҳамда ҳужжатларда қўлланилади. Соҳалараро терминологик бирликлар ўзаро алоқада бўлиб, яхлит ҳолда терминологик майдондаги терминосистеманинг ядросини ташкил қилади. Шунингдек, терминологик майдон таркибига терминосистема ва умумистеъмол лексикаси чегараси (перифериясида)да жойлашган термин бирликлари ҳам киради. Масалан:(1.1-жадвалга қаранг)

1.1-жадвал

Умумистеъмол лексикаси чегарасида жойлашган термин бирликлар

инглизча	***русча***	***ўзбекча***
Agroturism	*агротуризм*	*agroturizm*
Tour package	*Тур пакет*	*Tur paketi*
jeep safari	*джип-сафари*	*jip safari*
on-your-own package	*самостоятельный тур*	*o'z-o'zidan sayohat*
rural tourism	*сельский туризм*	*qishloq turizmi*
check-in	*регистрироваться*	*ro'yxatdan o'tish*
check-out	*проверить*	*tekshirish*
boutique hotel	*бутик-отель*	*butik mehmonxona*

flotel	*флотель*	*suzuvchi*
tour leader	*гид*	*гид*
tour operator	*тур-оператор*	*turoperator*
tour manager	*тур-менеджер*	*ekskursiya menejeri*
Catering service	*Служба общественного питания*	*Ovqatlanish xizmati*

Хулоса: Шуни алоҳида таъкидлаш жоизки, лингвистик матнга оид терминологик сферадан фарқли ўлароқ, ҳамиша лексик сфера компоненти бўла оладиган терминологик майдон мавжуд бўлади.

Юқорида қайд қилинган маълумотларнинг таҳлили натижасида аксарият терминшунослар «***терминосфера***» ҳамда «***терминосистема»*** тушунчаларини қарама-қарши қўйиб ўрганишни маъқул кўришмоқда деган хулосага келамиз. Айрим тилшунослар терминосферани терминосистемага тенглаштиради ёки уни нисбатан мураккаб терминосистеманинг муайян соҳада қўлланилишга ихтисослашган терминологик майдон сифатида қарашади. Аслида «терминосфера» тушунчасининг табиатидан келиб чиқиб, унинг таърифи ва хусусиятларига доир фикрлар хилма-хиллиги «терминосистема» ва «терминосфера» тушунчалари ўзаро анологик (ўхшаш, яқин) деб ҳисоблашимиз мумкин. Аммо турли олимлар томонидан келтириб ўтилган ҳар хил лингвистик илмий ёндашувлар призмасида кўриб чиқилгани боис айнан бир хил эмас, деган хулосага келиш имконини берди.

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HISTORY OF THE FORMATION OF TOURISM

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Abstract: This article talks about the history of the formation of tourism, the main differences between a traveler and a tourist, the development of several industries related to tourism, as well as the travels of Central Asian scholars related to tourism.

Key words: exhibition, big business, big money, agriculture, local industries and national crafts, recreation, entertainment, environmental awareness, trade, science, advocacy.

Аннотация: В данной статье рассказывается об истории становления туризма, основных отличиях путешественника от туриста, развитии ряда отраслей, связанных с туризмом, а также путешествиях среднеазиатских ученых, связанных с туризмом.

Ключевые слова: выставка, крупный бизнес, большие деньги, сельское хозяйство, местные промыслы и народные промыслы, отдых, развлечения, экологическое сознание, торговля, наука, пропаганда.

Annotatsiya: Mazkur maqolada turizmning shakllanish tarixi, sayohatchi va turistni ajratib turuvchi asosiy farqlar, turizmga turdosh bo‘lgan bir necha tarmoqlarning ham rivojlanishi shuningdek Markaziy Osiyo allomalarining ham turizm bilan bog‘liq sayohatlari haqida so’z yuritilgan.

Tayanch iboralar: ko‘rgazma, ***yirik biznes, katta pul,*** qishloq xo‘jalik, mahalliy sanoat va milliy hunarmandchilik, dam olish, ko‘ngil ochish, atrof-muhitni anglash, savdo, fan, da’volanish.

Today, Englishman Thomas Cook is recognized as the founder of modern tourism. He was one of the first to realize the importance and usefulness of organizing a mass tour for the purpose of travel, and in 1843 he successfully organized the first railway tour. In 1851, he organized 165,000 people from all over the country to participate in the exhibition in Paris. Since the trip to the exhibition was very profitable, Cook became the organizer of a mass visit of English tourists to the World Exhibition in Paris in 1865. From 1856, tours around Europe became common, and Cook's Travel Agency and its branches

were established. The unprecedented success of the tourist company is confirmed by the fact that more than 8,000 hotels were included in the catalog offered to tourists by Cook. In 1872, Thomas Cook was the first to propose organizing a trip around the world based on industry. Today, the "Thomas Cook" company has more than 12,000 tourist agencies around the world, serving more than 20 million tourists a year.

Crusades are noted as famous events of the Middle Ages. Currently, pilgrimage is the basis of religious tourism, and according to its activity, it is considered to have a large scale. As an example, it is enough to cite the pilgrimage of the representatives of the Islamic religion to the holy city of Mecca and Mukarrama or the pilgrimage of Christians to the city of Jerusalem.

The field of tourism has developed especially rapidly in the last 30 years. During this period, the number of international tourists increased by 3.8 times, and the profit from this industry increased by 25 times. Currently, 10% of the world's gross product, 7% of international investments, 16% of all jobs, and 12% of world consumer spending go to the tourism sector. Today, tourism is a very powerful branch of the global economy, which involves a large number of employees, fixed assets and large capital funds. Tourism is big business, big money and serious politics on a global scale.

Today, with the development of society, many inhabitants of our planet are attracted to the field of tourism. During 1995-1997, the trend of steady growth of the number of travelers was observed at an average of 4% per year, and since 2008, due to the global financial and economic crisis, a decrease in activity in this area was noted. The field of tourism is considered a socio-economic branch of the rapidly developing industry in many countries. According to the assessment of the World Tourism Organization (WTO), 100 tourists visiting a city with developed tourism services will spend around 20,000 US dollars, which means that each tourist can bring a profit of 200 US dollars to the city in one day.

In 1832, a regular ship route between Europe and the Americas was launched, and in 1866, Cook sent the first two groups of tourists to the United States. The tours were long-term and lasted up to five months. One of the famous American tourists who used the services of Thomas Cook was Mark Twain, who participated in a group of sixty people and later wrote about this trip. In 1872, Thomas Cook was the first to propose organizing a trip around the world based on industry. The first 20 travelers traveled around the world for 220 days. Thomas Cook died in 1892 and his work was continued by his sons and partners. The company expanded into a major financial institution and began

issuing traveler's checks. And this was essentially the invention of the century - safe money. Today, the "Thomas Cook" company has more than 12,000 tourist agencies all over the world and provides services to more than 20 million tourists a year.

The main thing that distinguishes tourism from travel is its purpose and mass. As Prosper Mérimée noted in his book Colombe in 1840, "Instead of the constant happiness of tourists, indifference has arisen, and many of today's tourists have adopted the slogan Nil Admirare (not to be surprised at anything) to distinguish themselves." those who have chosen". Needless to say, this was the first difference between the concepts of "traveler" and "tourist".

The infrastructure and industry of tourism is the reason for the development of several industries related to tourism. In addition, the development of tourism helps to solve the problem of unemployment, which is another big problem. According to statistics, every 20 tourists visiting the country help to create 1 new job in the direct tourism sector and 2 in other sectors of the national economy dependent on tourism. At the same time, it has a positive effect on the development of local regions, and helps to sell agricultural, local industry and national handicraft products.

Although tourism, accepted in current concepts, was formed at the end of the 19th century, it developed rapidly only by the 20th century, and as a result of the development of techniques and technologies, the rise of social relations, it received the name "phenomenon of the 20th century".

At present, tourism is an interrelated activity of the national economy, the purpose of which is to provide people with various types of recreation and travel in their free time, as well as the effective use of available tourist resources, to meet the ever-increasing needs. is seen as an economic category representing a set of enterprises and industries.

The desire to stand out from other people, to be the first, is evident among travelers. There are more opportunities to show oneself here than in other areas of human activity. Who climbs to the top and drinks champagne, who goes the farthest, who is at the most railway stations or border crossings - the fantasy of record-travelers has no limits, and the Guinness Book of Records has a separate section for such achievements.

In 1913, he traveled around the world on a bicycle, covered 50,000 km and changed 52 tires, 36 chambers, 9 chains, 9 pedals, 4 saddles, 2 handlebars, etc., and with the "Brilliant Star" mark awardee Anisim Pankratov can be included not in the category of tourists, but in the category of travelers. also, Gleb Travin, who traveled around the borders of the USSR on a bicycling tour in three years

(1928-1931), can also be included among the travelers. It is certainly difficult to include Czechoslovak travelers Irji Ganzelka and Stanislav Zygmud, who traveled around all the continents of the planet in "Tatra" cars for several years. Their intercontinental route was provided financially and technically by the Tatra concern, which served the company's advertising purposes. In practice, this is a normal and paid service of technical testers.

A man named Jesse Rossdale has set himself the goal of being in the most countries in the world and having his documents stamped by the border services of all countries, for which he traveled a distance of 2,627,766 km and crossed the borders of 215 countries and for this Awarded the Guinness diploma. Missionary Alfred Waldern (USA) set out to travel on horseback and covered a distance of 424,850 km (unknown if it was one or more) on horseback. He listened to more than 16,000 lectures. Various records have been set for traveling by foot, ski, bicycle, car, railway, air and sea transport.

Even astronauts (they can also be included among tourists) who organize scientific trips in time and space, land on the Moon, fly around the Earth's orbit, also strive to set a record. The first person who flew into space, the first female astronaut, the length, height and distance of the flight, the length of the Lunar Walk on the surface of the Moon and a number of other facts are the basis for recording as records.

Conclusion: Tourism is an important component of the economy of many countries, it provides employment of local population, filling of hotels, restaurants, entertainment events, inflow of foreign currency. The internal economic nature of tourism requires that the tourist spends his money in the visited country. Tourism is based on the exploitation of local tourism resources, and in return this region or country should benefit.

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INGLIZ TILIDA ANIQLOVCHI VA UNING GAPDAGI O`RNI HAQIDA AYRIM MULOHAZALAR

Napasova Baxora Boymirzayevna
Samarqand Iqtisodiyot Va Servis Instituti O`Qituvchisi
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***Annotatsiya**: Ushbu maqolada ingliz tilida aniqlovchilarning ifodalanishi va uning gapdagi o`rni , sintaktik va semantik xususiyatlari hamda ularning turlari haqida fikr yuritilgan. Aniqlovchi va ularning o`ziga xos xususiyatlari tahlil qiligan . Tahlillar bir qancha misollar asosida dalillashga harakat qilingan. Aniqlovchi ergash gaplarning turlari va gapdagi ishtiroki haqida mushohada qilingan. Tilshunos olimlarning ingliz tilida aniqlovchilar haqida turli munozrali qarashlari o`rganilgan, taqqoslangan va umumiy xulosalangan.*

***Kalit so`zlar**: aniqlovchi, aniqlanmish, predikat, predikativlik, ikkinchi darajali bo`lak, sifat, aniqlovchili eragsh gaplar*

***Аннотация :** В данной статье выражения детерминативов в английском и обсуждаются его место в предложении, синтаксические и семантические признаки и их виды. Анализируются детерминанты и их специфические характеристики . Анализ пытались доказать на нескольких примерах было сделано наблюдение о видах определяющих пределожний и их участики .Были изучены, сопоставлены и сделаны общие выводы различных противоречивых в зглядов лингвистов на детерминативы в английском языке .*

***Ключевые слова**: определитель, определение, предикат, предикативность, вторичный пречастие, прилагательное, определеннй артикль*

***Abstract**: In the article, the expression of attributive in English and its place in the sentence, syntactic and semantic features and their types are discussed.*

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Attributive and their character traits were analyzed and evidence was tried based on examples. The types of determining clauses and their participation in the sentence were observed. Various controversial views of linguists about attributive in english have been studied, compared and generally concluded.

Key words: attributive, defined, predicate, predicative, secondary clauses, adjective, attribute clauses

Tilshunoslikda ikkinchi darajali gap bo'laklari o'rtasida ajralib turadigan sintaktik birliklardan biri bu – aniqlovchidir. Aniqlovci tilshunoslikda ko`p o`rganilmagan soha hisoblanib, olimlar o`rtasida turi bahs - munozaralarni uchratish mumkin. U o'z tuzilishi, turlari, o'ziga xos xususiyatlari bilan farqlanadi. Aniqlovchi gapda otga bog`lanib kelishi bilan boshqa ikkinchi darajali bo'laklardan farqlanadi . Hol va to'ldiruvchi doimo kesimga tobe bo`lib kelib, gapning mustaqil bir bo'lagi sifatida qatnashadi. Olimlar aniqlovchi birikma tarkibida uning bir elementi sifatida ega, kesim, to'ldiruvchi, hol va hatto bir aniqlovchi ikkinchisiga tobe bo'lib kela oladi deb hisoblaydilar.

METODOLOGIYASI

Ingliz tilshunosi B. Ilish aniqlovchining yana bir o'ziga xos xususiyati haqida fikr yuritar ekan, u o'zi aniqlayotgan bo'laklardan ham oldin ham keyin kela olishidir degan fikrni ilgari so`radi. Ingliz tilshunoslaridan K. N. Kachalova va E. E. Izrayelovichlar aniqlovchini quyidagicha tavsiflashadi: "Определение называется второстепенный член предложения, который обозначает признак предмета. Определение относится к существительному. Значительно реже оно относится к местоимениям-существительным" [18, 377 Практическая грамматика английского языка].

Ushbu olimlarning fikricha, aniqlovchini narsaning belgisini bildirib, otga bog`lanib keladi. Lekin bu ta'rif aniqlovchini to'liq tavsiflay olmayapdi. Chunki aniqlovchi nafaqat narsani balki shaxsni ham belgisini bildirib kela oladi, masalan: *a funny man*. Ingliz tili tilshunoslaridan yana biri V. Kaushanskaya aniqlovchiga quyidagi ta'rifni beradi: "The attribute is a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character… It may be expressed by any part of speech ." [17, 252 грамматика английского языка]. Biz bu ta`rif orqali olimni aniqlovchini to'liq tasvirlay olgan deb hisobladik. Haqiqatdan aniqlovchi ot va olmoshni aniqlab kela oladi va har qanday so'z turkumi bilan ifodalana olinadi. Hozirda ko'pgina adabiyotlarda aniqlovchi ergash gaplar aniqlovchining bir turi sifatida

qaralmoqda va aniqlovchi nafaqat ot, olmosh balki gaplarni ham aniqlab keladi deya e`tirof etilmoqda.

Aniqlovchiga rus tilshunos olimi A.I.Smirnitskiy qo`yidagicha ta`rif berdi: “ Aniqlovchi – gapning ikkinchi darajali bo`lagi bo`lib, u birinchidan, narsani belgisini yoki kengroq aytganda sifat munosabatlarining ifodasi, ikkinchida , so`z bilan yaqin atributiv bog`liqlik bilan tasniflanadi. Til birliklari orasida aniqlovchi roli uchun eng mos keladigan sifatdir….Shu bilan birga, aniqlovchi rolini o`z-o`zidan belgini belgilamaydigan so`zlar ham o`ynashi mumkin, lekin ma`lum birikmalarda gapdagi boshqa so`zlar bilan alohidamunosabatga kirishib, belgini aniqlash uchun xizmat qilish mumkin. Demak, masalan, *otamning xonadonidagi* so`z birikmasida ta`rif vazifasini egalik kelishigidagi ot bajaradi. ” [А.И.Смирницкий, Синтаксис английского языка, Москова 1957, 231 с]. Bundan xulosa qilib shuni aytish mumkinki, nutqning bir qismi sifatida otning ma`nosi xususiyatni belgilash emas, balki ob`ektivlik bilan tavsiflanadi. Shunday ekan, aniqlovchi xususiyatini olish uchun ot belgilanayotgan narsa bilan qandaydir aniq munosabatga kirishishi kerak. Faqat ma`lum munosabatlarni ifodalash orqali ot belgining ko`rsatkichi bo`lib, uning ob`ektiv ma`nosini zaiflashtiradi. Ot maxsus hol shaklida ham, bosh gap bilan ham aniqlovchi vazifasini bajaradi. “Ingliz tili aniqlovchi aniqlanmishdan oldin qo`yilishga moil bo`lgan tillardan biridir. Boshqa tillarda xususan, frantsuz tilida sifat…. otdan keyin keladi..” [А.И.Смирницкий, Синтаксис английского языка, Москова 1957, 235 с].

Aniqlovchi va aniqlanmishda asosan o`zak so`z oxirida bo`ladi. Fikrlarni alohida xususiyatlardan umumiy tushunchaga o`tkazishning bunday usuli ingliz tilining butun tuzilishiga xosdir. Masalan, *kumush qoshiq* qo`shma so`zida birinchi element muayyan xususiyatni bildirsa, ikkinchisi, o`zak elementni esa shu alohida xususiytning tashuvchisini bildiradi va butun majmuani o`z ichiga olgan sinfni belgilaydi. Bu sifatlarning alohida o`rni kesimlarga yaqinligi bilan izohlanadi. Sifatga aylanmagan kesim muntazam ingliz tilida otdan keyin qo`yiladi masalan: *She didn`t hide her the impression desired.* Kesimning aniqlanayotgan otga nisbatan bunday holat har qanday kesimning, go`yo rivojlanmagan ergash gap bo`lishi bilan izohlanadi . Gapdagi ishtiroki nafaqat ergash gapga, balki mustaqil gapda ham rivojlanishi mumkin. Masalan: - “ The woman carrying the bag is speaking ”, - So`mka ko`targan ayol gapriyapdi - Ayol so`mka ko`tarib turibdi – U gapriyapdi. Kesim bu yerda kesim ikkinchi darajali predikativlik soyasiga ega. Bo`lishli qo`shma gap orqali ifodalangan aniqlovchi oldindan tayyor holda berilmaydi, balki gap jarayonida go`yo o`tib ketayotgandek yonboshlovchi sifatida qo`shiladi. Kesim kesim bilan ifodalangan

sifat fe`l zamon sifatlari sifatida idrok qilinadi va uning aniqlanayotgan ot bilan aloqasi odatiy aniqlovchili bog`lanishdan ko`ra jonliroq bo`lib, shu ma`noda u qandaydir predikativ ma`noga ega. Aniqlovchining ot bilan bog`lanishi predikativ bog`la-nishga yuklamali ta`rifning ot bilan bog`lanishga yaqinroq. Ingliz tilida egalik holat sifatdosh bilan birga ishlanadi va aniqlanayotgan otdan oldin qo`yiladi. Bunday tuzilish sababli, ya`ni bu qurilmaga sabab bo`lgan otning sintaktik roli tufayli ot ma`lum o`zining " obe`ktivligini" yo`qotadi. "Nemis tilida tuslanish sistemasi jonliroq saqlanib qolgnligi sababli genitive holatdan ancha erkindir.

Ingliz tilida egalik holatning so`z shakliga kelsak, ularning o`rni sifatdoshning o`rniga nisbatan qat`yroq; shu ma`noda ular egalik olmoshlarga yaqinlashadi. Shuni hisobga olish kerakki , ushbu ishning g`oyasi predikativlikni istisno qiladi. Buning natijasida uni alohidalash mumkin emas. Ega sifatning belgisini ifodalmaydi, balki predmetni boshqa qatorlardan ajratib turadi." [А.И.Смирницкий, Синтаксис английского языка, Москова 1957, 248 с]. Oldingi ot bilan ifodalangan aniqlovchi belgilangandan keyin muntazam ravishda qo`yiladi. Bu predloglarning o`zi joylashgan so`zlarni bog`lovchi roli bilan izohlanadi. Predloglarning tabiiy o`rni so`zlar orasidagi joy, bu ergash gaplar o`rtasidagi munosabatni ifodalaydi. Demak, aniqlovchidan oldin bosh gap birikmasini qo`ya olmaymiz. *The gate of the yard* kabi birikmalarning tarkibiy qisimlarini almashtirib bo`lmaydi. Infinitiv yordamida ifodalangan aniqlovchi otdan keyin ham qo`yiladi: *He was the first teacher to teach me this.* " Infinitive o`zi kelib chiqishiga ko`ra nominal toifadir; *to* kelib chiqishi bo`ycha yuklama bo`lib, infinitive tabiiy ravishda bosh gapli ot bilan bir joyda, ya`ni aniqlanmishdan keyin joylashadi". [ Qarang, А.И.Смирницкий, Синтаксис английского языка, Москова 1957, 254 с ]. This is clean water. This water is clean. I tooke a red apple. The apple that I taken was red. Berilgan barcha misollarda *clean* va *red* so`zlari mos ravishda *suv* va *olma* so`zlari bilan ifodalangan narsaning xususiyatini ifodalaydi. Lekin birinchi gap ikkinchi gapdan keskin farq qiladi , chunki ulardagi sifat predikativ ifoda bilan bog`lanmaydi: u predikativ emas, atributiv bog`lanish shaklida berilgan . Shuning uchun birinchi holatda clean va red sifatlari aniqlovchi ikkinchisida esa sifatlovchi predikatning nominal qismi sifatida keladi. Ifodalangan mazmunning birligiga qaramay, aniqlovchi bilan bog`liqlikkdagi predikativlik yo`qligi sababli sifatlovchi predikatga keskin qarshilik ko`rsatadi.Gapning boshqa kichik birliklari kabi aniqlovchi ham gapning asosiy predikativ qurilishiga kirmaydi. Ammo shuni ta`kidlash kerakki, aniqlovchida

predikativlikning yo`qligi ob`ekt va vaziyatga qaraganda ko`proq nomayon bo`ladi.

Tilshunoslarning e`tirof etishlaricha, aniqlovchi ergash gaplar ham aniqlovchining bir turi hisoblanadi. Qo`shma gap tarkibida kelgan aniqlovchi ergash gaplar qo‘shma gapda aniqlovchi vazifasida keladi va who (whom), whose,which, that olmoshlari va when, where, why ravishlari yordamida bosh gapga bog‘lanib keladi. Odatda, aniqlovchi ergash gaplar qaysi otni aniqlab kelsa o‘sha otdan keyin keladi.

Aniqlovchi ergash gaplar uch xil bo‘ladi:

1. Ajratuvchi aniqlovchi ergash gaplar shaxs va narsalarning alohida o‘ziga xos xususiyatlarini ifodalaydi va boshqalaridan ajratib ko`rsatadi :

The present that I received from my friends last year is very valuable.

2. Tasniflovchi aniqlovchilar ergash gaplar shaxs va narsaning belgi va xususiyatlariga, shunday shaxs yoki buyumlaming biror turiga kiritadi:

The bag which is made of leather is heavy to carry.

3. Tasvirlovchi aniqlovchi ergash gaplar shaxs va buyumlarni tasvirlab, ular haqida qo‘shimcha ma’lumot beradi:

In the station I met my old friend, who helped me to find my job.

Ajratuvchi va tasniflovchi aniqlovchi ergash gaplarni tushirib qoldirib bo`lmaydi chunki , gapning mazmuni buziladi. Agar - *The present that I received from my friends last year is very valuable* gapidagi *that I received from my friends last year* ajratuvchi aniqlovchi ergash gapni tushirib qoldirsak qanday *sovg`a* haqida gap ketayotganligi noma’lum bo’lib qoladi*. A bag which is made of leather is heavy to carry* gapidagi tasniflovchi aniqlovchi ergash gapni olib tashlansa, gapning ma’nosi yo‘qoladi: The bag is heavy to carry. Gapda tasvirlovchi aniqlovchili
ergash gaplarni olib tashlash gapning ma’nosiga ta’sir qilmaydi. *In the station I met old friend, who helped me to find my job* gapidagi ergash gapni olib tashlansa – In the station I met old friend, — gapi tugallangan mazmunga ega bo‘ladi, ergash gap esa faqatgina qo‘shimcha ma’lumot beradi .

Ajratuvchi va tasniflovchi aniqlovchi ergash gaplar bosh gapdan vergul bilan ajratilmaydi, tasvirlovchi aniqlovchi ergash gaplar esa odatda , bosh gapdan vergul bilan ajratiladi.

Ajratuvchi va tasniflovchi aniqlovchi ergash gaplarda whom (who olmoshining obyekt kelishikdagi shakli) va *which* olmoshlari ko‘pincha *that* olmoshi bilan almashtiriladi:

Kamdan – kam holatlarda *who* olmoshi *that* olmoshi bilan almashtirilishi mumkin. *Whose* olmoshini hech qachon *that* olmoshi bilan almashtirib

bo`lmaydi. Odatda, that olmoshidan keyin predlog kelmaydi. Bu holda predlog fe'ldan keyin keladi, agar to'ldiruvchi bo'lsa, to'ldiruvchidan keyin keladi .

Xulosa sifatida aniqlovchiga qator adabiyotlarni o'rganib, quyidagicha ta'rif berdik: Aniqlovchi sintaktik birlik va ikkinchi darajali gap bo'lagidir. Ushbu sintaktik birlik shaxs va narsani bilgisini bildirib, what? what kind of? (qanday?), whose? (kimning?), which? (qaysi?), how much? (qancha?), how many? (nechta?) kabi so'roqlarga javob bo'ladi. Gapda mustaqil so'zlar, ularning vazifadosh shakllari, frazalar va ergash gaplar (sifat, sifatdosh, sifatdoshli ibora, son, olmosh, infinitiv, gerundiy) bilan ifodalanib bosh va ikkinchi darajali gap bo'laklari hamda gaplarni izohlab kela oladi. Aniqlovchi izohlayotgan, bosh qism – aniqlanmish ot bilan ba'zida olmosh (one, some, any, every, no olmoshlaridan yasalgan olomoshlar) bilan ifodalanadi. Aytish mumkinki, aniqlovchi ot va olmoshni aniqlab kela oladi va har qanday so'z turkumi bilan ifodalana olinadi. Aniqlovchi nafaqat ot, olmosh balki gaplarni ham aniqlab keladi deya e`tirof etilmoqda.

Hozirda ko'pgina adabiyotlarda aniqlovchi ergash gaplar aniqlovchining bir turi
sifatida qaralmoqda. Aniqlovchi ergashtiruvchi gaplar uchta turga ajratiladi. Aniqlovchi ergash gaplar qaysi otni aniqlab kelsa, o'sha otdan keyin ishlatiladi.

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THE VOCABULARY IS THE BASIS OF THE LANGUAGE

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Annotation: This article discusses the importance of vocabulary in the culture of communication and the fact that vocabulary is the foundation of language.

Key words: Educational technologies, vocabulary, culture of communication, grammar, foreign languages, innovation.

Аннотация: В этой статье обсуждается важность словарного запаса в культуре общения и тот факт, что словарный запас является основой языка.

Ключевые слова: Образовательные технологии, лексика, культура общения, грамматика, иностранные языки, инновации.

Annotatsiya: ushbu maqolada lug'atning muloqot madaniyatidagi ahamiyati va lug'at tilning asosi ekanligi muhokama qilinadi.

Kalit so'zlar: ta'lim texnologiyalari, lug'at, muloqot madaniyati, grammatika, chet tillari, innovatsiya.

INTRODUCTION

In the current era of rapid development, science and technology are also developing rapidly. Successes are achieved in all sectors. Especially in science there are big changes and important results. Every science is new. Providing students with the use of innovative educational technologies is one of the most important needs of today's education. Finally, our Head of State Shavkat Mirziyoyev said: “For the future of foreign language education in our country, it is time to build a new system with a solid foundation. The goal is to build a competitive country, because school, high school, university and high school graduates must know at least 2 foreign languages and master them perfectly. This is a strict requirement for the head of any educational institution and should become the main criterion for activity." also learn their habits. Nations help, create unlimited possibilities for communication and communication in different directions. In our country, the world scientific achievements of the young generation are supported by the wide use of technologies and the conditions created for teaching and learning languages

abroad. Highly qualified staff is getting better every year. Nowadays, the importance of learning and mastering foreign languages is increasing. To become a mature expert in any field, the world is beyond one's native language. It is necessary to know at least two or three languages. Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev: It is time to introduce a new system of teaching foreign languages, which will be a solid foundation for the future. On May 6, chaired by President Shavkat Miromonovich Mirziyoyev, a video selection session dedicated to measures to improve the foreign language education system was held. It is time to introduce a new system of teaching foreign languages, which will be a solid foundation for the future of our country. As we aim to build a competitive country, graduates of schools, high schools, colleges and universities must master at least 2 foreign languages immediately. This strict requirement should become the main criterion for the activity of the head of an educational institution, - said Shavkat Mirmonovich Mirziyoyev.

When it comes to learning a foreign language like English, many people don't realize that working on vocabulary is just as important, if not more important, to being successful in learning a foreign language. The question arises in our mind, what is the role of the horse? Wording is indeed very important in expressing our thoughts effectively. Vocabulary means words. To learn any language, we need to know grammar and vocabulary perfectly. Vocabulary is the most important skill in teaching a foreign language. All other skills such as reading, writing, speaking and listening are built and developed from vocabulary. This showed why learning new words is important. Vocabulary helps students express themselves more clearly and improves communication skills, and also requires students to have cognitive academic language skills. When students master more than 90-95% of the vocabulary words, it helps students understand what other people are saying and what they are reading. Without adequate understanding of words, students have difficulty understanding others or expressing themselves. Vocabulary instruction is important across the curriculum, from language arts and social studies to math and science.Certain techniques can help the teacher help students pronounce a specific word. In order to have a rich vocabulary, students must not only learn as many words as possible, but also memorize them, because learning is remembering. In this regard, several methods have been developed to help students memorize words effectively, and teachers can facilitate the learning process for their students. One of the methods a teacher can use to teach vocabulary is repetition. This is an important technique in teaching vocabulary.

Another important technique is the use of newly learned words. The role of teachers is also precious in this sense. In the classroom, teachers should encourage students to talk as much as possible and require vocabulary practice by designing vocabulary-based activities and games. closely related to Another technique to consider in both learning and teaching vocabulary is imagination. Students learn new words easily when they are taught to associate them with their pictures. For example, if the topic is about a travel agency and students have learned to visualize and show a picture of a building that we show them for travel information, they will remember the word for a long time. possible Then the students have to imagine the words they have to learn. It aids the learning process and holds the word in long-term memory. Vocabulary is important when learning a new language. Because it can be defined by words of language. Includes phrases or multi-word fragments that have a specific meaning as separate words. Learning a language has many aspects. Especially for English learners, but English vocabulary is most important. Basically, vocabulary is a very important part of communication. Because it improves all areas of communication and without it we cannot express our feelings. For example, a solid English vocabulary improves overall communication; listen, speak, read and write. A large number of words will help you express your thoughts in a meaningful way. Vocabulary is the key to learning English. Expand your vocabulary by choosing the right words. So you can understand quickly without wasting much time. Follow these steps to quickly memorize vocabulary.

* Learn by writing. First, write the words in a notebook. This is the most effective way to enhance vocabulary studies to learn the most common words. Regular writing practice is the key to maintaining vocabulary. Vocabulary is an important part of English communication. This is essential for any prospect, whether it's writing a resume, reading a book, or understanding people's opinions. Vocabulary also makes essay writing more engaging and understandable.

* Learn by listening. If you come across interesting words in your daily conversation, try to use them in context. By experimenting and practicing the art of speech, you can use the word correctly in a given context.

* Learn vocabulary by reading. Basically, you can learn words by reading books and magazines. The context of the word is enough to guess the meaning. Using words often in reading teaches you how to use these sentences in speaking and writing. Also, read both fiction and non-fiction for best results. This is a great way to learn new words in English. Learn about the words you read: Vocabulary can be divided into two parts - Active Vocabulary and Passive

Vocabulary. Active Vocabulary is a collection of all the words that you can easily understand or use yourself. Follow these steps to learn English easily:

* Repeat the words many times.
* Put words into separate groups.
* Imagine images and convert them into words.
* Test yourself using words in speaking or writing exercises.
* Write hard-to-use words and definitions.

Vocabulary is important because it is the foundation of all languages. It is the raw material that we can use to express our thoughts and ideas, share information, understand others and build personal relationships. Even if we barely speak the language and don't understand the grammar, we can still make ourselves understood. As British linguist David A. Wilkins poignantly points out, “very little can be communicated without grammar; nothing can be transmitted without a vocabulary. If you're still not completely convinced, think about how children acquire language. They say simple words like "duck", "ball" and "plush" before trying to do more complex constructions, and can usually say what they want. However, as with ESL students, their ability to communicate becomes more effective as their language skills develop. But the point here is that they still can only communicate with the help of vocabulary. In general, English vocabulary has three aspects. This is due to the use of layers of meaning related to the form, meaning and roots of individual words. Vocabulary learning is not limited to words. This involves knowledge of literal expressions and English vocabulary. It is the most important skill for learning a language.

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DIFFERENT WAYS OF CATEGORISING LANGUAGE LEARNERS' MISTAKES

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Annotation *The article describes different types of mistakes in accuracy and appropriacy that students make while learning foreign languages and main reasons why learners make them. It also contains suggestions and tips on effective ways of checking and correcting the learners' mistakes.*

Key words. *errors or slips, problems of accuracy, inaccuracy, pronunciation, grammatical mistakes, lexical mistakes, punctuation mistakes, spelling mistakes, motivation, correction code. learner autonomy, encourage.*

Аннотация. *В статье описываются различные типы ошибок в точности и уместности, которые допускают студенты при изучении иностранных языков, и основные причины, по которым они совершаются учащимися. Он также содержит предложения и советы по эффективным способам проверки и исправления ошибок учащихся.*

Ключевые слова. ошибки, проблемы точности, неточность, произношения, грамматические ошибки, лексические ошибки, пунктуационные ошибки, орфографические ошибки, код исправления, самостоятельность учащегося, поощрять.

Annotatsiya. *Maqolada o'quvchilarning chet tillarini o'rganishda aniqlik va moslikdagi turli xil xatolar va o'quvchilarning ularga yo'l qo'yishining asosiy sabablari tasvirlangan. Shuningdek, unda o'quvchilarning xatolarini tekshirish va tuzatishning samarali usullari bo'yicha taklif va maslahatlar mavjud.*

Kalit so'zlar. *Xatolar, aniqlik, noaniqlik, talaffuz, grammatik xatolar, leksik xatolar, tinish belgilari xatolari, imlo xatolari, motivatsiya, tuzatish kodi, o'quvchining mustaqilligi, rag'batlantirish.*

Mistakes are either errors or slips. There are two main reasons why learners make errors: L1 interference and the stage of the learner's development. Mistakes result in problems of accuracy, students not using the correct form of the language: of appropriacy, L1 students not using language suitable for the

context or the situation or of communication. Le students not making their message clear. We can categorise learners' mistakes in accuracy and appropriacy in a number of different ways. We can refer, for example, to what is missing from a word, sentence or utterance, what is wrongly used, what is unnecessary and what is inappropriate.

Here are some mistakes that students make.

1. Incorrect intensifier (line 1); we use *absolutely* with extreme adjectives, for example *absolutely exhausted*. Very would be better here.
2. Inaccurate conjunction (line 2): for is incorrect here. Because would be more accurate.
3. Spelling (line 3): shoping is not spelt correctly.
4. Lexical inaccuracy (line 4): the adjective classic does not have the same meaning as *classical. Classical* would be correct here.
5. Lexical inaccuracy (line 5): *look after* is not the correct phrasal verb to use here. *Look for* would be accurate.
6. Inappropriate register (line 6): *Yours sincerely* is the close for a formal, not an informal, letter. *Yours or Best Wishes* would be more appropriate here.

These mistakes are in accuracy (grammatical, lexical and spelling) and appropriacy.

We can see that in speaking and writing mistakes in accuracy relate to misusing forms of language and include grammatical, lexical, spelling, punctuation and pronunciation mistakes. Mistakes in appropriacy relate to misuse of register.

Errors provide one of the most valuable materials to be studied on in terms of successful learning. By studying the errors, areas of difficulty can be determined and teachers can get hints for the next phase of the language learning process. Error analysis has become a major area of study thanks to the contributions of S.P. Corder. Corder states that errors provide source of information to researchers, teachers and learners. What's more, Hourani (2008) indicated that errors were important in three different dimensions. First of all, they demonstrate teachers how much progress students made. Secondly, they provide evidence for researchers on how language is learned or acquired and what strategies or techniques learners use in exploring the language. Lastly, they are important for the learners themselves as they make use of their error to learn the correct form of the language. James (1998; as cited in Tiarina, 2017), on the other hand, explained that errors were important in two different dimensions. Analysis of errors explains teachers what to do in teaching the foreign language

and informs researchers how the process of learning progresses. Finally, Peng (1976) emphasised that error analysis helped teachers to conduct remedial teaching in teaching a foreign language. When all these ideas are considered as a whole, although making errors are not desirable, it can be asserted that errors are regarded as valuable materials to be studied in the process of learning a foreign language. The process of error analysis It is quite important to follow a systematic process while analysing learners' errors. Therefore, Corder (1974, as cited in Londono Vasquez, 2008) suggested five steps in the process of error analysis. They are 1. collection of a sample of learner language, 2. identification of errors, 3. description of errors, 4. explanation of errors, and 5. evaluation of errors. Unless such steps are followed, error analysis will not yield objective results. While analysing learner errors, three error analysis models can be employed; comparative taxonomy, communicative effect taxonomy and surface strategy taxonomy. In comparative taxonomy, the errors of language learners are compared with those of children learning their mother tongue and two error categories are listed; developmental errors and interlingual errors. The effect of errors on communication is observed in communicative effect taxonomy and the difference between the errors that affect and don't affect communication is emphasized. As for surface strategy taxonomy, which was put forward by Dulay, Burt and Krashen in 1982, it is important to reveal that surface structure of the target language is changed in a systematic way and learners' errors are not the result of laziness or sloppy thinking but there is a logic behind them (Putri, 2019). The most common errors to be handled in surface strategy taxonomy are addition, omission, misformation and misordering.

- Learners can lose **motivation** if we correct every mistake they make. They become anxious and more unwilling to take risks and this can have a negative effect on their learning. We need to think carefully about what, how and when we correct.

- When correcting learners' written work, it is possible to use a **correction code**. This uses symbols, for example sp for spelling, which tells learners the type of mistake they have made. This can help **learner autonomy** because it raises learners' awareness of the types of mistakes they make and **encourages** them to correct their own mistakes. It's not possible to use a correction code with very young learners, because they are not able to categorise language in this way.

- How we **identify** and categorise mistakes influences the way we correct them. For example, learners may not have learnt the word or the

structure yet; they may be using a word or structure from their first language by mistake **(L1 interference);** they may have great difficulty making certain sounds, which is another kind of LI interference, or they may need more time to check and **edit** their writing.

- It is important not only to focus on mistakes of accuracy (e.g. grammar and **lexis)**. Mistakes of appropriacy need correcting as well. Mistakes of appropriacy can often cause more misunderstanding and lack of communication than mistakes of grammar and lexis.
- Mistakes can be a very positive aspect of learning. They show us that learning is taking place and that learners are taking risks with the language.
- Some mistakes matter more than others. Mistakes that cause a breakdown in communication or cause miscommunication are more significant than those which do not, e.g. leaving off plural s is unlikely to cause a communication breakdown.
- It is useful to identify and categorise our learners' mistakes. We might identify common mistakes made by many students, or focus on mistakes made by individual students. We can use this information when we plan our lessons to make sure we focus on the problems that our students have, and help them develop ways to improve.
- We can get information on our learners' mistakes and their needs from homework tasks, informal assessments, observation checklists and so on.
- Students may also make mistakes in communication, e.g. in speaking, they may not be very fluent or may not have good interactive strategies, and in writing they may not organise their writing according to accepted structures. Learners' mistakes can be in accuracy, appropriacy or communication.

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THE MAIN DIFFERENCES THAT DISTINGUISH A TRAVELER AND A TOURIST

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Abstract: In this article, the main differences between a traveler and a tourist, the concept of travel, the lifestyle of travelers, the differences between travel and tourism, and the purpose and financial support of this activity are discussed. z is maintained.

Key words: traveler, tourist, tribe, pilgrim, nomad, scholars and mystics

Аннотация: В данной статье обсуждаются основные отличия путешественника от туриста, понятие путешествия, образ жизни путешественников, различия между путешествием и туризмом, а также цель и финансовое обеспечение этой деятельности.

Ключевые слова: путешественник, турист, племя, пилигрим, кочевник, ученые и мистики

Annotatsiya: Mazkur maqolada sayohatchi va turistni ajratib turuvchi asosiy farqlar, sayohat tushunchasi, sayohatchilarning turmush tarsi, sayohatlar va turizmning bir-biridan farqlarini ko‘rib chiqishda ushbu faoliyatning maqsadlari va moddiy ta’minotiga to‘xtalib o‘tish joizlik haqida so’z yuritilgan.

Kalit so’zlar: Sayohatchi, turist, qabila,ziyoratchi, ko’chmanchi, allomalar va mutasavvuflar,

Travel and tourism are related concepts that represent a certain way of human activity. It covers recreation, entertainment, sports, environmental awareness, commerce, science, litigation and many other aspects. However, each time it refers to a specific action that distinguishes travel from other types of activity - a person's temporary going to another place, country, continent, moving away from his permanent place of residence.

Expeditions, including scientific expeditions, are organized by individuals with a separate, single goal and interest, which include hundreds and even thousands of specialists, diplomats, migrants and nomads. The crews of sea, air and other vehicles are not at home for months, so for them, travel is a way of life, a daily work activity.

The concept of travel means moving in time and space, regardless of people's goals, and serves as a way of life for travelers.

It is known from many centuries of history that it was characteristic of man to travel around the world in order to develop trade, open and develop new lands, and search for resources and new transportation routes. The time allocated to the development of our civilization is not so long, it is determined by a period of about five thousand years, but only the stories and images of the travels of the recent past have survived to us. From the past, we know the names of great travelers who discovered new continents and lands, peoples and natural phenomena, and founded unique geographical systems.

When considering the differences between travel and tourism, it is permissible to dwell on the goals and material support of this activity. The main part of trips and expeditions is financed by interested persons, organizations, public and private foundations, serving specific purposes (trade, science, opening new lands, advertising products, etc.).

A traveler is primarily a profession and can become a profession or a livelihood for people, or else a lifestyle for those who travel. This is the goal of the activity, which is fundamentally different from the goals of tourism.

Tourist - a natural person who travels across the territory of the Republic of Uzbekistan or to another country (departs from his permanent residence for the purpose of tourism).

Tourism is a type of travel, but according to its specific features, it has a certain description, and the person who participates in it is called a tourist. Importantly, we can call a tourist a traveler, but we cannot always call a traveler a tourist. Unlike travel, tourism is an industry that is strongly influenced by economics and politics. Tourism is a type of mass travel with clearly defined tourist goals, carried out by tourists, and consists of tourist activities and organizations providing special services for the organization and implementation of such trips. The activities of such special service organizations are primarily carried out by tourist companies, hotels and various other sectors related to these services.

Turning to Past, we can say that when we say the first travelers, we have before our eyes the nomadic tribes of ancient times, who moved from one place

to another, religious pilgrims, who traveled between countries and traveled along the "Great Silk Road". Merchants who went on a journey, and later state ambassadors protecting the interests of countries, scientists, scholars and mystics who aimed for knowledge, warriors who entered other territories on the military fronts are embodied. Thank you, most of them got acquainted with the history, geography, hardworking people, customs, traditions and ceremonies of other regions, rich cultural heritage during their travels and wrote wonderful works, memories and reminiscences about them. For example, the father of history - Herodotus (5th century BC) traveled through Europe, Asia and Egypt. His work entitled "History" describes the life, customs and rituals of the ancient peoples of Central Asia - nomadic tribes: Agrippis, Issedons, Massagets, Dais, Sakas, and their relations with neighboring countries (for example, Iran). Herodotus recorded that the Massagetae were artisans: they were masters of copper and gold weapons and armor, horse equipment, various dishes, ornaments, headdresses, belts, and goldsmiths. Or, the French researcher and geographer Pifiey (320 BC) traveled around Europe in an incredible way at that time. He traveled around the British Isles and went to Norway and Iceland. Many geographical inventions are described in his wonderful work called "About the Ocean". Let's give an opinion about some of them (although they have visited our country and not). In fact, they are many and diverse.

In the book "Sources of the history of Uzbekistan" by the late historian scientist, academician Boriboy Akhmedov, special attention was paid to this issue, which we want to study. The importance of the work in studying the history of early travelers is limitless. It is more valuable for tour operators and tour guides who develop routes, therefore, by reading it and other historical works, studying it from the point of view of the history of travel and early tourism, I was able to obtain very important historical information. ldik. According to these sources, it is considered the beginning of travelers - nomadic tribes (tourists) first lived with livestock and they moved from one area to another due to natural - climatic conditions, battles - forces and did not realize that they were travelers. nomads existed in the 4th - 3rd millennium BC, and even earlier.We observe their first communities in Asia, North Africa and Southern Europe (for example - aborigines, Indians).

Nomads were called desert, steppe, mountain. In the 3rd century BC and the 4th century AD, the Jabgs (property-owning tribes) of the Kang state, formed along the banks of the Syr Darya, moved their cattle from the Talas pastures to the Sarisu and Chu rivers (flowing from the territories of Kyrgyzstan

and Kazakhstan). flowing rivers) were driven towards the foothills, and in winter they were taken to the Ohangaron valley.

Nomads can include gypsies, refugees and forcibly displaced persons. There are also historical sources that confirm the events of forced eviction. For example, at the end of the 2nd century BC, the Huns, who lived in Northern China, were forced to retreat to the west under the pressure of the Chinese and pushed out the Scythian and Usun tribes who moved to Eastern Turkestan and Ettisuv oasis (Kazakhstan). As a result, the Scythians and Usuns moved to the territory of Sogdia (the area in the basin of the Kashkadarya and Zarafshan rivers) and Bactria (the southern parts of Uzbekistan and Tajikistan, and the northern parts of Afghanistan), where they joined with the Saks those who left.

Also, there have been cases of forced relocation of Indians, many people have come to America from other regions, there are gypsy communities in some countries, people from countries like Afghanistan and Iraq have sought refuge in other countries, Uzbekistan It is not difficult to know that the Greeks, Koreans, Turks, and Russians who lived (are living) were nomads for some reason. Therefore, we cannot say that nomadism has completely disappeared. For example, there are still nomads (Mongols, Arabs, Baluchs, Kurds) in Central Asia, the Middle East, and North Africa. However, with the appearance of vehicles, the settlement process of the settlers increased. It can be seen that the nomad existed in some forms in the later periods as well. However, they cannot be called the first tourists, because the time they lived in is our recent past.

If we pay attention to the sources that inform about our past history, we can include the religious pilgrims of ancient times among the first travelers. Representatives of all religions have their own shrines, which they consider sacred. If we imagine the times of the past, people believed and worshiped something. If necessary, they also performed sacrifices on this way. They went from one area to another area for the purpose of believing or worshiping and performed their religious activities. The books of people's faith were sent by Allah to His servants. Beliefs are made according to these books. For example, Muslims performed one of the obligatory acts due to the pilgrimage of Hajj, so to speak, they traveled. So, people went for the purpose of religious pilgrimage and joined the category of travelers.

Conclusion: Tourism activities are mainly carried out in free time. Three factors are necessary for the implementation of tourism activities: free time, appropriate funds and desire. For a long time, tourism belonged only to the wealthy. Currently, different segments of the population can easily spend their free time and saved money on various tourist trips.

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THE METHODOLOGICAL VIEW TO PRAGMATICS AND SEMANTICS

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Anotatsiya: Bu ish leksik, semantikpragmatik va stilistik ma'nolarning o'zaro bog'liqligi muammosiga bag'ishlangan. Ma’noning barcha turlarini chuqur tahlil qilish maqsadiga ko‘ra quyidagi vazifalar bajarildi. Leksik ma’no va uning vazifalari tahlil qilindi va tavsiflandi.

Annatation. This work is devoted to the problem of interrelation of lexical, semantic pragmatic and stylistic meanings. According to the aim to give a profound analysis of all types of meaning the following tasks were fulfilled. Lexical meaning and its functions were analyzed and described.

Аннотация: Данная работа посвящена проблеме взаимосвязи лексических, семантико-прагматических и стилистических значений. В соответствии с целью углубленного анализа всех видов значения решались следующие задачи. Анализировалось и описывалось лексическое значение и его функции.

The first way to articulate the relationship concernsmethodologies of, or metatheoretical stances toward, linguistic sciences. Clearly, they can be objective (deagentivized) or subjective (agentive), analytic (compositional)or

synthetic (holistic), or various combinations thereof; but we may detect three ideal types in the recent history. The first of such types, best represented by the Chomskyan approach and generally characterized by objective and analytic attitudes, is called “componential, compartmental” or “modular” [21, 39] It sees the linguistic sciences as analytic pursuits dealing with decomposable objects (i.e.,modules) such as phonetics, phonology, morph phonology, morphology, syntax, semantics, and pragmatics, naturalistically studied by compositional methods and described independently of the particular sociohistorical contexts in whichanalysts are involved as social agents. Clearly, this met theoretical stance, which underlies the organizational institutions and academic curricula of linguistics, is typical of the modern sciences coming out of Baconian natural philosophy in 17th-century England[26, 88-131]. That is, it is the stanceof the modern natural sciences (Naturwissenschaften),with their laws and other regularities, which try to explain empirically occurring phenomena by appealing to hypothetically idealized quasiempirical regularities(‘covering laws’) [32, 112] analytically abstracted from the total on texts of scientific activities, which are there by decomposed into distinct fields, in our case semantics and pragmatics.

This epistemological characterization may be supplemented with a pragmatic understanding of the social and historical processes of epistemic authorization [37, 78]. That is, the componential stance toward language is pragmatically positioned in, and presupposing indexes, the historical context of the post-Baconian specialized sciences and, more broadly, Durkheimian ‘organic society’ in modernity, or the age of social specialization and the division of labor. Because the truthfulness, appropriateness, and effectiveness of any actions, including scientific ones, depend on the contexts in which they take place, this implies that the componential stance and its ‘scientific’ results receive their authority primarilyfrom the post-Baconian modernization project.

First, as to the boundary between semantics and pragmatics, wemay discern three approaches: semanticism, pragmaticism, and complementarism. Semantic is envisions pragmatics as the extension of semantically encoded yet metapragmatically characterizable categories(especially moods and verbadicendi, or verbsof saying), just as traditional logic has understoodpragmatics (discourse) as the extensional universeonto which intensional (i.e., metasemantically characterizable) categories are projected. Naturally, semanticismis aligned with the decontextualized, analytic methodological perspective and sees language in use from the metasemantic perspective of the denotationalcode (linguistic structure) presupposingly usedby language users, including linguistic scientists, to interpret the referential

significances of discursive interactions in which they are involved as discourseparticipants. Hence, this approach, typically taken by the philosophers of language such as Austin and Searle, characteristically uses the method of 'armchair' introspection, in which only the presupposable (and referential) aspects of communicative processes may readily emerge. This approach generally excludes the social-indexical aspects of pragmatics, particularlyas regards group identities and power relations among discourse participants and other contextual beings, inasmuch as these are created (vs. presupposed)in discursive interaction and only coincidentally, indirectly, or opaquely related to linguistic-structurally encoded symbols [35], [32], [10]. In this approach, pragmatics is mostly reduced to met pragmatically characterizable types in what essentially is a semantic, denotational code; examples aremood/modality/tense categories, verbs of saying, pronouns and other shifters (i.e., 'denotational–indexicalduplexes'; [35, 56]) or their psychological correlates, as observed in Austin's 'performative utterances' and Searle's 'primary illocutionary forces,' allegedly underlying the perlocutionary effects regularly created by the indirect (nonliteral) use of the tokens of such types (Deixis and Anaphora: Pragmatic Approaches; Speech Acts; Austin, John Lang Shaw [], [], [] (1911–1960)). Hence, this approach can be characterized as denotation list, universalist, and presupposition list; it is based on, and expresses, aconsensualist linguistic ideology adopted by the scientific agents who, like many other language users, are inclined to see only or primarily the denotationallyexplicitly characterizable parts of language (Lucy,1992), while their social interest is limited to seeinglanguage in vitro (vs. in vivo), essentially consistingof a set of universal categories commonly presupposedrather than contextually created in discursiveinteraction (Mey, 2001).Historically, this ideology derives from the 17th-century Lockean ideas about language and communication that started to prescribe and advocate, against the rhetorical practices of Scholastic disputants and the radically egalitarianPuritans, the transparently referential ('correct andliteral') use of language based on the 'universal public(i.e., bourgeois) consensus' about the proper, cooperative,rational use of language that should be presupposedby 'anyone'.

Thus, complementarism may lead to the kind ofpragmaticism that tries to include semantics as a partof the all-encompassing pragmatic processes of presupposingand creative indexicality in both referentialand social-indexical dimensions, involving not justordinary language users but also linguistic scholarsand including not just linguistic but also extralinguistic(sociohistorical) domains. There is, however, another,reductionist kind of pragmaticism, which

isactually a variation of complementarism that narrowlylimits the realm of pragmatics and exclusively dealswith the part of pragmatics that correlates with semantics– the area of referentially focused pragmaticregularities. For instance, in Relevance Theory, thedialectically indexical processes of presupposing contextualizationand creative textualization in discursiveinteractions are theorized exclusively from the referentialistperspective that tries to relate ‘what is said’(referential text) to ‘what is meant’ (rather than to‘what is done’), the gap between the two From Complementarism to Pragmaticism Nonetheless, complementarism is distinct from semanticism in so far as the former advances a uniquelypragmatic principle (or perspective).

Thus far,we have explored howthe threemethodologicalstances are related to howwe define the disciplinaryboundaries and noted the correspondence between themethodological scale, stretching from componentialismto perspectivalism to critical pragmaticism, and another scale, extending from semanticism to complementarism,reductionisticpragmaticism, and total pragmaticism. Like any ideology, this configuration ofmetalinguistic ideologies is also embedded in the sociohistoricalcontext; thus, we may observe a historicaldrift of pragmatics from componentialism and semanticismto perspectivalism and complementarism and, finally, to total and critical pragmaticism (Koyama,2001b).

The branch of lexicology that is devoted to the study of meaning is known as Semasiology. Words, however, play such a crucial part in the structure of language that when we speak of semasiology without any qualification, weusually refer to the study of word-meaning proper, although it is in fact very common to explore the semantics of other elements, such as suffixes, prefixes, etc.

Meaning is one of the most controversial terms in the theory of language. Atfirst sight the understanding of this term seems to present no difficulty at all—it is freely used in teaching, interpreting and translation. The scientific definition of **meaning** however just as the definition of some other basic linguistic terms, suchas **word, sentence,** etc., has been the issue of interminable discussions. Since thereis no universally accepted definition of meaning1 we shall confine ourselves to a'Л brief survey of the problem as it is viewed in modem linguistics both in ourcountry and elsewhere.

Some critics believe that the cognitive function of a text is more important than its persuasive (or expressive) function ; that whilst in translation cognitive (i. e.extralinguistic) accuracy can and must always be achieved, the other factor, theconnotative, lexical, stylistic or pragmatic , defies accuracy, and is therefore

secondary. K. Baldinger has referred to it as a "halo" round the conceptual ofcontent; A. Neubert states that only the "pragmatic" is untranslatable. Thiswidespread idea appears mistaken to me; a glance at the entries for, say, "Munich"or "Hitler" in, say, the Petit Larousse or the Quillet- Flammarion suggests that lexicographers tend to leave out the most important facts [41, 186-189], [5, 14].

The Limits of word Meaning for Accuracy's sake.

A word can mean anything at all under the following conditions:

a) that it has a simulative license to do so;

b) that it forms part of a special code;

c) that it is spoken or written in error, is a misprint;

d) that the author is writing under stress (fear, illness).

In all the above cases, the translator still has to discover the word's meaning. However, under normal circumstances, the meaning of a word can never be wholly dictated or conditioned by its linguistic or situational context. The semantic contours of conceptual terms are often vaguer and wider, but system must not be translated as "arrangement", unless as part of a recognized collocation .

Theoretically, at any rate, all words have a minimum semantic content, that is one or two primary semantic components which form part of each of their meanings, and which must therefore be "transferred" in any translation; these are the boundaries of translation, beyond which translation becomes paraphrase.

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AYOL VA ERKAKLARNING QARAMA-QARSHI GENDER XUSUSIYAT VAKILLARI HAMDA O'Z JINSI VAKILLARI BILAN MULOQOTINI AKS ETTIRUVCHI O'ZBEK TILI MATNLARINING PRAGMATIK FUNKSIYALARI

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Annotatsiya. Ushbu maqolada ayol va erkak muloqot ishtirokchilarining nutqlari hamda ushbu matndan namoyon bo'ladigan pragmatic xususiyatlar tadqiq qilingandir. Mazkur tadqiqot ishida gendershunoslik sohasining tilshunoslikdagi eng dolzarb va xususiyatli jihati bo'lgan pragmatic gender farqli xususiyatlar tadqiq qilingandir.

Kalit so'zlar: An'anaviy ijtimoiy fikr, Gender xususiyatlarga yo'naltirilgan steriotip, Individual munosabat, Umumiy qarash, Milliy-ijtimoiy fikr.

Ingliz tili matnlarida uchraydigan ayollarning nutqlari hamda ularda aks etayotgan gender xususiyatlar asosan o'sha ayolning o'z jinsi hamda qarama-qarshi jins vakillariga nisbatan bo'lgan umumiy qarashlari va individual munosabatlarini namoyon etadi. Ushbu matnlarda biz nutq egasining o'z suhbatdoshiga nisbatan bo'lgan munosabatini ko'rishimiz mumkin. Ammo o'zbek tilidagi matnlar ushbu ayolning yoshi, ijtimoiy mavqeyi shuningdek, u tegishli bo'lgan jamiyat hamda xalqning madaniyatidagi gender o'ziga xosliklarni ko'rishimiz mumkin. Bundan tashqari, o'zbek xalqi vakillarining nutqida uchraydigan gender o'ziga xosliklar nafaqat so'zlovchi va uning tinglovchisiga tegishli bo'lgan xususiyatlarni, balki ularning nutqi munosabati bilan ular mansub bo'lgan xalq tilining frazeologik birliklari, ularning ishlatilishidagi gender xususiyatlarni ham o'z ichiga ladi. Ushbu matnlar ingliz tilidagi matnlardan farqli ravishda gender xususiyatlarni namoyon qilishda suhbatdoshlarning yosh hamda boshqa ijtimoiy xususiyatlarini ham aks ettiradi. Ingliz tilidagi gender xususiyatli matnlardan farqli ravishda o'zbek tilidagi matnlarda uchraydigan yoshi katta ayollar tomonidan aytiladigan nutqlarda erkaklarning ijtimoiy vazifasi haqidagi gaplar uchraydi hamda ayollar ushbu vazifa tufayli ham erkaklarni himoya qilishga harakat qilishadi. Ingliz ayollarining nutqlaridan farqli o'laroq, o'zbek ayollari nafaqat gender xususiyatli bayonet berishadi, balki xalqimiz orasidagi ijtimoiy qarashlarni,

shuningdek,sharq xalqlari madaniyatidagi erkaklarning an’anaviy vazifasi hamda o’rni haqidagi fiktrlarni ham keltiradi. Ushbu xususiyatlar orqali ham milliy urf-odatimizni hamda milliy-ijtimoiy fikrlarni o’zida aks ettiruvchi o’zbek matnlari keskinlik darajasi yuqori bo’lgan ingliz matnlaridan ajralib turadi. Chunki ingliz matnlarida ko’proq ayollar va erkaklar o’rtasidagi kelishmovchilik hamda ularning munosabatlaridagi asosiy ijobiy va salbiy illatlar namoyon bo’ladi. Quyidagi misolda sharq xalqlari orasidagi an’anaviy ijtimoiy fikr keltirilgan. Ushbu misol ham yuqorida keltirilgan birinchi misol kabi ayol qahramonining o’z jinsi vakilasiga aytgan nutqini aks ettiradi. Ammo yuqoridagi misoldan farqli ravishda ayol qahramoni tomonidan aytilayotgan gender xususiyatlatga xos bayonoti qarama-qarshi jins vakili haqidadir.

“Usmonali do’xtir bu gapga javob topolmay:

— Medalni nimaqilaman? — deydi.

— Nima qilaman emish! Siz ishdan boshqa narsani bilmaysiz. Hozir davru davron kimniki, gap bilganniki. Majlisda gapiradiganlarniki. Siz miq etmaysiz. Hech majlis-pajlisda gapirganmisiz?

Usmonali do’xliryana bosh ini sarak-sarak qiladi.

— Gapirib nima qilaman?

— Uyda qandoq bo’lsangiz, ishingizda ham shundoqsiz. Odam tilini unutib qo’ygansiz. Mollar tilini bilasiz.

— Hoy, hoy! — deydi kampir. — Og’zim bor deb har gapni aytavermaydi odam degan. Erkak odamni vazifasi topib-tutib kelish. Topganini uyga tashisa, ro’zg’oringda kamchiliging bo’lmasa, bolalaringni usti but, qomi to’q bo’lsa, yana nima kerak senga, bolam?!

Kampir gapirayotganda Usmonalining yuzi yorishib ketadi. Xuddi uning ichidagi gapni aytayotgandek, boshini qimirlatib turadi”.[1]

Ushbu misolda er, xotin hamda qaynonaning suhbati tasvirlangan. Ayol qahramon eri bilan gaplashayotib assertiv turdagi shikoyatni namoyish qiladi. Ayol qahramoni reining kamgap ekanligidan shikoyat qiladi hamda aynan shu omil uning taqdirlanmayotganiga sabab ekanligini aytadi. Ayol qahrramoni o’z nutqida soda gaplardan foydalgan. Shuningdek, gapda ifodalilikni hamda ma’noni kuchaytirish uchun parsellatsiya (matnda bir nechta punktuatsion va intonatsion mustaqil bo’laklarni qo’llash orqali ma’noni kuchaytirish) kabi grammatik usulidan foydalanilgan (Hozir davru davron kimniki, gap bilganniki. Majlisda gapiradiganlarniki). Ayol qahramoni tomonidan shikoyat turidagi ma’noni kuchaytirib ifodalash uchun juft-so’zlardan foydalanilib

[1] Said Ahmad. Jimjitlik: Roman. —T.: “O'zbekiston” nashriyot-matbaa ijodiy uyi, 2011. – B.57

fonetik akt amalga oshiriladi (Hech *majlis-pajlis*da gapirganmisiz?). Er va xotinning suhbatiga aralashayotgan qaynona esa genderga xos xususiyat keltirilgan bayonot berish orqali o'z o'g'lini himoya qilishga hamda uni qo'llab-quvvatlashga harakat qiladi (Erkak odamni vazifasi topib-tutib kelish. Topganini uyga tashisa, ro'zg'oringda kamchiliging bo'lmasa, bolalaringni usti but, qomi to'q bo'lsa, yana nima kerak senga, bolam?!). Ona o'z nutqi orqali perlokatsion natijaga erishadi va farzandini qo'llab-quvvatlaydi (Kampir gapirayotganda Usmonalining yuzi yorishib ketadi. Xuddi uning ichidagi gapni aytayotgandek, boshini qimirlatib turadi). Ushbu qaynona va kelin suhbatidan biz quyidagicha gender xususiyatlarga yo'naltirilgan steriotipni xulosa qilishimiz mumkin, ya'ni erkaklarning vazifasi ro'zg'orni ta'minlashdir [Erkak odamni vazifasi topib-tutib kelish].

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LINGUISTIC DIFFERENTIATION OF MEN AND WOMEN.

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Abstract: This article analyzes the current state of the study of language changes due to gender. The article also analyzes the theoretical and experimental work of foreign scientists involved in the study of the gender factor that influences the speech behavior of speakers.

Key words: Gender, Sociolinguistics, Gender Factor, Speech Behavior, Men And Women Speech.

Gender differentiation is an urgent problem, because men and women have a whole range of biological, psychological and social characteristics. Dialogue interaction is the most successful object for considering gender characteristics in the field of speech behavior.

Dialogic speech is understood as a special type of speech activity characterized by situationality, the presence of two or more communicants, as a rule, a quick response, personal orientation or addressing.

D. Tannen proposed the following characteristics of female and male verbal communication:

- conducting a conversation;

Men and women see the purpose of communication differently. Conversation for men serves as a means for the exchange of information. For women, a conversation is an interaction with an interlocutor. Women tend to pay attention to details because they consider it a sign of interest. Men, on the other hand, can be annoyed.

- status positions;

Men tend to manipulate status; at the beginning of a conversation, they establish their position (often dominant) and strive to maintain it. Women are characterized by conversations in a close circle or among people with an appropriate social status.

- sphere of communication;

Women prefer personal conversation to public speaking, men vice versa.

- discussion topics.

Women prefer conversations of a personal nature, they are more prone to gossip and discussion of personal life or appearance. The most frequent topics

for discussion among men are football, politics, stock market positions. Conducting a personal conversation is uncharacteristic for men.

- listening style of men and women.

Men are focused on getting information, for women it is more important to establish contact with the interlocutor.

Semantic differences

It is considered a generally accepted phenomenon that men make a choice in favor of "communicative cooperation". From the point of view of sociological knowledge in the analysis of a woman's speech behavior, the dominant factor is her status in society, a social group, namely: participating on an equal footing with men in social production, a woman realizes herself in another area related to her special social role as a mother in raising a growing child. generations. Therefore, she, a woman, does not always have the opportunity to fully realize her capabilities and rights, on an equal basis with a man.

Taking into account this non-theoretical, but actual inequality, E. M. Bakusheva believes that this explains some “lag” of women from men, not only in terms of professional qualifications and the degree of social and social activity, but also in the field of linguistic communicative competence. All of the above is due to the following facts: 1) low social status does not allow a woman to use the dominant communication strategy; 2) in order to achieve high efficiency of communication, a woman is forced to resort to a more flexible manner of communication, opposite to domination, namely: respecting and supporting the interlocutor, carefully convince him of the correctness and correctness of her thoughts, of the desirability, and not the obligation, of fulfilling her desire.

Consequently, many aspects of gender studies are implemented in a specific speech situation. A clear designation of the status of the speaker allows you to explain the reasons for verbal behavior in a given situation.

Phonetic differences

To achieve certain goals of communication or a separate speech act, the phonetic aspect is of great importance, because. it is the main indicator of the positions of "superiority" and "subordination". As you know, women demonstrate a special sensitivity and, so to speak, "refinement" in the field of pronunciation tendencies. For male speech, the basic tones of the scales are mainly characteristic - descending, sliding, ascending. In them, the direction of development of the melody is preserved throughout the entire pre-terminal section. For female speech, the most common are descending tones with a

preceding rise or fall. The sound of their speech is changeable, the use of a combination of elements of various types of scales can be traced - sliding + even, descending with broken gradualness + sliding, etc., which is quite understandable by stereotypes about women's behavior, including speech.

In the article by U. Labov, which is devoted to the linguistic differentiation of men and women, two important statements were made:

1) With stable language stratification, men use more non-standard forms than women;

2) In most language changes, women are more likely to use new prestige forms than men.

To prove the first assertion, U. Labov cites several facts:

- Variation of [n] and [?] in unstressed-ing is the most studied characteristic for identifying differences in speech. Men are more likely than women to use the colloquial form[in];

- Men are more inclined to use non-standard variants (affricates and stops);

- School-age boys were found to be much more likely to use stigmatized vowels more than girls;

However, not only European studies can prove the first statement. W. Labov believed that this factor exists everywhere in the isolated, rural societies of Latin America, as well as in large cities in the Caribbean and the languages of South America.

The second statement is proved by scientists on the example of the following studies:

The earliest language change was observed in Switzerland.

The study showed that women are more likely to use palatalization, aspiration, monophthongization and diphthongization of open sounds /o/ and /e/;

Lexical differences

Men's speech is characterized by the following features: frequent use of terminological and professional vocabulary, a tendency to use jargon and slang, abstract nouns, adjectives that define quantitative and parametric relationships, verbs in the active voice. Men are more likely to use neologisms in their speech. However, it has been noted that women also tend to use neologisms and "fashionable" words, but only in everyday speech, and not in official conversation.

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LEARNING ENGLISH FOR PROFESSIONAL PURPOSES.NEEDS PROFESSIONAL SKILLS. NECESSARY FOR SUCCESSFUL COMMUNICATION IN THE WORKPLACE IN ENGLISH

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ANNOTATION : The role of motivation in learning English. Factors affecting students' motivation. Interests and their relationship to motivation. Strategies for increasing motivation. Practical guidelines for creating a motivating learning environment. This article explores the importance of motivation in the English language learning process and offers practical approaches to improving it.

АНОТАЦИЯ: Роль мотивации в обучении английскому языку. Факторы, влияющие на мотивацию студентов. Интересы и их связь с мотивацией. Стратегии для повышения мотивации. Практические рекомендации для создания мотивирующей обучающей среды. Эта статья исследует важность мотивации в процессе изучения английского языка и предлагает практические подходы к ее улучшению.

KEY WORDS: motivation, learning English, motivation factors, interests, learning strategies, recommendations

КЛЮЧЕВЫЕ СЛОВА: мотивация, обучение английскому языку, факторы мотивации, интересы, стратегии обучения, рекомендации

The introduction is an important component of the article, where we introduce the topic and context and explain why learning English for professional purposes is significant.

The importance of English in today's professional world

A description of the growing influence of English as an international communication tool in business and professional fields.

Mentioning globalization and the increasing need for English proficiency to succeed in the international arena.

Purpose of the article and overview of the structure

Defining the purpose of the article: to address the importance of learning English for professional purposes and to present the necessary skills for successful communication in the workplace.

Reviewing the structure of the article, indicating the major sections and content of each part.

In this part, we analyze the needs of professionals when learning English, the characteristics of workplace communication, and the importance of effective communication in a professional environment.

Analyzing the needs of professionals in different industries and positions

A discussion of the variety of professional fields and requirements for English language proficiency, such as business, medicine, information technology and others.

A look at the specific communication and language needs of professionals in relation to their professional roles and tasks.

Features of workplace communication in English

Discussion of the context of the work environment, including negotiations, presentations, written and oral communication

The needs of professionals in learning English In this part we analyze the needs of professionals when learning English, the features of communication in the workplace and the importance of effective communication in the professional environment.

Analysis of professional needs in different industries and positions Discussion of various professional fields and English language requirements such as business, medicine, information technology and others.

Consideration of the specific needs of communication and language professionals according to their professional roles and tasks.

Features of communication in the workplace in English Discussion of the context of the working environment, including negotiations, presentations, written and oral communication

In this section, we discuss various skills that professionals need to develop for effective workplace communication in English.

Oral Communication

Emphasize the importance of developing speaking skills in the professional environment.

Discuss skills such as clarity, coherence, expressing ideas, understanding others, adapting to different communication situations and contexts.

Written Communication

Highlight the significance of written communication in the professional setting.

Mention skills such as writing emails, business letters, reports, and other written materials.

Reading and Understanding Professional Literature

Describe the importance of reading and comprehending professional materials in English.

Discuss methods for improving reading skills, including active reading, extracting key information, and critical thinking.

Listening and Comprehension

Explain the importance of developing listening skills for understanding various communicative situations in the workplace.

Mention methods for improving listening, such as listening to audio materials, watching professional videos, and listening to audiobooks.

Discuss the importance of expanding professional vocabulary and terminology.

Provide strategies for learning and retaining specialized vocabulary through reading, listening, and vocabulary-building exercises.

Enhancing Grammar and Sentence Structure

Highlight the significance of having a strong grasp of grammar and sentence structure in professional communication.

Offer tips for improving grammar skills through practice, self-study resources, and seeking feedback from language instructors.

Cultivating Effective Business Writing Skills

Explore the essential components of successful business writing, including clarity, conciseness, professionalism, and appropriate tone.

Provide guidelines for composing effective emails, reports, memos, and other written documents commonly used in the workplace.

Developing Presentation and Public Speaking Skills

Discuss the importance of presenting information confidently and effectively in professional settings.

Offer techniques for preparing and delivering engaging presentations, managing nervousness, and responding to audience feedback.

Practicing Cross-Cultural Communication

Recognize the significance of cross-cultural communication skills in a global work environment.

Provide guidance on understanding cultural differences, adapting communication styles, and building rapport with colleagues from diverse backgrounds.

CONCLUSION

In conclusion, learning English for professional purposes is essential in today's globalized world. Professionals can benefit greatly from acquiring strong language skills that enable effective communication in the workplace. By identifying their specific needs, developing essential language skills, and creating a supportive learning environment, professionals can enhance their English language proficiency and achieve their career goals. It is crucial to overcome challenges, seek continuous improvement, and take advantage of available resources to ensure successful language learning for professional purposes.

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A PERSONALITY-BASED APPROACH TO TEACHING A FOREIGN LANGUAGE

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Annotation: The relevance of this work results from the conditions associated with the change in the higher education system. Just like society's growing need for highly qualified specialists in technical fields. Applying a personality-oriented approach to foreign language teaching is one of the main problems of modern education. Particular attention should be paid to creating an educational environment at the university in which further socialization of the individual takes place and the job-oriented skills of each student are developed. Every student is a person with their own needs and desires. The teacher must consider all aspects of a personality-based approach when designing and delivering a foreign language course.

Keywords: modern education, benefits, individual needs, promote learning, student-centered methods, qualified specialists.

Аннотация: Актуальность данной работы обусловлена условиями, связанными с изменением системы высшего образования. Так же, как и растущая потребность общества в высококвалифицированных специалистах в технических областях. Применение личностно-ориентированного подхода к обучению иностранному языку является одной из основных проблем современного образования. Особое внимание следует уделить созданию в вузе образовательной среды, в которой происходит дальнейшая социализация личности и формирование профессиональных навыков каждый студент развивается. Каждый студент - личность со своими потребностями и желаниями. Преподаватель должен учитывать все аспекты личностно-ориентированного подхода при разработке и проведении курса иностранного языка.

Ключевые слова: современное образование, преимущества, индивидуальные потребности, содействие обучению, личностно-ориентированные методы, квалифицированные специалисты.

Annotatsiya: Ushbu ishning dolzarbligi oliy ta'lim tizimining o'zgarishi bilan bog'liq sharoitlar bilan bog'liq. Shuningdek, jamiyatning texnik sohalarda yuqori malakali mutaxassislarga bo'lgan ehtiyoji ortib bormoqda. Chet tilini o‘qitishda talabaga yo‘naltirilgan yondashuvni qo‘llash zamonaviy ta’limning asosiy muammolaridan biridir. Universitetda shaxsning yanada ijtimoiylashuvi va

kasbiy ko'nikmalar shakllanadigan, har bir talaba rivojlanadigan ta'lim muhitini yaratishga alohida e'tibor qaratish lozim. Har bir talaba o'z ehtiyojlari va xohishlariga ega individualdir. O‘qituvchi chet tili kursini ishlab chiqish va o‘tkazishda talabaga yo‘naltirilgan yondashuvning barcha jihatlarini hisobga olishi kerak.
Kalit so'zlar: zamonaviy ta'lim, imtiyozlar, individual ehtiyojlar, o'rganishni rag'batlantirish, talabaga asoslangan usullar, malakali mutaxassislar.

Many approaches have been developed over the years to make foreign language teaching more effective. These approaches focus on different aspects of language acquisition, such as grammar, listening comprehension, and speaking skills. However, one aspect that is often not considered is the personality of the learner. Understanding learners' personality types and adjusting teaching techniques accordingly can greatly enhance the learning process. In this article, we will discuss the benefits of a personality-based approach to teaching a foreign language. A personality-based approach to teaching a foreign language emphasizes the importance of understanding and accommodating individual learning styles and preferences. It takes into account the different ways learners process information, making the learning experience more tailored to their individual needs. Different personality types process information differently and learners have different learning styles due to personal characteristics that have evolved. Some learners may be visual, some auditory, and some kinesthetic. Understanding these different personality types can help language teachers identify teaching strategies that effectively match learners' strengths and promote learning.

Modern Uzbek society is subject to economic, social, and cultural changes. These changes must impact both the education system in general and higher education in particular. The transition of modern Uzbek society to a new economic formation also affects the functioning of higher education. In this regard, there is a shift in the pedagogy of technogenic civilization towards the humanitarian pedagogy of anthropogenic civilization, based on the idea of such an organization of the learning and educational process in which students become subjects of their kind. Development [5]. In the area of pedagogy in general and foreign language didactics in particular, personality-oriented learning is in the foreground. Instruction can be based on either a teacher- or student-centred approach, or a combination of both approaches. For centuries, the teacher has been the main link and leader of the whole learning process, with preference being given to teacher-centered learning [1]. The current system of foreign language teaching is largely traditional, although teachers are often

required to use methods of a personality-based approach. The syllabuses of the subject foreign language are largely adopted by the pedagogical and methodological departments of the universities and describe the content, the schedule, the learning conditions, the attendance policy, and the assessment process.

The peculiarities of foreign language teaching are not taken into account. Strict instructions are given to the teacher, making it clear what the teacher is responsible for [7]. For the teacher, however, these decisions are an initiative from above. For example, teachers are given a prescribed course with a certain number of hours and must complete it in a specified and predetermined period, usually one semester. If the course is not completed within the allotted time, teachers must explain the reasons for non-compliance with the syllabus. This prompts the teacher on the one hand to use student-centered methods, but on the other hand forces him not to do so, which limits his freedom of choice and requires him to cover certain topics of the curriculum and also to fulfill them for a certain period. For a future specialist to be competitive in these conditions, it is necessary to change authoritarianism towards humanity and the traditional learning process in which the teacher plays the main role in an education in which the student is the center. However, it should be made clear that this transition is only possible if all professionals at all levels of the education system participate [6].

In addition, the personality-based approach provides learners with a more personal learning experience that takes their individuality into account. Offering such an approach makes the learner feel valued and valued, which increases their motivation to learn. When learning techniques effectively match their learning style, learners are more likely to retain information and apply what they have learned in practical scenarios. In addition, the personality-based approach promotes a positive teacher-learner relationship. When teachers take the time to understand learners' learning styles, they can tailor classroom interactions accordingly and personalize the learning experience. Building this supportive relationship builds trust and mutual respect, fostering a positive learning environment in which learners feel comfortable and productive. Student-centered learning means that both themselves and the teachers should have a sufficient number of resources from which both sides of the learning process can choose, give assignments, organize events, etc. This is not always possible. In addition, well-equipped and modern libraries are not yet available everywhere. Therefore, today's situation in education is such that the management system must follow an already-defined program and leaves little freedom of choice to

the developer or teacher. When an enthusiastic teacher tries to introduce or apply student-centered methods, he encounters difficulties, insisting on following a prescribed program and completing it by a certain time, or teaching specific subjects that are not his choice. Learning with a personality-based approach requires a small number of students in groups to allow the teacher to use different forms of group work. This does not apply to most situations where the average number of students in a class can reach 20-25 students.

Conclusion: The benefits of a personality-based approach are not limited to the classroom. Knowing and understanding personality types can also help learners gain deeper insight into their learning abilities and weaknesses. This deeper self-awareness fosters learners' independence, allowing them to better navigate their learning journey and develop effective learning strategies that best suit their personality. In summary, foreign language teaching can be more effective when the teacher takes a personality-based approach to respond to the individual needs of the learner. This approach provides learners with a more personalized learning experience, increases their motivation to learn, fosters a trusting teacher-learner relationship, and develops learner independence and effective learning strategies. Therefore, language teachers should consider teaching a personality-based approach to enhance the language learning experience.

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A STUDY ON STUDENTS' PERCEPTIONS OF DIFFERENTIATED INSTRUCTION IN LEARNING ENGLISH GRAMMAR IN NONLINGUISTIC INSTITUTIONS

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Annotation: Differentiated instruction has been hardly recognized and/or used in the local EFL class. Thus, the purpose of this study was to explore high schoolstudents' perception of differentiated instruction as translated into classroom practices through flexible grouping, tiered activities, anchored activities, scaffolding techniques in learning English grammar. The findings further revealed that learning via differentiated instruction provided students time to think and complete activities at their own pace and time. Overall, the study concluded that students had favorable perceptions of differentiated instruction in learning English grammar and suggested that making flexible use of differentiated EFL class.

Annotatsiya: Differentsial ko'rsatma deyarli tan olinmagan va yoki mahalliy EFL sinfida qo'llanilmagan. Shunday qilib, ushbu tadqiqotning maqsadi o'rta maktabni o'rganish edi. Ingliz tili grammatikasini o'rganishda moslashuvchan guruhlash, bosqichli faoliyat, bog'langan faoliyat, iskala texnikasi orqali sinf amaliyotiga tarjima qilingan tabaqalashtirilgan ta'limni talabalarning idrok etishi. Natijalar shuni ko'rsatdiki, tabaqalashtirilgan ta'lim orqali o'rganish o'quvchilarga o'z tezligi va vaqtida o'ylash va faoliyatni bajarish uchun vaqt beradi. Umuman olganda, tadqiqot o'quvchilarning ingliz tili grammatikasini o'rganishda tabaqalashtirilgan ta'lim haqida ijobiy tasavvurga ega ekanligi haqidagi xulosaga keldi va tabaqalashtirilgan EFL sinfidan moslashuvchan foydalanishni taklif qildi.

Аннотация: Дифференцированное обучение почти не признается и/или не используется в местных классах EFL. Таким образом, целью данного исследования было изучение старшей школы. Восприятие учащимися дифференцированного обучения, воплощенное в классной практике посредством гибкого группирования, многоуровневой деятельности, закрепленной деятельности, вспомогательных методов в изучении английской грамматики. Результаты также показали, что обучение посредством дифференцированного обучения давало учащимся время для размышлений и выполнения действий в своем собственном темпе и в свое время. В целом, исследование пришло к выводу, что учащиеся положительно относятся к дифференцированному обучению при изучении английской грамматики, и предложило гибко использовать дифференцированный класс EFL.

Keywords: Differentiated instruction; one-size-fits-all instructions; instructional practices; students' perceptions; teaching English Grammar;

Ключевые слова: дифференцированное обучение; универсальные инструкции; учебные практики; представления учащихся; преподавание английской грамматики;

Kalit so'zlar: Differentsial ko'rsatma; bir o'lchamli ko'rsatmalar; o'qitish amaliyoti; talabalarning tasavvurlari; Ingliz tili grammatikasini o'rgatish

1. Introduction

Using the one-size-fits-all conventional approach disregards students with different readiness levels that likely affects students learning This mode of instruction no longer supports learning in a meta-modern mixed-ability classroom consisting of students with different amounts of grammatical and vocabulary knowledge, reading and listing skills, writing and speaking skills, fluency, and accuracy work. It is not only teaching to the middle level that fails to promote learning for all but also teaching to the top levels andor lower. Regarding the problem of teaching to the one end, Reed has the following to note:

"Teaching to the lower level of class perpetuates the problem of low achievement, along with boredom and disengagement on the part of the middle-high end learners. Teaching to the middle level causes the less prepared students to struggle and fall far behind while the better-prepared students, who remain unchallenged, lose their motivation to learn. Teaching to the high end also seems untenable, given the probable struggle and likely disengagement by less-prepared students

The problem related to teaching to the one end, while compromising the quality

of our teaching, most dominantly teaching to the middle level, necessitates teachers
to use innovative way(s) that benefits all as all teachers are expected to make sure
that they are prepared to work with all students' and achieve their common goal of helping all learners reach learning by using the means that promotes learning for all.

Besides, it is recognized to be an important tool for engaging students and addressing the individual needs of all learners in foreign language education. It also provides different learning opportunities for students in the language classrooms. As argued by its proponents, differentiated instruction is the most preferable way for promoting learning for all students in a mixed ability classroom situation consisting of students with different amounts of grammatical and vocabulary knowledge, reading and listening skills, speaking, writing skills and increasingly viewed as the panacea most teachers, including EFL/ESL teachers, are looking for. Though most studies were conducted in economically rich classroom situations and findings may not be applicable in other contexts due to contextual factors. Some other studies empirical have also evidenced the efficacy of differentiated instruction in the classrooms of typical learners in L1 situations, indicating the positive outcome of differentiating instructions. Consequently, the current study was intended to investigate high school students' perceptions towards differentiated instructional approaches, after interventions, in learning English grammar which is an essential component of language teaching and/or learning in an EFL class without which communication will be hardly effective. In line with its purpose, the study attempted to answer the following research question: How do high school students perceive learning English grammar via a differentiated instructional approach?

2. Research Methodology

The objective of this study was mainly to investigate high school students' perceptions of a differentiated instruction in learning English grammar instructions after instructions. This study used the mixed methods that made use of quantitative and qualitative data from the participants. In this study, an intact class consisting of 41 students was randomly chosen using a simple random sampling technique and taught English grammar through differentiated instructions. After the instruction, relevant quantitative and qualitative data were data were gathered through a five-point likers scale questionnaire (with scales 1: strongly agree, 2: agree, 3: =undecided; 4: disagree, and 5: strongly disagree)

and a semi-structured interview respectively. Regarding the advantage of questionnaires in gathering relevant data, it gives privacy to participants, especially when identity is not required and the researcher's direct interaction is minimized, thereby encouraging participants to express themselves freely. In processing the data, the mean serves to give the average value for all respondents to a specific item(s) with the implication that the
groups of respondents were in favor of or against a particular item. This helps discuss and interpret the data because using percentages alone appears to be somewhat weaker for interpreting and discussing the collected data.

3. Results and discussions

This study was intended to investigate students' perceptions of differentiated instructions in the context of learning English grammar through a differentiated instructional approach that was translated into practices through flexible grouping,tiered activities/tasks, anchored activities or assignments, and scaffolding strategies. Accordingly, the data presented in the following table shows the findings of the study.

4. Results of students' interview

To substantiate the data obtained from the students' questionnaire, the interview was used to collect additional data about students' perceptions through semi structured interviews. In doing this, six interviewees were randomly selected from the struggling students, grade level students, and advanced ones or most commonly called low achievers, average achievers, and high achievers. This was done to avoid biases in selecting the interviewees that may probably bias the outcomes. The results from students' interview revealed that the students favorably perceived differentiated instructions. The students' responses indicated that learning through a differentiated instructional approach was widely considered engaging, supportive, enjoying. The students also expressed their agreement that differentiated instruction accommodated their different readiness levels, enjoyed doing the grammar learning or practice activities/tasks, improved their learning achievements, and changed their views towards learning English grammar via DI. The participants also expressed their favorable views stating that the flexible grouping provided them with ample learning opportunities.

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A NEW PARADIGM OF EDUCATION IN TEACHING FOREIGN LANGUAGES

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The article considers a broad concept of terms and a component approach in teaching foreign languages as a conceptual basis for a new paradigm of education. The author substantiates one of the important issues at present, which is the growing competition among specialists in the educational field in connection with the transition to the information society, which leads to the intensive development of communication in various spheres of society.

Key words: *paradigms, component approach, formations, conceptual framework, competence, education.*

В статье рассматривается широкое понятие терминов и компонентный подход в обучении иностранных языков как концептуальная основа новой парадигмы образования. Автор обосновливаеть одним из важных вопросов в настоящее время который является растущая конкуренция среди специалистов образовательной сфере в связи с переходом информационной обществу, что обусловливает интенсивное развитие коммуникации в различных сферах общества.

Ключевые слова: *парадигмы, компонентный подход, формирования, концептуальная основа, компетентность, образование.*

Maqolada ta'limning yangi paradigmasi uchun kontseptual asos sifatida xorijiy tillarni o'qitishda atamalarning keng kontseptsiyasi va komponentli yondashuv ko'rib chiqiladi. Muallif hozirgi kunda muhim masalalardan biri bo'lgan axborot jamiyatiga o'tish munosabati bilan ta'lim sohasi mutaxassislari o'rtasidagi raqobat kuchayib borayotganini asoslab beradi, bu esa jamiyatning turli sohalarida aloqaning jadal rivojlanishiga olib keladi.

Kalit so'zlar: *paradigmalar, komponentli yondashuv, shakllanishlar, kontseptual asos, kompetentsiya, ta'lim.*

Introduction.

As you know, in different periods of the development of society, different goals were set for education, or rather, the goals of education are determined by the needs of society. Thus, in various stages of development of society, a new type of educational standards emerges, directed towards solving educational problems.

The new paradigm of education is a network of a new conceptual idea that is widely used in a certain period of the historical development of the educational process. Such a judgment gives us the opportunity to believe that the new paradigm of education is dominant in pedagogical activity in a certain period and is directly related to the result of the educational process, which is not only the formation of knowledge among students, but also the development of a harmonious personality of students. Thus, the components of the new paradigm in education are the component approach, goals, content process and learning outcomes.

At present, instead of the traditional form of education, a new paradigm of education has come. It is based on a component approach, which is an important factor determining the nature of the modern education system. It is existed due to the socio-economic situation of society. In modern society, the educational space in many countries of the world is dominated by the idea of introducing innovations into the educational process. Consequently, the component approach contributes to the creation of a new model for the training of modern specialists and is one of the effective ways to achieve goal setting in the educational space of higher educational institutions.

Methodology.

Currently, in the scientific and methodological literature, there are many research works related to the competent approach that are devoted to the preparation of future teachers of foreign languages. The component approach

has found its wide use in all areas of scientific activity, including pedagogical research. One of the leading scientists in the field of psycholinguistics, I.A. Zimnyaya, identifies three reasons of this approach:

- the need to change the educational paradigm in the field of training modern specialists for various sectors of the economy;

- integration processes taking place in the modern world;

- state regulations related to the training of modern specialists. These documents determine the application of the results of scientific research in various fields of scientific activity in practice.

The concept of "competence" is broad, it is derived from the Latin word "competentia" and includes such meanings as the amount of knowledge, experience, knowledge and authority of a person at the level of the ability to make judgments on a particular issue, as well as expert knowledge in a certain area. From a legal point of view, competence refers to the powers given to a person by law. The encyclopedic dictionary of jurisprudence states that these powers are given on the basis of the knowledge and experience of the person in a particular area.

In Uzbekistan, the formation of communicative competence at all stages of teaching foreign languages is included in the training programs for modern specialists, and it is noted that this will greatly help the work on training specialists who meet the requirements of world standards. In recent years, a number of scientific studies have been carried out in the country aimed at developing a competent approach to teaching English. An example of this is the research work of L. Akhmetova "The systematic teaching of written English at the highest levels of specialized language universities (bachelor's and master's degrees)" and G.A. Asilova "Development of the competence of customs and tax students in conducting professional communication in the state language". Also, a competent approach is embedded in the requirements of educational programs and state educational standards for the organization of education in our country.

The Uzbek methodologist T. Sattarov distinguishes the need to form the methodological effectiveness of a foreign language teacher, he also means the competence associated with the activities of this teacher.

In a communicative approach aimed at organizing language learning from a practical point of view, the following factors can be distinguished:

- in the process of language learning, there is a transition from learning focused on memorizing knowledge by reading or listening to learning focused

on the practical application of knowledge, the formation of relevant skills and abilities;

- development of a form of education, taking into account interdisciplinary integration in the educational process;

- organization of vocational training based on the requirements of self-study, self-management, approach to learning, taking into account various speech situations encountered in social and everyday life.

Before organizing the formation and development of written speech skills and competencies of students in English on the basis of communicativeness. It is necessary to study and analyze how the principle of communicativeness is interpreted in works related to the methodology of teaching a foreign language, and what are the different opinions of scientists about it.

It contributes to a certain essence of the communicative method, its effectiveness in the formation of professionally written speech competence among students and in the development of special exercises focused on verbal communication. As well as instructions and advice on improving the professional competence of teachers working in non-linguistic universities.

It is known that the principle of communicativeness covers all aspects related to oral speech activity in a foreign language. These include the goal of developing oral speech, issues related to the selection of speech material, the choice of ways to develop speech, the level of formation of knowledge and skills in a foreign language among students, their relationship with each other, which allows the formation of competence among students of non-philological universities.

According to psycholinguistic studies, the need for this speech arises in the implementation of speech, then it generates a certain thought, and subsequently this thought is expressed in inner speech through certain linguistic means, that is, it is expressed in certain sentences, and only after that it is translated into external speech. This is done thanks to the “speech mechanism” inherent in a person. Such a mechanism characteristic of the native language is formed in a person in childhood. When teaching a foreign language, it is necessary to form such a speech mechanism specific to a foreign language. In the usual educational process, students are often asked to memorize words and phrases, make sentences based on grammatical rules, and also work out speech turns, taking into account ready-made ideas. It can be seen that the need for speech in the formation of speech and the birth of the idea associated with it is ignored. To form the competence of speech, the participants in speech activity should memorize the word, compose a sentence. It is very important here that

students do not repeat individual speech patterns like a parrot, but understand the intended purpose of speech activity, the sequence of thoughts, the variability of speech activity, emotions, such as passion, joy or anger, they also need to know the speech need, situation and change of thought, respectively. speech requirement. Only then does speech activity acquire an integral unity and have a communicative basis. Ignoring them in language teaching leads to the fact that students are limited to repeating speech cliches and patterns, cannot actively participate in the speech process, cannot break out of a certain “speech pattern”, and also cannot freely express their thoughts in writing in accordance with the goal. written speech act.

Conclusion.

In fact, in the process of daily communication, one can often observe errors in expressing one's point of view on information on a specific topic. The teacher carefully monitors the student's mistakes and corrects them on the spot, as a result of which the students' speech is interrupted 4-5 times. Such excessive attention of the teacher to students' speech errors is the reason for the loss of interest and desire to continue the conversation. No matter how much the teacher asks the student to speak or continue the story, he refuses to express an opinion on the topic and makes excuses that he will answer next time, or openly expresses his displeasure and interrupts the conversation. Forcing him to repeat the conversation will cause conflict between the teacher and students. The reason for the student's refusal to communicate can be explained as follows.

1. Firstly, the student cannot speak freely under the strict control of the teacher, as he is afraid of making a mistake;

2. Secondly, the emerging psychological barrier, that is, the feeling of fear of making a mistake, prompts him to pay more attention to the form of words and memorize grammatical rules. As a result, it becomes impossible to achieve consistency in the expression of thought and the intended goal of communicative communication. The student focuses more on not making mistakes in word form and grammar rules. This, of course, worsens the communicativeness of communication and hinders the development of speech skills and abilities, and also negatively affects the formation of professional competence among students.

The success of the development of writing skills in English based on the communicative method lies in the fact that this method is directly focused on communication at the present stage of teaching a foreign language. The communicative method helps not only to exchange information in social activities, but also to carry out training and education in the process of

communication, intellectual development of a person, gaining knowledge, increasing motivation in relation to learning. At present, it is difficult to say that the formation of students' professional writing skills in English can meet the requirements of the time, since the analysis of written work has shown that students make a number of mistakes when expressing their thoughts in writing. Topical issues also include the analysis and classification of these errors from a typological point of view, determining the causes of their occurrence, developing teaching methods that require the formation and development of writing skills in the context of digitalization of the educational space of the university.

Based on a brief analysis of the above points of view on "competence", "competence" and a competent, communicative approach in the formation of professional speech competence, as well as written speech professional competence, we can conclude about these terms in relation to their use in writing and speech acts. Written and speech professional competence expresses the professional knowledge of the skills, experience of students about the application of problem solving related to their writing and speech activity in the preparation of written works in the field of their professional activity.

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CURRENT ISSUES OF REGISTRATION OF INTELLECTUAL PROPERTY

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Abstract: This article highlights the essence of the digital economy, the importance of innovation. Special attention was paid to the problems and solutions of intellectual property, patent registration in the transformation of innovative development into digital.

Key words: innovative development, digitization, digital economy, digital technology, information technology, intellectual property, patent.

Аннотация: В данной статье освещается суть цифровой экономики, важность инноваций. Особое внимание было уделено проблемам и решениям интеллектуальной собственности, регистрации патентов при трансформации инновационных разработок в цифровые.

Ключевые слова: инновационное развитие, цифровизация, цифровая экономика, цифровые технологии, информационные технологии, интеллектуальная собственность, патент.

Annotatsiya : ushbu maqola raqamli iqtisodiyotning mohiyatini, innovatsiyalarning ahamiyatini ta'kidlaydi. Innovatsion rivojlanishni raqamli raqamga aylantirishda intellektual mulk, patentni ro'yxatdan o'tkazish muammolari va echimlariga alohida e'tibor qaratildi.

Kalit so'zlar: innovatsion rivojlanish, raqamlashtirish, raqamli iqtisodiyot, raqamli texnologiyalar, axborot texnologiyalari, intellektual mulk, patent

Introduction.

No one is immune to the fact that the revolution is changing the economy and society at an unprecedented rate, which in turn is creating huge opportunities and challenges. Currently, the growth rate of the "digital economy" in the world is almost 15.5%. In developed countries, the share of the

"digital economy" in GDP has reached 7%. These countries have benefited greatly from the introduction of the "digital economy". In particular, the United States exports more than $ 400 billion a year in "digital services." By 2025, the U.S. is expected to earn an additional $ 20 trillion from the "digitization" of the industry.

At a new stage of development of Uzbekistan, special attention is paid to the digitalization of public administration, the widespread use of digital technologies in all spheres and industries. For example: “we need to develop a national concept of Digital Economy, which envisages the renewal of all sectors of the economy in the context of digital technologies. In this regard, it is stated that "we need to implement the Digital Uzbekistan-2030".

Literature review.

Today, there is a radical interpretation of the concept of "smart economy". For example, economic activity based on e-commerce technology; a system of economic, social, and cultural communication based on the use of intelligent economy-information-communication technologies, as well as intelligent economic-information-communication technologies.

The digital economy is a science that studies the economic activities of the economy, which involves the development, distribution, and consumption of social goods in Japan. First of all, a rational economy is a modern stage of development, which is characterized by creative work and the success of the media. Secondly, the digital economy is a special theory, which its object is informed society.

"Innovation is a set of innovations, inventions, discoveries, ideas and new approaches in the form of intellectual property, created on the basis of experience, applied to production, and at the same time bringing economic and social benefits" [5] If an innovative idea is created, Innovation is not hijab unless it is applied to production, if it proves its economic usefulness. Created innovations can be considered as innovations only when they are commercialized, put into practice and given socio-economic benefits.

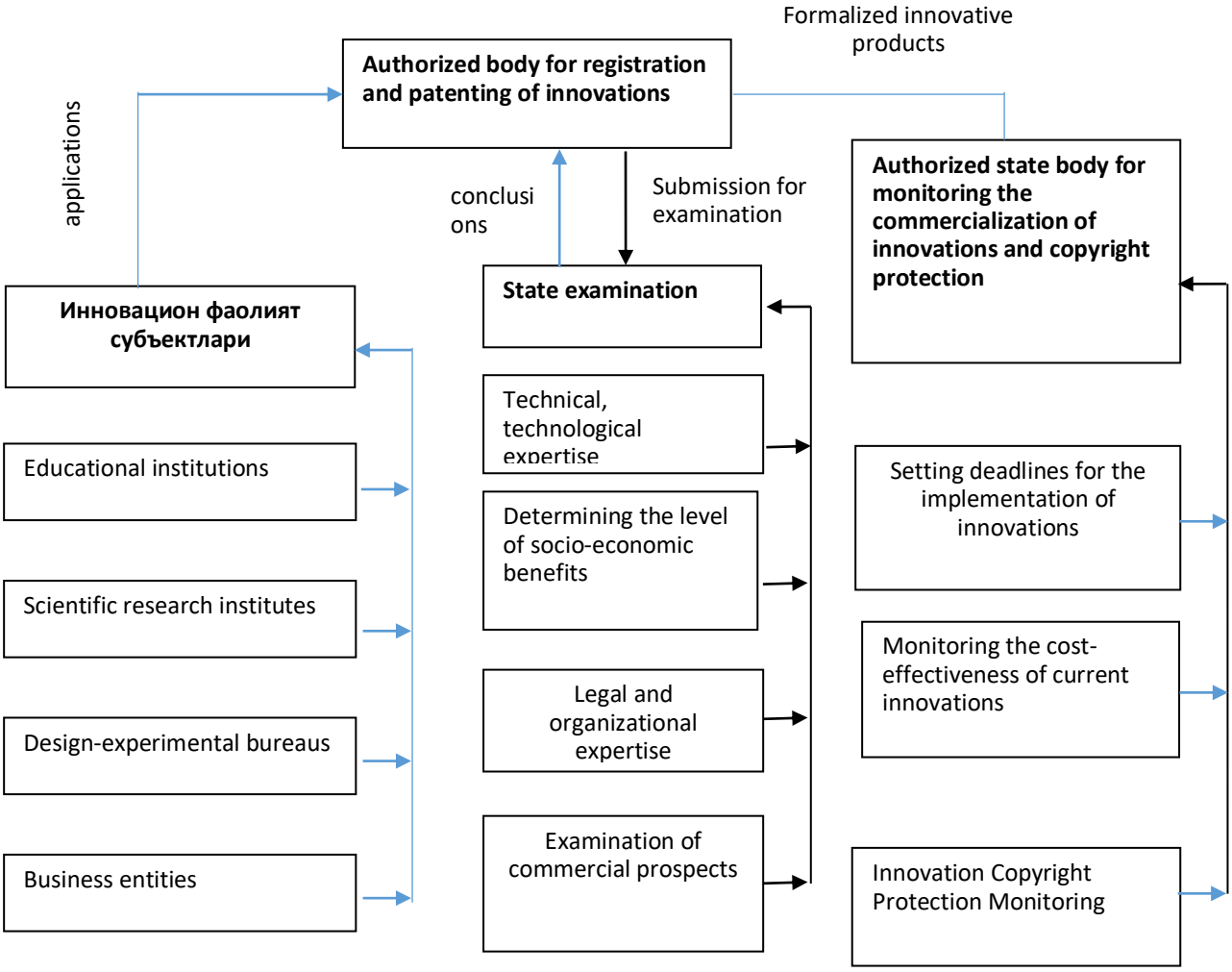
According to this definition, innovation does not consist of ideas, developments, discoveries, but incorporates a completely new innovative approach and principles in the organizational-managerial description of the organization, management and efficient implementation of production facilities that serve the overall development of innovation.

Research methodology.

The methods of comparative analysis, grouping, scientific abstraction, monographic observation were used as research methodology.

Analysis and results.

Today, the lack of competitive national products in the global technology market, as well as the diversification and rectification processes in the canoe industry, are also serious problems in innovation management. Paying attention to the following figure (Figure 1), we can see that the authors of innovative developments, discoveries, inventions, created in our country for the registration of products in the prescribed manner, are submitted to the competent authority in the form of an application. Upon receipt of a positive conclusion from the competent State expert, patents are formalized by the competent state body and registered in a single rector.



3-picture. The proposed system of creation, patenting and commercialization of innovations

The results of the analysis show that the shortcomings of the current system are as follows:

- Cubs that create innovative products, that is, developers, inventions, industrial designs and utility models are created at their own expense in the absence of any financial support or privileges from the state to the authors;

- another patent fee must be paid for the registration of the created intellectual property;

The analysis shows that we will not be able to achieve significant results in this area if we do not implement a system of creating, formalizing and commercializing developments. Of course, the following articles are of special importance in the implementation of inventions, that is, their transformation into innovations and their management:

In general, in today's world, the kiss of a smart economy is gaining momentum. In our country, certain work is being done to develop the industry. Undoubtedly, streamlining the economic sector will reduce the costs associated with product development and service delivery, improve product quality, increase volume and competitiveness, and save time. At present, in Uzbekistan, high-tech technologies are widely used in the banking system, retail cavdo, tpancpopt, energy, education, health and other areas.

Conclusions and suggestions.

Based on the above, the following conclusions and propositions have been formed:

A smart economy is a system of economic, social and cultural communication using smart technologies, which can be, first of all, online services, online education, e-payment, and the Internet of Things.

The use of new IT in development will reduce the cost of products and services and increase competitiveness. As long as our economy is not competitive and the laws of the market are not fully implemented, the results of the ongoing economic reforms *will not be impressive.*

The creation of innovations, the implementation of the proposed system of patenting and their commercialization, the simplification of the patenting process can contribute to a positive solution to the problems of implementation of innovations in practice. The implementation of the above conclusions and recommendations will simplify the process of digitalization of intellectual property, accelerate the transformation of knowledge-based innovation development into digitalization.

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USING GAMES IN TEACHING ENGLISH TO YOUNG LEARNERS.

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Annotation : This article discusses the role of the game in teaching foreign languages in elementary school, specific examples of games are given in accordance with the classification.

Keywords: *game technologies, foreign language, elementary school, language skills, speech skills.*

Annotasiya: Ushbu maqolada boshlang'ich sinflarda chet tillarini o'rgatishda o'yinning o'rni haqida so'z boradi.

Kalit so'zlar : *o'yin texnologiyalari, chet tili, boshlang'ich sinf, nutqiy ko'nikmalar.*

At present, the need to master a foreign language is dictated by the modern social order of society, which is due to the growth of intercultural contacts in all spheres of human activity. The study of a foreign language at school begins from the second grade, and from that moment on, the entire learning process acquires a communicative focus. Teaching methodology foreign language in elementary school is still in its infancy, today there is an active search for effective methods of teaching a foreign language in elementary school, which are based on the psychological characteristics of students at this stage. It has already been proven that the leading methods of teaching primary school students are gaming.

The game allows to successfully solve important methodological and psychological problems, such as:

--creation of psychological readiness of children for speech activity, communication;
--ensuring the natural need for repeated repetition of language material by them;
--training students in choosing the right speech option, which is a preparation for situational spontaneous speech;

Exercises of a game nature can be different in their purpose, content, methods of organizing their implementation, material equipment, and the number of participants. With their help, you can solve any one problem: improve phonetic, grammatical, lexical, spelling skills. As well as a whole range of tasks: to form speech skills, develop observation, attention, and creative abilities.

Educational games are classified according to aspects of the language into preparatory (grammatical, lexical, spelling, phonetic, games for learning the rules of reading) and creative (auditory and speech).

The main purpose of phonetic games in English for younger students is to contribute to the formation of articulation and intonation skills of students. For example:

“Spelling Bee”. Purpose of the game: training sounds [s], [z].

Game progress: the teacher shows the students a picture on which two bees are drawn. Teacher explains that one bee is English, the other is Russian. Bees communicate with each other, English pronounces the sound [s], and Russian [z]. Students should imitate a conversation between two bees, alternating sounds alternately.

Spelling games. The main purpose of using spelling games in teaching English in elementary school is to develop writing skills. For example:

Missing letters game.

Purpose of the game: spell check in the spelling of lexical units within the framework of the topic being studied. Game progress: before the game begins, the teacher divides the class into two teams. For both teams on the board words with missing letters are written. During the game, each team member goes to the board and writes down the missing letter. The team with the fewest mistakes wins.

Lexical games help to memorize lexical units, train students in the use of vocabulary in situations close to the natural environment, develop the students' speech reaction, introduce them to word compatibility, that is, they contribute to the formation of strong lexical skills. For example:

The game "Who will connect correctly?"

The purpose of the game is to introduce students to new vocabulary and train them in its use. Game progress: students receive sheets of paper with dots arranged in a certain sequence. By connecting the dots from 1 to 20 and drawing an outline, they can identify the item shown in the picture. Then the teacher translates the word, and the students repeat after him.

Conclusion : Thus, the presented games contribute to the formation of students' speech skills.

Game forms contribute to the removal of fear, tension, form students' positive motivation to learn English, stimulate the development of students' creative abilities.

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DIFFERENCES IN THE LINGUISTIC PERSONALITIES OF MEN AND WOMEN

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Abstract: Men and women really do have fundamentally different characteristics, according to a study which has confirmed many longheld gender sterotypes. This article investigates the linguistic characteristics of female and male language users and the specific aspects of their linguistic personality. Also, this research study compares the gender differences and stereotypes in the communicative character of female and male language users.

Keywords: Gender, Sex, Feminist Linguistics, Asymmetry, Gender Stereotypes, Masculinity, Feminity, Social Roles, Opposition, Androcentrism.

The problem of the difference between male and female linguistic personalities was first developed by O. Jespersen and F. Mautner at the very beginning of our century. The main idea of these studies was the superiority of the "male" language over the "female".

The structure of a linguistic personality seems to consist of three levels: 1) verbal-semantic, which assumes a normal knowledge of a natural language for a native speaker, and a traditional description of formal means of expressing certain meanings for a researcher; 2) cognitive, the units of which are concepts,

ideas, concepts that are formed by each linguistic individuality into a more or less ordered, more or less systematized "picture of the world", reflecting a hierarchy of values. The cognitive level of the device of a linguistic personality and its analysis involves the expansion of meaning and the transition to knowledge, and therefore covers the intellectual sphere of the personality, giving the researcher an exit through language, through the processes of speaking and understanding - to knowledge, consciousness, the processes of human cognition; 3) pragmatic, containing goals, motives, interests, attitudes and intentionality. This level provides in the analysis of a linguistic personality a natural and conditioned transition from assessments of its speech activity to understanding of real activity in the world.

In the communicative behavior of women, just like men, much is determined by a number of factors: established cultural and historical traditions, place of residence, age, social status, level of education, etc.

For the communicative behavior of women, a significantly greater verbal activity is typical than for men. They love to communicate very much and frankly discuss among themselves the most intimate aspects, both of their lives and someone else's, and also tell each other the news they heard. It is generally accepted that women do not know how to keep secrets. A characteristic feature of women is a clear predilection for various gossip.

Women's love of chatter is reflected in a huge number of anecdotes. For example:

From a conversation between two men:

- My wife is in the kitchen all day.

- Does she like to cook?

- No, we just have a telephone in the kitchen ...

Husband to wife:

- Dear, well, what could you talk about with a friend for an hour?

- Dear, what kind of friend? They just got the wrong number!

- A significant proportion of accidents occur due to the fact that the driver underestimates the obstacle on the right. Especially the one that near and does not close his mouth.

(It should be noted that these jokes are written on behalf of men, and are most likely intended for a male audience).

Observations show that in the speech of women, in comparison with the speech of men, invective, vulgar vocabulary is much less common. Although, as mentioned above, in modern times, the speech of women has changed to a certain extent (mainly for young people and middle-aged people): women have

begun to use obscene language units and expressions very often, which is recorded in the speech of female characters in fiction and in various recordings of live speech.

For example, (from a student's speech):

“I have a birthday on Friday the 17th. My mother is leaving at 7 o'clock this morning. She gave me such a fucking gift! .. "

Women more often than men use superlative adjectives, interjectional words and expressions, especially interjections of unstable meaning: ah!, oh!, ah!, oh! etc.

My God! Horrible! Ah, what a hoarse voice! Etc.

Among female youth today, some adjectives with super prefixes are widely used; mega: super good, super challenging, super entertaining, mega good.

For example. A conversation between two students:

- Do you like Anton?

Yes, he's great!

However, it should be noted that in the speech of modern young people, such speech forms now and then slip through:

- Just listen! It's a new mega theme!

In general, a typical feature of female speech is its exaggerated expressiveness.

Even in such a changed modern world, women lag behind men to an extremely high degree in terms of technical education. In this regard, there are incomparably fewer technical terms in women's speech. But all the same, men have lost some "primordially masculine" areas of activity associated, for example, with computer technology and cars. Today, more and more often you can hear technical or programming jargon and terms in the speech of young girls.

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Today, due to the equalization of the social roles of men and women, the difference in linguistic behavior is being erased. The language of women is somewhat "roughened", has become more technical and tough. But still, it is

impossible not to notice the differences that are observed mainly among the middle and older generation. Women of this age adhere to conservative language behavior, unlike men, their speech has less profanity and rude expressions. In their speech behavior, these women tend to look more “feminine”, while men, on the contrary, emphasize their “masculinity” in every possible way with their speech behavior.

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INGLIZ TILINI O‘QITISHDA ZAMONAVIY-INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada O’zbekiston Respublikasida chet tillariga berilgan katta ahamiyat hamda ularni o’rganish uchun zarur bo’lgan innovatsion texnologiyalar yoritilgan.

Kalit so‘zlar: Chet tili, o’yin, innovatsion texnologiya, texnologik vositalar, usullar, metodlar.

Abstract: This article highlights the great importance given to foreign languages in the Republic of Uzbekistan and the innovative technologies necessary for learning them.

Key words: Foreign language, game, innovative technology, technological tools, methods, methods.

Аннотация: В данной статье подчеркивается большое значение, придаваемое иностранным языкам в Республике Узбекистан, и инновационные технологии, необходимые для их изучения.

Ключевые слова: иностранный язык, игра, инновационная технология, технологические средства, приемы, приемы.

Mamlakatimiz mustaqillikka erishgandan so□ng, chet tillarini o□rgatishga qiziqish oshdi va yoshlar uchun ko’plab imkoniyatlar yaratib berildi. Respublikamizda chet tilining o’qitilishi, chet tili o’qituvchilarining bilim va ko’nikmalarini baholashning umumyevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Ta’lim texnologiyalari, bu ta’lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta’lim jarayoniga zamonaviy innavatsion texnologiyalarini olib kirish orqali ta’lim sifati va samaradorligini oshirishni nazarda tutadi.

Xususan, chet tilini o’rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjud. Til o’rganish va o’qitishda zamonaviy taxnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o’rganishning har bir aspect (o’qish, yozish, tinglab tushunish va gapirish)ida qo’l keladi. . Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD disklarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o’rganishning eng muhim qismlaridan biridir. Bunda o’quvchi bir paytning o’zida so’zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so’z boyligi va uning ma’nolariga e’tibor berishi talab qilinadi.

Ta’lim jarayonida zamonaviy texnologiyalardan foydalanishda o’quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy

texnologiyalardan foydalanib o’rgatish va o’rganish eng samador usullardan biridir.Bu jarayonda, jumladan:

- kompyuterlardan foydalanganda o’quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko’rishi ham eshitishi mumkin;
- chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin;
- ancha an’anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish;
- CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o’quvchilarning chet tilini o’rganishlari jarayonini qiziqarliroq va samaraliroq bo’lishini ta’minlaydi .

O’yin texnologiyasidan foydalanishning asosini o’quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. Psixologlarning ta’kidlashlaricha, o’yinli faoliyatning psixologik mexanizmlari shaxsning o’zini namoyon qilish, hayotda barqaror o’rnini topish, o’zini o’zi boshqarish, o’z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o’yin zamirida umumiy qabul qilingan ta’lim prinsiplari, taktikasi yotishi kerak. O’quv o’yinlariga o’quv predmetlari asos qilib olinishi kerak. O’yinlar jarayonida o’quvchi oddiy darsga qaraganda bu mashg’ulotga qiziqibroq yondashadi va bemalol faoliyat ko’rsatadi. Ta’kidlash lozimki, o’yin eng avallo, o’qitishning bir usulidir. O’quvchilar o’yinli darslarga qiziqib qatnashadilar, g’alaba qozonishga intiladilar, o’qituvchi ular orqali o’quvchiga ta’lim-tarbiya ham beradi. O’quvchi inglizcha o’yin o’ynab, gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb ishonadi, qiziqadi

Bugungi kunda ingliz tili o’qituvchilari Amerika Qo’shma Shtatlari, Angliya pedagoglari tajribasiga tayangan holda quyidagi innovatsion metodlardan foydalanib kelishmoqda:

- “Muammoli vaziyat yechimi” (Creative Problem Solving) bu usulni qo’llash uchun hikoyaning boshlanishi o’qib beriladi qanday yakun topishi o’quvchilar, talabalar hukmiga havola qilinadi;
- “Quvnoq topishmoqlar” (Merry Riddles) o’quvchilarga topishmoqlar o’rgatish Ingliz tilini o’rgatishda muhim ahamiyatga ega, ular o’zlariga notanish bo’lgan so’zlarni o’rganadilar va o’ylab topishmoq javobini topadilar;
- “Tezkor javob” (Quick answers) o’tilgan dars samaradorligini oshirishda yordam beradi; − “Chigil yozdi” (“Warm-up exercises”) o’quvchilarni darsga qiziqtirish uchun sinfda har xil o’yinlardan foydalanish [3];

- “Pantomima” (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo’lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bo’ladi;
- “Hikoya zanjiri” (a chain story) usuli o’quvchilarning og’zaki nutqini o’stirishda yordam beradi; − “Rolli o’yinlar” (Acting characters) bu usul darsning barcha tiplarida qo’llanilishi mumkin. Hunarga o’rgatish uchun “Interpretter”, “Translator”, “Writer”, “Poet” kabi kasbdagi kishilar darsda ishtirok etishib o’quvchilar bilan suhbatlashishlari mumkin;
- “Allomalar yig’ini” (Thinkers meeting) U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va yozuvchilarni “taklif qilish” mumkin. Bunday paytda ular aytib ketgan hikmatli so’zlardan darsda foydalanish yoshlarni komil inson bo’lib tarbiyalanishiga yordam beradi;
- “Rasmlar so’zlaganda” (When pictures speak) usuli ancha qulay bo’lib, ingliz tilini o’rgatishda, talaba, o’quvchilarning og’zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan foydalanish lozim;
- Kviz kartochkalari (quiz cards) o’quvchilarning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi bu esa vaqtni tejaydi [4]. Ko’rib chiqqanimizdek, har bir innovatsion texnologiya o’ziga xos afzallik jihatlariga egadir. Bunday usullarning barchasida o’qituvchi va o’quvchi o’rtasidagi hamkorlik, o’quvchining ta’lim jarayonidagi faol harakati ko’zda tutiladi .

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 o’quvchida bilimga ishtiyoq uyg’otadi. O’quvchi darslarga puxta hozirlik ko’rishga intiladi. Bu esa o’quvchilarni ta’lim jarayonining faol subyektlariga aylantiradi. Ta’lim tizimi o’z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo’yar ekan, kelgusida biz bo’lajak o’qituvchilar innovatsion texnologiyalardan samarali foydalanish yo’llarini yanada mukammalroq ishlab chiqshimiz bilan o’z xissamizni qo’shishimiz mumkin.

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ESSENCE OF STRUCTURAL-GRAMMATICAL CHARACTERISTICS OF PHRASEOLOGICAL UNITS.

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Key words: Phraseology, semantics, specific features, linguistic factors, grammatical construction

Kalit so’zlar: Frazeologiya, semantika, o‘ziga xos xususiyatlar, lingvistik omillar, grammatik qurilish

Ключевые слова: фразеология, семантика, особенности, языковые факторы, грамматическая конструкция.

Annotation: Phraseology-phraseological units with the same structure and function of comparative research in the study of general and specific features of the studied languages (verbal, adjectival, comparative, phraseological units with sentence content, phraseological units of different structural models), phraseological units whose components are the same (somatisms, onomastic), (components, verbs of action, color components, etc.), having the same type of symbolic meaning (fields and groups of phraseological units with the same semantics) and work is carried out on all phraseological funds of languages. The results of the study show that the study of the entire phraseological system, which is characterized by complexity and inconsistency, can be successful only

through an in-depth analysis of individual microsystems that have a common feature and have their own characteristic of the system as a whole.

Аннотация: Фразеологизмы-фразеологизмы с одинаковой структурой и функцией сопоставительного исследования при изучении общих и специфических признаков изучаемых языков (глагольные, адъективные, сравнительные, фразеологизмы с содержанием предложения, фразеологизмы разных структурных моделей), фразеологизмы компоненты которых совпадают (соматизмы, ономастика), (компоненты, глаголы действия, цветокомпоненты и др.), имеющие однотипное символическое значение (поля и группы фразеологизмов с одинаковой семантикой) и ведется работа над все фразеологические фонды языков. Результаты исследования показывают, что изучение всей фразеологической системы, отличающейся сложностью и противоречивостью, может быть успешным только на основе глубокого анализа отдельных микросистем, имеющих как общий признак, так и собственную характеристику системы как таковой целое.

Annotatsiya: O‘rganilayotgan tillarning umumiy va o‘ziga xos xususiyatlarini o‘rganishda qiyosiy tadqiqotning tuzilishi va vazifasi bir xil bo‘lgan frazeologiya-frazeologik birliklar (og‘zaki, sifatdosh, qiyosiy, gap mazmuniga ega bo‘lgan frazeologik birliklar, turli struktur modeldagi frazeologik birliklar), frazeologik birliklar. komponentlari bir xil (somatizmlar, onomastiklar), (tarkibiy qismlar, harakat fe'llari, rang komponentlari va boshqalar), bir xil turdagi ramziy ma'noga ega bo'lgan (bir xil semantikaga ega bo'lgan frazeologik birliklarning maydonlari va guruhlari) va ustida ish olib borilgan. tillarning barcha frazeologik fondlari. Tadqiqot natijalari shuni ko'rsatadiki, murakkablik va nomuvofiqlik bilan ajralib turadigan butun frazeologik tizimni o'rganish umumiy xususiyatga ega bo'lgan va tizimning o'ziga xos xususiyatiga ega bo'lgan alohida mikrotizimlarni chuqur tahlil qilish orqali muvaffaqiyatli bo'lishi mumkin. bir butun.

The choice of this subsystem as an object of study is not accidental. First, as recognized by most phrenologists, the linguistic essence of a phraseological unit is mainly determined by its semantics, so it seems most reasonable to choose phraseological units for analysis on a semantic basis.

Second, A.D. As Reichstein noted, the phraseological system as a whole clearly demonstrates the origin and functioning of the dual anthropocentrism, that is, the semantic orientation of the structural lexeme as components to the individual, and especially the collective phraseological units in their meaning.

Thirdly, this phraseological subsystem is a clear example of the influence of not only linguistic, but also extra linguistic factors in the language. Indeed, in the language compared on both sides, the phraseological units of this subsystem cover areas of general conceptual correlation. Their analysis, regardless of their linguistic affiliation, reveals both the common features inherent in the human community and the unique features arising from purely additive languages as linguistic factors.

From the point of view of expression, phraseological units have a certain structural and grammatical construction, which is made up of free phrases or sentence models that exist in a given language. It is known that phraseological units do not differ from ordinary word combinations according to their structure. They are modeled on certain free syntactic constructions that exist in the language now or existed in the past. The analysis of the structural and grammatical organization of phraseological units is carried out taking into account the following features.

1. Morphological expression of the main component of phraseological units; this criterion is comparatively observed by the majority of researchers of phraseological units.

2. The main component of phraseological units means a grammatically independent component that refers to a certain part of speech and determines its function. There are such types of phraseological units as substantive, verbal, adjective as a concrete member of the proposal.

3. Syntagmatic structure of phraseological units, that is, phraseological units are organized in the form of phrases or sentences of a different type of syntactic connection (coordinating or subordinate).

Such an approach to the consideration of phraseological units was developed by N. Amosova, E.N. Pokrovskaya, V.F. We can find it in the works of Sknar and other linguists.

4. Attributive and objective phraseological units are distinguished from the syntactic subordinate connections of phraseological units.

5. Methods of expression of syntactic relations (coordination, control, contiguity) are formed. On the one hand, input methods as a component of a language in the expression of syntactic connections, on the one hand, reflect its typology, and on the other hand, have their own characteristics that allow to determine the typological characteristics of the language at the level of phrases.

6. FBs are distinguished according to the positions of the dependent component of the FB in relation to the content, that is, in the front postposition or in the postposition with the dependent component. The last three features were

identified by Professor V.D. It was separated by Arakin for typological comparison of Uzbek and English phrases and used by E. Babayev for comparative analysis of figurative comparative phrases (comparative phraseological units) in modern English and Uzbek languages.

Taking into account all the mentioned features, in our opinion, it provides the most complete structural and grammatical description of phraseological units semantically oriented to the person in the Uzbek and English languages.

The main structural features of languages directly leave their mark on the structural-grammatical structure of phraseological units. Among them we should note the following:

1) presence of indefinite or definite article in most phraseological units of the English language as a grammatical category characteristic of English;

2) the system of pronounced cases of Uzbek phraseological units and the presence of only two cases (generic and possessive) in English phraseological units: English meanings of Uzbek cases are conveyed through prepositional compounds.

3) the frequent use of the component "one's" in English phraseological units, in this context it is replaced by a personal pronoun in the objective case as required by the situation, and its complete incompatibility with the reflexive pronoun in the Uzbek language.

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FROM LOCALIZATION TO GLOBALIZATION: THE IMPACT OF FOREIGN LANGUAGES ON DIGITAL BUSINESS

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In today's globalized world, the importance of foreign languages in the growth of the digital economy is critical. The relevance of foreign languages in the digital economy is examined in this article, which discusses the benefits of multilingualism, the problems of language barriers, and the influence of language technology on global commerce. The article then goes on to discuss the role of language learning in global business, the opportunities for job seekers in the language technology industry, and how businesses can leverage language technology to increase their global reach.

Key words: *foreign languages, digital economy, multilingualism, language barriers, communication, collaboration, language technology, global business.*

В современном глобализированном мире важность иностранных языков в развитии цифровой экономики имеет решающее значение. Актуальность иностранных языков в цифровой экономике рассматривается в данной статье, в которой рассматриваются преимущества многоязычия, проблемы языковых барьеров и влияние языковых технологий на глобальную торговлю. Затем в статье

обсуждается роль изучения языка в глобальном бизнесе, возможности для соискателей в индустрии языковых технологий и то, как компании могут использовать языковые технологии для расширения своего глобального охвата.

\ ***Ключевые слова:*** *иностранные языки, цифровая экономика, многоязычие, языковые барьеры, общение, сотрудничество, языковые технологии, глобальный бизнес.*

Bugungi globallashgan dunyoda raqamli iqtisodiyotning o'sishida xorijiy tillarning ahamiyati juda muhim. Ushbu maqolada raqamli iqtisodiyotda xorijiy tillarning dolzarbligi, unda ko'p tillilikning afzalliklari, til to'siqlari muammolari va til texnologiyasining global tijoratga ta'siri muhokama qilinadi. Maqolada til o‘rganishning global biznesdagi o‘rni, til texnologiyalari sanoatida ish izlovchilar uchun imkoniyatlar va korxonalar o‘zlarining global ta’sirchanligini oshirish uchun til texnologiyasidan qanday foydalanishlari mumkinligi muhokama qilinadi.

Kalit so'zlar: *xorijiy tillar, raqamli iqtisodiyot, ko'p tillilik, til to'siqlari, muloqot, hamkorlik, til texnologiyasi, global biznes.*

Introduction:

The capacity to communicate in various languages has become critical for organizations that wish to prosper in the digital economy in today's linked globe. Companies are no longer constrained to their local markets due to the advent of globalization, and must now be able to successfully communicate and work with colleagues and consumers from all over the world. The purpose of this article is to discuss the importance of foreign languages in digital business, the impact of language barriers on communication and collaboration, the role of language technology in breaking down those barriers, and the advantages of developing a multilingual digital marketing strategy and customer support.

The Importance of Foreign Languages in Digital Business

Language is no longer an impediment to conducting business with individuals from other nations in the digital era. Businesses, on the other hand, must be fluent in various languages in order to efficiently interact with clients and coworkers from other nations. It is also essential to understand the nuances of different cultures in order to create successful international partnerships. Companies must strive to be sensitive to the values and beliefs of different countries in order to ensure a successful long-term relationship. Foreign languages are vital for companies looking to expand their reach and enter new markets. Companies can better understand their customers' demands and deliver

more personalized service if they speak their customers' language. Furthermore, by speaking in their colleagues' native language, organizations may strengthen ties and create better collaboration. Knowing a foreign language can also open up new career opportunities for employees. It can help them develop their skills and understanding of other cultures, as well as improve their communication and problem-solving skills. Additionally, it can provide employees with a competitive edge in the job market.

The Digital Economy and the Role of Multilingualism

The digital economy has changed the way firms do business. Companies may now readily reach out to clients all over the world because of the advent of e-commerce, social media, and other digital channels. Businesses, on the other hand, must be able to communicate in various languages in order to function effectively in the digital economy. As a result, businesses must be able to hire staff with language skills to ensure they can reach out to their customers. Additionally, companies must invest in translation technology to help them quickly and accurately communicate with their customers.

Language Technology and Its Role in Breaking Down Language Barriers

Language technology has transformed the way organizations interact with consumers and employees from all around the world. With the advent of machine translation, organizations can now easily translate papers, emails, and other kinds of communication into different languages. While machine translation has limits, it may be a useful tool for enterprises looking to break through linguistic barriers. Businesses can deliver more accurate translations and increase communication and cooperation by combining machine translation with human translation..

Globalization and the Need for Multilingual Digital Content

The requirement for multilingual digital content is becoming increasingly vital as firms seek to expand their reach into new areas. Businesses must give information in their original language to effectively engage with clients from other nations. This can help businesses build trust and credibility with their customers, as well as ensure that customers understand their messages. The process of creating multilingual digital material can be difficult and time-consuming, but the results are well worth the effort. Businesses may enhance their search engine results, increase website traffic, and strengthen client connections by delivering material in several languages.

How to Create a Multilingual Digital Marketing Strategy

Developing a multilingual digital marketing plan can be a difficult task, but it is critical for organizations seeking to flourish in the global economy. Businesses should begin by defining their target demographic and the languages they speak in order to develop an efficient multilingual digital marketing plan. Businesses may begin creating content specific to their needs once they have determined their target demographic and the languages they speak. This may entail translating current information into many languages, producing fresh content in numerous languages, and optimizing their website for multiple languages. After creating content, businesses should ensure that their website is accessible in different languages. They should also consider localizing their website, as this will improve their chances of connecting with their target audience. Finally, businesses should use multilingual marketing campaigns to reach their target audience in their native language.

The Benefits of Multilingual Customer Support for Global Business

Multilingual customer service is vital for companies who wish to deliver good service to consumers from all over the world. Businesses may enhance customer happiness, strengthen connections, and boost customer loyalty by providing customer service in different languages. Businesses should invest in language training for their customer support crew and use language technology solutions to deliver multilingual customer assistance

The Importance of Cultural Sensitivity in Multilingual Business Communications

It is critical to be culturally sensitive and conscious of cultural variations while engaging with consumers and coworkers from other nations. Cultural differences can influence how individuals interact, resulting in misunderstandings and blunders. Businesses may enhance communication and cooperation, strengthen relationships, and minimize misunderstandings and blunders by being culturally sensitive. Investing in cultural training ensures that employees understand the cultural differences that exist and can interact with people from other cultures in a respectful manner. Language technology solutions can help them communicate effectively with a wider range of people, no matter their background.

Tools and Resources for Managing Multilingual Digital Content

Managing multilingual digital material can be a difficult task, but there are tools and resources available to assist organizations in properly managing their content. Language technology solutions, translation management systems, and content management systems are among the tools and resources available. Businesses may increase the accuracy of their translations and expedite their

content management processes by leveraging these tools and services. These technology solutions can also help businesses reduce costs and increase efficiency, as well as providing access to a variety of language resources. Automated solutions can be used to ensure accuracy and consistency across translations and content.

Conclusion: The Future of Multilingualism in Digital Business

In conclusion, the ability to communicate in multiple languages has become essential for businesses that want to succeed in the digital economy. As the digital economy continues to grow and evolve, the importance of multilingualism will only continue to increase. Businesses that can successfully interact with consumers and workers from all over the world will be more successful in the coming years. Businesses should therefore invest in localizing their content and services to meet the needs of their diverse customer base. It is also important to invest in the training and development of multilingual employees to ensure that the customer experience is optimized in every language. So, whether you are a small business owner or a multinational corporation, investing in foreign language skills and multilingual digital content is essential for success in today's global economy

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ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ ПРИ ВЫПОЛНЕНИИ САМОСТОЯТЕЛЬНЫХ ЗАДАНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация: *В статье рассмотрено использование информационно-коммуникационных технологий в обучении английскому языку, развитие информационно-коммуникативной компетенции студентов при обучении английскому языку, формирование умений учащихся в использовании информационно-коммуникационных технологий и в статье рассматриваются возможности развития самостоятельного обучения за счет использования информационно-коммуникационных технологий в обучении английскому языку, затрагиваются такие вопросы, как эффективное использование.*

Ключевые слова: *умения, компетентность, самостоятельных заданий, информационно-коммуникативная компетентность, знания, компетентность, инновационный процесс.*

Annotation: The article considers the use of information and communication technologies in teaching English, the development of students' information and communication competence in teaching English, the formation of students' skills in using information and communication technologies, and the article discusses the possibility of developing independent learning through the use of information and communication technologies in teaching English, touching on issues like effects.

Key words: information and communication competence, knowledge, skills, competence, innovation process, competence.

В высшей школе преподаватель английского языка изучает процесс освоения языкового содержания студентом при изучении английского языка, контролирует и определяет, достигнута ли цель. Учащийся сообщает учителю о полученных знаниях. Это свидетельствует о том, что образовательный процесс представляет собой целостную систему. Главной целью было дать учащимся готовые знания, обеспечить сохранение информации в их памяти. В результате создается фундамент для совершения студентом определенных действий в будущей педагогической деятельности, решения управленческих и профессиональных вопросов. Поэтому при обучении английскому языку учащийся должен параллельно развивать навыки чтения, письма, разговорной речи, аудирования и мышления. Для достижения этой цели учителю английского языка важно выполнять на уроке упражнения, соответствующие четырем компонентам. Поэтому роль учителя английского очень важна.

Преподавание естественных наук учителем английского языка на основе информационных и коммуникационных технологий (ИКТ) очень помогает в развитии компонентов чтения, письма, говорения и аудирования. При этом подбор учебных материалов для организации урока учителем с использованием информационных технологий (электронная доска, микрофон, аудиотекст), педагогический подход к учебному материалу, изучение проблем, связанных с использованием ИКТ в обучении и их устранение считаются основными проблемами. Все это находит отражение в умении учителя английского языка использовать педагогические и информационные технологии. Поэтому мы считаем, что учитель английского языка добьется цели, если при организации урока с помощью ИКТ будет следовать следующему:

- определить уровень усвоения новых слов и словосочетаний, являющихся основными понятиями предмета, и произношения на английском языке с использованием ИКТ, и организовать их обучение, расположить аудиотексты в последовательности файлов в упорядоченном порядке;
- обеспечить соответствие методики преподавания предмета и уровня подготовки учащихся к уроку поставленной цели;
- на этапе организации преподавания предмета заранее определить методы обучения, какие из них следует использовать на каком этапе урока;
- организация использования различных методов контроля и проверки для определения уровня овладения обучающимися полученными знаниями и умениями;
- тексты учебного материала субъекта: текст для чтения, картинка или графика для говорения, способы и средства достижения учебных целей при подготовке диалога к аудированию, предварительная запись достигаемых результатов организуются исходя из особенностей учебный материал.

Обучение английскому языку с помощью информационно-коммуникационных технологий ставится в определенную систему и помогает подготовить существующий учебный материал: текст, голосовые тексты, видеодиалоги и т. д., чтобы сформировать четыре компонента.

Одним из основных факторов в изучении английского языка является создание необходимой среды и условий для студентов, чтобы они могли свободно владеть английским языком. ИКТ, подключенные к сети Интернет, являются основным инструментом создания такой среды и объектов в ней. В этом случае содержание вопросов и ответов в

англоязычных фильмах, видеороликах и диалогах повышает интерес, удивление и удивление учащихся и формирует у них представление о языке. Эмоциональные познавательные процессы настолько связаны с объектом, что это проявляется при изучении английского языка. Поэтому для достижения цели урока учителю необходимо разработать подходящие к теме голосовые тексты и диалоги, не вызывающие у учащихся скуки и утомления от общения.

При этом самостоятельное задание, данное при обучении английскому языку, является основным дидактическим средством формирования у учащихся самостоятельного мышления и речевой деятельности. Четыре компонента английского языка учащегося (чтение, письмо, говорение и аудирование) развиваются в результате освоения текстов, данных для самостоятельного исполнения, и аудиодиалогов для аудирования. Именно поэтому важно облегчить учащемуся процесс усвоения и употребления новых слов и словосочетаний в английском языке, особенно процесс их первоначального формирования, с использованием информационных технологий.

В заключение использование информационных и коммуникационных технологий в обучении английскому языку служит повышению качества изучения английского языка и расширению интереса учащихся, научного кругозора и изучения языка.

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EFFECTIVE LEARNING OF FOREIGN LANGUAGES THROUGH INFORMATION TECHNOLOGY

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Key words: professional colleges, conceptual framework, Methodist, in-depth study of foreign languages, effective in teaching

Kalit so'zlar: kasb-hunar kollejlari, kontseptual asos, metodist, xorijiy tillarni chuqur o'rganish, o'qitishda samarali.

Ключевые слова: профессиональные колледжи, понятийный аппарат, методист, углубленное изучение иностранных языков, эффективность в обучении.

Annotation: Today, one of the main requirements for higher professional skills is a perfect knowledge of foreign languages. It is no coincidence that special attention is paid to the study of English, which is one of the leading languages of international communication. Teaching English in the education system of the Republic of Uzbekistan is rising to a new level of quality on the basis of a scientific approach, the introduction of new information and communication and pedagogical technologies that can fully meet the requirements of the time.

Аннотация: На сегодняшний день одним из основных требований к высшей профессиональной квалификации является в совершенстве знание иностранных языков. Не случайно особое внимание уделяется изучению английского языка, который является одним из ведущих языков международного общения. Преподавание английского языка в системе образования Республики Узбекистан поднимается на новый качественный уровень на основе научного подхода, внедрения новых информационно-коммуникационных и педагогических технологий, способных полностью соответствовать требованиям времени.

Annotatsiya: Bugungi kunda oliy kasbiy mahoratga qo‘yiladigan asosiy talablardan biri chet tillarini mukammal bilishdir. Xalqaro muloqotning yetakchi tillaridan biri bo□lgan ingliz tilini o‘rganishga alohida e’tibor qaratilayotgani bejiz emas. O‘zbekiston Respublikasi ta’lim tizimida ingliz tilini o‘qitish ilmiy yondashuv, zamon talablariga to‘liq javob bera oladigan yangi axborot-kommunikatsiya va pedagogik texnologiyalarni joriy etish asosida yangi sifat bosqichiga ko‘tarilmoqda.

This means that in the development of technology for teaching additional texts in English in professional colleges and the implementation of the principles of creating professional programs for this purpose, special attention will be paid to any research aimed at in-depth study of foreign languages. This means pre-determining the conceptual framework in the program being modeled. The technology of teaching additional professional texts in English to the system of secondary special vocational education can also be considered as an aspect of the implementation of the above-mentioned tasks. It is important to ensure the priority of the education system in the training process, including the introduction of new technologies and mechanisms for teaching foreign languages. It is known that the expression of thinking, communication between peoples, spiritual and other communication is expressed through language.

As our Methodist scholars have pointed out, in addition to expressing the content of the text in the image, the reality reflected in the text, the opinions of the characters involved in it, the students also express their opinions in addition to the topic of conversation. The increase helps to think correctly in English. Properly used in the learning process, this method can be used to achieve positive results in terms of mastery, duration of study, and excellent learning of English.

The use of additional text-oriented curricula is one of the methodological approaches that provides a good solution to the problem of teaching English. Approaches to teaching based on this methodology are now widespread in the national methodology.

All of these approaches are not in pure form, but are used in various combinations. It is important to note that such an approach should not be overlooked in English teaching; as such an approach can solve a number of learning problems more successfully than other technologies. It is easier to receive information, text content on the basis of various programs, using computer hardware, magnetic disks for speech development in English classes in professional colleges. Depending on the nature of the additional text, it may be suggested to write or narrate a composition created by means of various

computer-generated educational language game programs, or by using pre-selected pictures. It is important to create a situation and then use the narration of that composition. Conversations about parts of the text or the content of the text are also helpful in developing speech. This will allow students to expand their vocabulary and participate in research activities so that they can put their knowledge into practice.

Coordination and interdependence of education and upbringing, ensuring consistency in the training of English language specialists in the system of continuing education, including the introduction of effective forms and methods, the introduction of new additional texts, teaching technology and the widespread use of other similar advanced teaching methods is a guarantee of positive results.

The use of additional text technology in the process of teaching English will increase the opportunities for future professionals to learn the language, depending on the areas in which they are trained in vocational colleges. It is also possible to use alternative methods, that is, to meet the needs of students by adopting alternative methods in the education system of other countries, to use all the above approaches to forecasting in various combinations.

Conditions of communication in a foreign language show that it is a requirement of the time to know many types of speech, additional professional texts. Without discriminating against the essence of other languages, especially in communicating in English, reading comprehension and writing, speaking practice, reading a wide range of professional and specialized literature on the specialty, specialization, annotations, theses, as well as in the process of written information exchange the importance of information and communication technologies is clearly demonstrated and defined.

In order to be truly effective in teaching additional text, it is necessary to create conditions for students to work independently in the classroom, using a lingo phone device. Recently, there has been a growing interest in using this style in the classroom. Relying on the latest advanced methodologies, we understand the independent work of students in English classes as the independent work on the formation and improvement of their speaking skills, the development of speaking skills in a certain order.

Thus, the study of a foreign language is a modern requirement, and the development of new methods of language learning for the younger generation, based on the "National Program of Personnel Training" and recommendation to the learning process is an urgent task for scientists and experts. issues. In order

for our talented young people to become experts in their fields of interest, they must first have a thorough knowledge of foreign languages, including English. Therefore, the introduction of technology, ensuring that teaching methods meet the requirements of the times are the urgent tasks of educators. Training and retraining of specialists is also one of the current social problems.

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PROFESSIONAL COMPETENCE OF THE TEACHER. UP-TO-DATE REQUIREMENTS TO THE FOREIGN LANGUAGES TEACHERS.

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Key terms: competency in science, behaviour patterns, cultural and professional literacy, humanitarian approach.

Before we determine the professional skills expected of teachers, we must define the term "competent teacher". Thus, in particular, competent teachers are teachers who deploy their knowledge, abilities, skills, talents, values, attitudes and behaviour patterns to meet the challenge of educating their students. They possess the professional skills needed and adequate to perform their assigned duties and attain the educational goals that the law requires.

Competency is the conscious use of one's own knowledge, abilities, skills, talents, values, attitudes and behaviour patterns, in order to resolve issues and problems, overcome challenges, fulfilling one's duties and achieving the aims proposed.

Teachers' competency in science means the teachers' conscious use of their cognitive abilities in order to acquire, deploy and manage the knowledge specific to the field, subject or topic in which they specialize and to their knowledge of teaching. It involves skill at searching, processing, evaluating, assimilating, integration and use of information and knowing as well as reflection, research and knowledge creation.

Teaching competency means knowing how to combine goals, contents, activities, methodology, materials, resources and assessment in order to ensure that one's students acquire the prescribed basic sets of skills. Seven aspects of teaching competency can be distinguished. They are outlined below:

• Designing curricula. • Applying teaching methods specific to certain fields, subjects and topics. • Methodology and activities. • Diversity awareness. • Classroom management (learning space). • Curriculum resources and materials. • Assessment.

Competency in group harmony management. Teachers' competency in managing group dynamics means their conscious use of their abilities, knowledge, values, attitudes and behaviour patterns to encourage an enabling educational environment within the school, fostering an appropriate relationship in order to attain the educational goals the school has set. This implies that teachers must be capable of resolving issues and problems arising from community life, and that may ensue from personal relationships among members of the educational community. Skill at: • Maintaining leadership by encouraging enthusiasm, interest and effort. • Plan, manage and resolve conflicts or issues. • Create a suitable emotional atmosphere. • Drive group efforts and create environments characterised by mutual trust and respect. • Early detection of problems.

Competency in innovation and improvement is the practical application of new ideas, proposals and educational practices in order specifically to improve, the development of students' skills and the educational system in general. Every innovation implies changes and induces a quest for betterment. We should combine effectiveness, efficiency and authenticity for innovations to succeed.

The main requirements to the FL specialists are followings: the information, cultural and professional literacy. Cultural literacy is communicative culture on the FL as a set of personal communicative properties

and skills characterized by conventions, norms and requirement for professional communication. Communicative culture fulfills the following functions: informative, affective, regulative, motivational and reflexive. Information literacy is closely connected with cultural one. It includes the following skills: 1) to define the possible sources of information and strategies for its searching; 2) to analyze the received information and to fix it with the help of schemes, tables, words, etc.; 3) to evaluate the information from the position of reliability, precision, sufficiency; 4) to realize the need in additional information and to receive it if it is possible; 5) to use the results of the searching process for analysis and evaluation of the information; 6) to create the new solution; 7) to see alternative ways of problem-solving; 8) to be ready to interact with colleagues, to take the critics and the advices and offers.

Becoming a foreign language teacher means becoming a member of a professional community. In turn, becoming a member of a community means acquiring the common knowledge and shared values of that community. According to Dr. Garza, beginning teachers should aim to acquire the following:

1. A knowledge of the spoken and written language.
2. A knowledge of how language in general is put together.
3. A knowledgeofpedagogy.

These three types of knowledge translate into different professional abilities. For example, the first knowledge area means that the teacher can speak and write the foreign language with a high level of proficiency. The second knowledge area implies that the teacher can explain the workings of grammar and vocabulary to naive learners in a way that is both logical and informative. The third knowledge area—pedagogy—is crucial for putting things into practice. In other words, applying this knowledge to your own classroom means knowing how to create an environment conducive to learning. *Currently, what professional activities do you participate in? How often do you talk to other teachers about your own teaching? Where do you get new ideas for your classroom practice? What does it mean to be a professional? What does it mean to "professionalize" the field of foreign language teaching?* According to Dr. Abrams, a foreign language professional understands that he or she is a member of a larger "community of practice," that is, a group of people who share interests, values and behaviors. According to Lave and Wenger (1991), two cognitive anthropologists who coined the term *community of practice*, it is through the sharing of information and experience that individuals develop themselves personally and professionally. In fact, to be a professional requires the teacher to take part in activities outside his or her classroom such as

attending workshops or conferences. Finally, to be a professional requires that the teacher keep up-to-date by reading about recent pedagogical developments. *Currently, what professional activities do you participate in? How often do you talk to other teachers about your own teaching? Where do you get new ideas for your classroom practice?*

Professional literacy of FL teachers includes the following components: 1) linguistic (lexical, grammatical, phonetic); 2) communicative (speaking, listening, reading, writing); 3) linguo-cultural; 4) social-cultural; 5) subjective (informative-thematic, conceptual) and 6) methodological.

Humanitarian approach has become priority in organization of teaching and further development of the modern education. The main attention here focuses on the individuals' interests, needs and their intellectual potential. Under these conditions the topical matter for teachers is to choose the suitable and effective methods and aids of teaching which can provide to achieve the purpose of the education.

Innovative technologies in FLT as subject

The problem of FL teachers providing with modern knowledge in methods of teaching their vocational field leaded to coming into existence the science of Innovative technologies in FLT and implementation into educational process this as subject.

The effectively in the process of teaching depends much on the language proficiency of a teacher, grasping of professional knowledge and innovative technologies.

The **purpose** of this subject is acquiring the theoretical and practical matters of innovative technologies for the conducting pedagogical activity at schools, lyceum and college. Within this subject some concepts are described and analyzed, and a set of practicesare covered and the obtained knowledge are widely applicable for effective pedagogical activity.

The **subject** of the study is the essence, functions and types of innovative technologies as well as the ways of their implementation in the ET process.

This subject has gone out the Didactics and is in the close interrelation with Methodology of FLT, Psychology, Linguistics, Computer study and solves its issues in conformity with their backgrounds.

It is very important for efficiency to choose correct forms, methods, aids and ways of teaching in accordance with the purpose of teaching. The teacher should be able to choose and use the methods corresponding to the purpose of teaching. Didactics is one of the basic subjects for methodology of FLT and didactic principles are used in organizing FLT and learning process.

Here are the main didactic principles used in innovative technologies:

- importing knowledge and developing language subskills and skills are closely related on the character of the teaching material;
- the results of teaching depends on the professional quality of the teacher and also methods used by him/her;
- the results and efficiency of organizing teaching process are proportional to duration of teaching;
- clearness and relevance of the aims and content of teaching to the learners;
- the efficiency of teaching and learning English is depended on the motivation, quality and appropriateness of the teaching material and means.

Psychological factors greatly influence on the efficiency of teaching. That is why they should be taken into account in organizing teaching process.

In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.

2. Efficiency of teaching is depended on the teachers' ability and professional skills of a teacher.

3. Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking. Besides the professional qualities to establish the relationship with learners, to have intuition, to conduct management and monitoring the teaching process are important factors influencing on the result of teaching.

In conclusion the following points can be formulated:

1. Using innovative technologies require profound knowledge on pedagogies, psychology, methodology, linguistics, pedagogies and practical experience of implementing information communicative technologies into practice.

2. Proficiency of a teacher in using techniques of pedagogical communication.

3. The main factors of efficiency include the aim of teaching, content of teaching, the quality of teaching.

4. Didactics is one of the basic subjects for methodology of teaching \English and didactic principles are widely used in method of teaching.

5. Psychological factors are also very important and they help to form motivation in the learners.

THE IMPORTANCE OF THE USE OF PEDAGOGICAL TECHNOLOGIES

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Annotation: This article discusses the importance of the use of pedagogical technologies in the organization of educational activities, the creation of a reflexive educational environment in the pedagogical process, the development of personal understanding of students, the formation of interest in the subject, its importance and content.

Keywords: intellectual, professional, education, science, production, knowledge, skill, qualification, training, laboratory, pedagogical technology, objective, quality, system, specialist, intellect, ability and human character, measurement, perception, pedagogue , social, industrial.

In order to radically improve the system of higher education, to radically reconsider the meaning of training in accordance with the priorities of socio-economic development of the country, to create the necessary conditions for training highly qualified specialists at international standards, the President of Uzbekistan Among the tasks set out in the Resolution No. PQ-2909 "On measures for further development", the most important task is the widespread introduction of the latest pedagogical technologies, educational programs and teaching materials based on international educational standards in the educational process.

Today, a lot of work has been done in our country to strengthen the economic, socio-political and spiritual foundations. It is in the hands of our youth to continue them. That is why we need to make full use of our existing opportunities and pay more attention to our youth. After all, an approach to the education of young people in terms of duty and responsibility will be a guarantee of shaping our future.

"No matter what measures are taken to implement market economy reforms, we may not be able to achieve this goal without qualified specialists," he said. “It is time for higher education institutions to develop new approaches to the training of qualified specialists”said the first President of Uzbekistan I. Karimov.

The solution of the above problems depends on the training of highly qualified specialists who can meet the requirements of comprehensive market relations. Because in the conditions of economic liberalization, only specialists who understand the new goals and objectives of the independent republic, have comprehensive knowledge and experience in line with modern requirements can make a worthy contribution to the socio-economic development of the republic. However, due to the problems and shortcomings in the training of qualified specialists who can work effectively in the new conditions, there are a number of obstacles in the training of specialists who combine the above features, and finding solutions is one of the key factors determining economic development.
Therefore, in the context of modernization of the economy and the study of the education system, the issues of further improving the education system through a comprehensive analysis of the achievements of the country's economy, overcoming existing problems and shortcomings and effective use of advanced foreign experience. At the same time, the main focus is on the accelerated development of the process of integration of Uzbekistan into the world economy, for which the implementation of urgent measures to liberalize the foreign economic activity of our country.

In the context of globalization, the effective use of international standards of education is becoming increasingly important in order to reorganize the system of training qualified specialists in the higher education system of the country at the level of modern requirements. This is because almost all the developed and market economies of the world have a modern education system to train qualified professionals who can adapt to the drastic changes of the new mechanism and compete in any conditions.

For example, an analysis of the experience of the United States, Germany, Japan, France and industrialized and intellectually developed countries shows that the training of qualified and competitive personnel at all levels is achieved due to:

- integration between education, science and industry;
- Variety of educational programs developed on the basis of the type of educational institutions and the achievements of science, technology, engineering and economics;
- Transformation of the education system into a priority and profitable sector of the economy;
- Provision of educational institutions with modern teaching materials and material and technical base;
- Involvement of qualified teachers and specialists in the education system;

- Equipping the educational process with computer and computer equipment;
- the use of systems of objective control and quality assessment of training;
- Psychological and pedagogical research on the problems of growth, measurement and evaluation of intelligence, abilities and human qualities of the specialist, as well as the problem of his professional perception;
- High level of material and social protection of teachers.

In ensuring the socio-economic and cultural-spiritual development of the republic, higher education consists of training qualified, skilled, talented, competitive personnel to work in a market economy on the specialist of his choice.

By creating a science-based system of organization, management and development of the educational process in higher education institutions, including training in accordance with the requirements of state educational standards, a wide range of opportunities will be created to ensure the implementation of goals and objectives set out in the National Program.

Therefore, the National Program emphasizes that the educational process, the reform of the content should be carried out mainly on the basis of a set of normative documents (State educational standards, curricula and science programs), training in accordance with the ideas of national independence .

The main factor in solving the great tasks before us, the only condition for solving them, is to bring up a harmoniously developed person, a comprehensively mature generation. It is the human duty of all of us to fulfill these tasks aimed at ensuring the bright future of our country, the well-being of our people no less than anyone else.

Based on the tasks set by the President, a project of education priorities has been developed within the framework of the National Program. Standard curricula and science programs in all areas of education, as well as a number of legal documents were revised, the use of modern pedagogical technologies in the educational process to improve the quality of education, interactive lessons, the formation of students' independent thinking skills, problem-solving tasks, pedagogical and information technologies and methods such as efficient use began to be widely used.

In the organization of continuing education, it is necessary to pay attention to its compliance with world standards, the importance of the introduction of state educational standards and the development of its mechanism as a priority area. Based on its requirements, a state educational standard of higher education will be developed. The standards set a mandatory minimum content of education for students and a set of requirements for the level of preparation of graduates.

The mandatory minimum of educational content must be fully reflected in science programs and textbooks. Depending on the level of preparation of graduates, a minimum amount of knowledge, skills and competencies that a student must acquire at a certain stage is determined.

Today's requirements set an important task, such as a new approach to improving the quality of training in specialized disciplines, not limited to the work done, its continuous improvement, the development of new methods and forms, their introduction into practice. In particular, not only the organization of training in all specialties in higher education, but also the work on enriching them with new problems, assignments, tasks should become one of their main tasks.

Determining the logical-structural form of the educational process (sequence in the organization of training) in each area of education, adapting them directly to the requirements of life, creating problem-based tasks, preparing methodological recommendations and guidelines based on them, using modern types of pedagogical technologies, experience Depending on the results, the introduction into the educational process and thus the formation and development of professional skills and abilities of students, the abandonment of the principles of a common approach to encouraging teachers, instead of their activity and the quality of training , should be materially and spiritually stimulated.

In this regard, the heads of educational institutions are required to take a principled approach to the activities of each teacher. Based on the above and in order to raise the quality of training to a new level, the following should be done:

- Organization of training sessions on the basis of prepared assignments on disciplines;
- Detailed discussion of the prepared problem tasks in the scientific and methodological councils of basic higher education institutions and the establishment of appropriate decision-making procedures;
- Increasing the number of prepared problem assignments, distribution to higher education institutions and material and moral stimulation of the group of authors, etc.

In order to increase the activity of students in the classroom, the following methods should be widely used:

- Equipping classrooms with modern equipment and their effective use in the classroom, the organization of classes in small groups;
- The use of modern pedagogical technologies, interactive methods in teaching;

- pay special attention to the content of the questions prepared and asked by students, depending on the quality of questions, to determine the state of readiness of students on a particular topic, to develop skills in thinking on the topic, independent learning, finding, using and analyzing relevant literature ;
- Discussion of the information collected by students on the topic of the lesson, analysis of critical and independent opinions, their generalization;
- Strengthening the activities of internal control departments in order to understand the responsible and loyal approach of teachers to their responsibilities in educating students, as well as conducting surveys among students on "Teachers in the eyes of students", the results of which are discussed in detail;
- Study, generalize foreign experience in improving the quality of training and develop guidelines for their application in the country.

It is necessary to develop clearly defined measures for the organization of training in accordance with the profession of students and to implement the assigned tasks. It is important to ensure that they are attached to qualified production specialists who have achieved high results in their professional activities and have experience in training competitive personnel on the basis of the "Teacher-Apprentice" method. Implementation of this method will help to form mutual cooperation and mutually beneficial integration between higher education institutions and industrial enterprises, to organize internships at the level of state educational standards, to ensure that students' internships and undergraduate internships are conducted at the highest level of program requirements. does.

The main problem with the learning in education is the process of teaching. In order to enrich the knowledge and experience, to practice with science are very important issue both of teachers and students, that’s why there are a lot of opportunities, for example the exchange of experience and internships with the educational institutions of foreign countries is being carried out. Teachers work with their colleagues and participating in retraining courses, conferences, the main aim is to find solutions to emerging challenges and to share their skills and teaching methods. It will give effect to formation of a younger generation. A comprehensive system of teaching has been developed day by day and at every stage of the continue improving in education process. Pedagogical technologies are one of the great opportunity is in teaching subjects, on the one hand, to develop of communicative competence of students who are studying in a high education is very difficult process. To elaborate subjects are comprehensive way to improve process because with authentic material, learner can practice with

reading and speaking and it very efficient in teaching process, it will provide the future professionals for occupation. For example, students who specialize in economics need to be taught terms and terminology in the future as well as educated staff in their field of study. These terms should be enriched with dialogues and situations. That's why to use from pedagogical technologies demand very much attention from teacher. By the way, in developing the student's skills, it is necessary not only to create free communication, but also to learn key elements of subject that are used in the life-spheres. Of course, all students haven't same ability to catch each details of topics. At the same time, the professor-teacher must find appropriate way to whole class, it is very common controversial topic for today, the innovative form of teaching, methods and tools helps to improving the condition in educational process, to develop communicate, creativity and advanced educational technologies is active keys of teachers [1, p. 17]. Most traditional pedagogical technologies are characterized by specificity for example, a pen or pencil is for writing, chalkboard methods but in recently times, they are useless and old and serve only for wasting time, there are appears one question, faced with 57 new pedagogical challenges how can teachers integrate technology into their teaching? In this case teaching with technology are three core components, they are content, pedagogy and technology, plus the relationship among and between them. The interactions between and among the three components, playing out differently across diverse contexts, account for the wide variations seen in the extent and quality of educational technology integration. The reason to consider leading with technology is the access it provides for students. There is an ability to create new things not possible without it. When they cannot, they will usually with their peers, collaborate within their digital constructs. By providing some access, we increase the possibilities for new learning. The use of advanced pedagogical technologies with modern information technologies creates enormous opportunities for society. Nowadays, reforming and improving the continuous education system of country, which it has been on the path of independent development, it has led to a level of state policy that promotes the introduction of advanced pedagogical and information technologies, increasing the effectiveness of education. Pedagogical technologies are used to teach in every sphere in all education of country. Pedagogical technologies - intelligent design of ways to achieve optimal pedagogical functions in the given or existing environment. The term "technology" refers to advancements in methods and tools to use solving the problems or achieve a goal. In the classroom technology can encompass all kinds of tools from low-tech pencil, paper and chalkboard, to

the use of presentation or hi- tech, the newest technologies allow to try things in physical and mental classroom. On the other hand, "pedagogical technology" is the pedagogical phenomenon and process used in the field of education technology. Pedagogical knowledge is teacher's deep knowledge about the process and practices, methods of teaching and learning. A teacher with high pedagogical knowledge understands how students construct knowledge and acquire skills and how they develop habits of mind and positive dispositions toward learning. Teaching with technology is difficult action to do well. Using pedagogical technologies in teaching all subjects is the achievement of the guaranteed result by designing for specific goals. Learning Technology - is a pedagogical direction that explores and teaches the best ways to achieve educational goals, based on a technological approach to the teaching process. It is clear that teacher is a mature expert use of modern pedagogical technologies in every lesson.[2, p3] We can't imagine education without technologies and there are a lot of reasons to create new technologies. For example, the aim of accelerating and increasing the effectiveness of the teaching in developed countries, the organizational, scientific and methodological foundations of the system of continuous education have been created in each developing country. The solution of these tasks is directly related to what is a major issue in the world science fund and how to solve them. In this context, modern problems related to the introduction of educational technologies will be identified. Moreover, it is time to continue the work in this direction. While some aspects of vocational training in pedagogical practice do not reflect well, improvements in the teaching methodologies make the issue more relevant. At present, many methodologists and pedagogues are intending to educate students that it is a guarantee of achievement of the goal. But that's it is impossible to accept the ideas, the technology doesn't key of successful education. Because pedagogical technologies are only way to help improving the process of teaching. Therefore, educational process of modern pedagogical technologies is purpose of teacher, who is the mentor or he or she will be the main guarantor of achievement. From point of view the new pedagogical technology and its mainstream the basis of information-communication (ICT) technology is a teacher who is the manager of the system the level of preparation should be given priority. Therefore, a positive or objective solution to many of the current topical issues of the pedagogical process depends on the professional capacity and pedagogical skills of the teacher. Expanding the scope of the introduction of new pedagogical and information technologies in the educational process, introducing advanced experience in this area, designing and implementing concrete plans in each area,

using textbooks and workbooks 58 and programs and lectures on electronic disks, achieving wide access to modern pedagogical and information technologies in scientific and scientific-methodological work, as well as teaching and learning process, enough to provide important functions, such as communication networks to link educational institutions. So, pedagogical technology is main tool of teaching processes. Teaching successfully with technology requires continually creating, maintaining and re-establishing. Changing the shape and size of the educational material, the process of adapting the reader or the students, it also relates to educational technology. Pedagogical technology is, the objective aim of education and training, based on the diagnostic goals, the development and improvement of the content, methods and tools of teaching and learning, which is a teaching process that incorporates innovations in science and technology.

INTERNET RESURSLARI VA ULARNING O'QUV JARAYONIDA QO'LLASHDAGI MUOMMOLARI

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Annotation. *Information and communication innovation has influenced language teaching in higher education. Therefore, in this article, the approach of the Internet and the wide spread of innovations in our life, creating unused opportunities for teaching and learning, and the analysis of problems of various Internet resources in educational process are highlighted.*

Key words*: Internet resources, teaching process, interactive media applications, social media, network overload, Computer-Based Preparing, security breach, interactivity.*

Аннотация*. Информационные и коммуникационные инновации повлияли на преподавание языков в высших учебных заведениях. Поэтому в данной статье освещены приближение Интернета и широкое распространение инноваций в нашей жизни, создание неиспользуемых возможностей для преподавания и обучения, анализ проблем различных интернет-ресурсов в образовательном процессе.*

Ключевые слова: *интернет-ресурсы, учебный процесс, интерактивные медиа-приложения, социальные сети, сетевая перегрузка, компьютерная подготовка, нарушение безопасности, интерактивность.*

Annotatsiya*. Axborot-kommunikatsiya innovatsiyalari oliy ta'limda til o'qitishga ta'sir ko'rsatdi. Shuning uchun ushbu maqolada Internetning yondashuvi va innovatsiyalarning hayotimizda keng tarqalishi, o'qitish va o'qitish uchun foydalanilmayotgan imkoniyatlarni yaratish, ta'lim jarayonida turli xil Internet resurslari muammolarini tahlil qilish yoritilgan.*

Kalit so'zlar: *Internet resurslari, o'qitish jarayoni, interaktiv media ilovalari, ijtimoiy media, tarmoqni haddan tashqari yuklash, Kompyuterga asoslangan tayyorgarlik, interaktivlik.*

Ma'lumki, insoniyat texnologiyadan foydalanishni o'rganar ekan ular shuningdek, o'ziga xos fikrlash, his qilish va harakat qilishning yangi uslubini rivojlantiradilar. So'nggi o'n yilliklarda elektron texnologiyalar jamiyatning barcha jabhalariga kirib bordi. Kompyuterlar va internetning kuchi, xususan, ma'lumotlarni uzatish tezligi va saqlanishi mumkin bo'lgan ma'lumotlar hajmining doimiy rivojlanishi bilan biz o'qitish, o'rganish va sinf ichidagi va tashqarisidagi o'zaro munosabatlarimizni o'zgartirishda davom etmoqda. Aslida, ushbu texnologiyadan foydalanish sinflarda o'qitish va o'qitishni o'zgartiradi va qayta belgilaydi. Sinfda texnologiyani olib kirishda e'tibor berish kerak bo'lgan 6 ta potentsial muammoga misol.

1. Talabalarning ijtimoiy tarmoqlardan foydalanishi

Albatta, o'qituvchilar o'z o'quvchilari qurilmalardan ta'lim maqsadlarida foydalanish o'rniga ijtimoiy tarmoqlarda o'ynashlaridan qo'rqishadi. Hozirgi bolalar Facebook, Twitter, Snap Chat, Instagram va shu kabi boshqa saytlarda ko'p vaqt o'tkazishadi. Ushbu muammoni oldini olish uchun tarmoqni tayyorlashda ilovalarni filtrlashni ta'minlaydigan yangi avlod xavfsizlik devorini o'z ichiga olganligiga ishonch hosil qilish kerak.

2. Tarmoqning haddan tashqari yuklanishi

Mobil qurilmalarni barcha talabalar, o'qituvchilar va xodimlarning qo'liga topshirganingizda, agar u barcha simsiz qurilmalarni boshqarish uchun mos ravishda ishlab chiqilmagan bo'lsa, sizning tarmog'ingiz osongina haddan tashqari yuklanishi mumkin. Ko'pgina maktablarning hozirgi simsiz tarmoq infratuzilmalari faollik miqdori va tarmoqli kengligini so'ruvchi qurilmalar sonini boshqarish uchun mo'ljallanmagan. Simsiz sayt so'rovini olish iPad yoki BYOD kabi har qanday yangi yirik sinf texnologiyalari integratsiyasi uchun juda muhimdir.

3. Xavfsizlik buzilishi

Hozirgi zamon yoshlari va talabalari juda qiziquvchan va ular chegaralarni chetlab o'tishni xohlaydilar imkoni bor-yo'qligini bilish uchun. Agar siz tarmoq ularga administrator serverlariga kirishga ruxsat bersangiz, ular bunga kirishadi, deb o'ylashingiz mumkin. Hozirgi kunda xavfsizlik katta muammo bo'lib, ko'pgina maktablar ilgari hech qachon katta sinf texnologiyalarini joriy etishga ruxsat bermaganining asosiy sabablaridan biridir. [1,67]

4. Aldash

Bir vaqtlar talaba aldash qobiliyatiga ega bo'lish uchun cho'ntagidan "cheat varaq" deb yozilgan qog'ozni chiqarishi kerak edi. Ular endi o'z qurilmalarida "cheat varaq" ni mohirlik bilan tortib olishlari, albatta, osonroq ko'rinadi. Qizig'i shundaki, texnologiyaning tobora rivojlanib borayotgan o'zgarishi bilan dasturiy ta'minot kompaniyalari, masalan, o'qituvchilar va ma'murlarga sinfda o'quvchilarning ekranlariga kirishiga ruxsat berish orqali aldash muammosini yengillashtirish yo'llarini ishlab chiqmoqda.

5. O‘yin

Internetda odamlarni ayniqsa bolalar yaxshi ko'radigan ko'plab bepul o'yin ilovalari mavjud va Ushbu o'yinlar dars davomida ham juda chalg'itishi va sinfdagi samaradorlikni yo'qotishi mumkin. Shunga qaramay, birinchi raqamli ilovalarni filtrlash bu muammoni hal qilishi mumkin.

6. Shikastlangan qurilmalar

Ushbu mumkin bo'lgan muammolarni to'g'ri rejalashtirish orqali oldini olish mumkin. Bu yerda biz yordam bera olamiz. Sinfdagi texnologiyaning asosiy argumenti shundaki, rivojlanayotgan talabalar sinf tushunchalarini kundalik hayotda qo'llash imkoniyatiga ega bo'lishlari kerak va kundalik hayotning katta qismi texnologiya atrofida aylanadi. Talabalar bugungi kunda texnologiyadan va noutbuklar, smartfonlar, va planshetlar allaqachon ular uchun ikkinchi tabiatdir. Texnologiyani o'rganish tenglamasidan chiqarib tashlash talabalar qobiliyatining ajralmas qismini begonalashtiradi. [2,118] Shunday qilib, multimedia to'plamini ishlab chiqish uchun zarur bo'lgan kuch, vaqt va byudjetni engillashtirmaslik kerak. Muvaffaqiyatni ta'minlash uchun loyiha jamoasining tarkibi va hajmini va paketning kelajakdagi apparat va dasturiy ta'minot bilan muvofiqligi masalalarini hisobga olish kerak. [4,87]

Yuqoridagi nuqtai nazardan xulosa qilishimiz mumkinki, Internet o'qituvchilar uchun ajoyib vosita bo'lishi mumkin. Bu to'g'ridan-to'g'ri ko'rsatma yoki o'rganishga javob emas, lekin bu o'qituvchilar va o'quvchilar uchun aql bovar qilmaydigan rag'batlantiruvchi manbadir.

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2) Barett, P., F. Davies, Y. Zhang, and L. Barrett. 2015. “The Impact Classroom Design on Pupils’Learning: Final Results of a Holistic, Multi-level Analysis.” Building and Environment, 89: - p 118.

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INNOVATION DIGITIZED TECHNOLOGY-BASED MARKETING IN ECONOMY

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Annotation: this article covers the opinion of scientists about the innovative market economy and the digitized market.It is written about the types of markets, the purpose and the current use of the modern market economy.

Key words:Marketing, digitized-based marketing, goods and services, product research , market structure , targets of marketing, technical support .

Аннотация: в данной статье излагается мнение ученых об инновационной рыночной экономике и цифровом рынке.В ней написано о типах рынков, назначении и текущем использовании современной рыночной экономики.

Ключевые слова:маркетинг, цифровой маркетинг, товары и услуги, исследование продукта, структура рынка, цели маркетинга, техническая поддержка.

Annotatsiya: ushbu maqolada innovatsion bozor iqtisodiyoti va raqamlashtirilgan olimlar fikri yoritilgan market.It bozorlarning turlari, zamonaviy bozor iqtisodiyotining maqsadi va hozirgi ishlatilishi haqida yozilgan.

Kalit so'zlar: Marketing, raqamlashtirilgan marketing, tovarlar va xizmatlar, mahsulotni tadqiq qilish , bozor tuzilishi , marketing maqsadlari, texnik yordam .

What is the basis of marketing? The puzzle of marketing is that, despite being one of the oldest human activities, it is the youngest business science.

Baker(1976)

There are several definitions of marketing, and the authors of almost every marketing book give their own definition of marketing. Marketing is the process of increasing the value of the company as a result of the exchange of goods, products or services between the seller and the buyer. As a result of a profitable exchange, the buyer satisfies his need for a product, good or service, and the seller receives his profit. The purpose of marketing is to attract new customers for a product, goods or service, to offer them a high quality of consumption and to satisfy their constantly changing needs while retaining old customers.

The main task of marketing is to determine the needs and requirements of each market, and to choose among them those companies that can provide a higher level of service than other competitors. This is to increase the company's overall profit by producing high-quality products and thus meeting the needs of consumers.

Marketing is not only a philosophy, a way of thinking and a direction of economic thinking, but also a practical activity for certain firms, companies, networks and the entire economy. There are many types of definition of marketing in the economic literature of the USA and other foreign countries. The most common definition of marketing, given by the American Marketing Association, is as follows, that is, "Marketing" consists of the process by which a married idea is planned and implemented, prices are set, ideas are , the movement and sale of goods and services, the goals of certain individuals and organizations are met with the help of exchange".

Marketing has been defined differently by scholars. I.K. Belyaevsky said: "Marketing is a system of market study and regulation, management." Jean-Jacques Lambin defines marketing as follows: "Marketing is a social process aimed at satisfying the wants and needs of organizations and people by ensuring free competitive exchange of goods and services", "Marketing is simultaneously business philosophy and activity is a process. From these definitions, it can be said that marketing is the study of the market, through which it affects consumers. The interaction of supply and demand is the process of satisfying the needs of individuals or groups. This process, in turn, is based on the interaction of such socio-economic categories, that is, their need, need (desire), demand, purchase (exchange, transaction) and consumption (use) of specific goods and services. enters. These concepts make it possible to determine the concept of

marketing, its essence. A need is a feeling that a person lacks something. A need is a need of a special form based on the cultural level of an individual. Demand is a need with purchasing power.

It is necessary to indicate the following from the main areas of comprehensive market research on the basis of marketing:

• demand study;
• determination of the market structure;
• product research;
• research of competitive conditions;
• analysis of sales forms and methods.

Marketing teaches:

• market research;
• its distribution;
• placement of goods;
• conduct marketing policy;
• commodity policy;
• price policy;
• distribution policy;
• transfer (forwarding) policy;
• promotion, additional services (Plus) - (this can include brand, after-sales service, warranty and technical support, delivery, assortment, personal consumption, etc.).

Targets of marketing

To increase the level of consumption increasing the profits of producers comes, production and services to develop the field, as well as will reduce unemployment.

Customer satisfaction consumption maximization pending goods (service) to fully match its properties aims to achieve.

Improving the quality of life marketing, sales of goods, quality provision and price of goods (services), not to be acceptable on physical and material quality means

Consumer choice to maximize consumers such goods (services) are different

fully compatible with employees search for goods in the market possible goods embodies. Satisfies consumers

Basic principles of marketing

Customer orientation, Future orientation. Work short of the manufacturer's marketing activities not long term results to have received the target for the term results need, To achieve the final practical results orientation.

Types of Marketing

Changer

Demand is negative, it must be created

Encouraging

There is no demand, it must be created

Developer

The demand is there, it must be made real

Remarketing

Demand is falling, it needs to be restored

Demarketing

The demand is too much, it needs to be reduced

Synchromarketing

Demand is fluctuating, it needs to be stabilized

Supporter

Demand matches capacity, it needs to be stabilized

Counter-influencer marketing

An irrational demand has been formed to reduce it to zero, that is, to destroy it.

The evolution of mobile marketing

Mobile marketing offers many positive aspects to businesses.

Users always carry their mobile phones with them. Most of the time, the user's mobile phones are turned on, which means they will receive the messages as they are sent. Even if the phone is in standby mode, the message will be received after the user starts the mobile device. This makes the mobile marketing technique almost instantaneous. Whether it's text, images, or video, content for mobile devices is simpler and less expensive than creating content for desktops and laptops. The mobile tool makes it easy for users to provide promotions and marketing promotion services. In addition, users can store virtual data on the phone and carry it until it is needed for use. Due to the small screen size of the mobile phone, it limits the range of content that can be displayed. This can be convenient and simple for content creators. In addition, the simplified content easily adapts to different mobile platforms. The mobile platform interacts with users directly on their mobile phones. This allows for personalized hype to a great extent. Using this benefit, their marketers can start

communicating directly with the user to receive instant messages through text messages.

Summary

Marketing focuses on the fundamental practices that every company has to carry out - identifying customers, researching their needs and preferences, analysing factors that influence their purchasing decisions and persuading them to buy products and services from you rather than a competitor. Nowadays technology developing day by day exactly it affects on everything, so artificial intellect can reduce the number of marketers to 90% percent.

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THE ROLE OF MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Abstract

The purpose of this article is to review current trends in the development of methods of teaching foreign languages in higher education. The use of technology in foreign language learning and teaching, as some analysis show that ICT contribute in: improving reading comprehension and writing skills, develop listening comprehension and good speaking competences, supporting

teacher-student collaboration, creativity, autonomous learning, as well as the activation of already acquired knowledge.

Keywords: communicative competence, reading comprehension, creative approach, software program.

Аннотация

Целью данной статьи является рассмотрение современных тенденций развития методики преподавания иностранных языков в высшей школе. Использование технологий в изучении и преподавании иностранных языков, как показывает некоторый анализ, способствует: улучшению навыков понимания прочитанного и письма, развитию навыков понимания на слух и хороших разговорных навыков, поддержке сотрудничества между учителем и учеником, творчеству, автономному обучению, а также активация уже полученных знаний.

Ключевые слова: коммуникативная компетентность, понимание прочитанного, творческий подход, программа, Kahoot.

Introduction

Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities in the country, students master at least two foreign languages. Language is the most important means of international scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" communication, the existence and development of human society is impossible without it. The current changes in social relations, communication means (the use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. For this reason, we have decided to present the effective ways of using of ICT in foreign language teaching and learning. It is important for a teacher to know the newest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not what simple, their rational and motivated use of foreign language lessons requires a creative approach on the part of the teacher, because "pedagogy is a science and art at the same time,

therefore the approach to the choice of teaching methods should be based on the creativity of the teacher.

Materials and methods

Today, the educational process in Uzbekistan's higher education institutions is being reformed in accordance with European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education institution. education and training in master's programs abroad. In the context of higher education reform, the educational technologies of teaching foreign languages should also change. Linguistic education itself is also gradually being modernized through the introduction of a modular-rating system of teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations the components of teaching foreign languages. All this puts new requirements for teaching and foreign language teachers in universities. The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations.

Discussion and results

Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in international scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" foreign languages (multimedia system), remote technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technology. At this stage of development of methodical science, the main methods of teaching foreign languages are communicative and constructivist methods. Innovative teaching methods include: computer-assisted training, storyline method, simulation method, carousel method, station-based learning method, group puzzle method, role-playing method, Case study method (work on problem situations, students review the problem, analyze the situation, present their ideas and solutions to the problem during the discussion). Today, we cannot imagine our personal and professional lives without the use of

computers and smart devices as they play a vital role in all spheres of modern life. The application of the information technology in foreign language learning and teaching has already become integral part of our language classroom. Consequently, a vast number of educational platforms and software programs have been created and become the perfect complement in reaching proficiency and fluency, and language courses integrated by technological support are the most effective and attractive for students who want to be successful in language learning. The use of ICT in language learning maximises a lot of new possibilities for effective communication for both teachers and the students not only to develop their language skills, but also they broaden knowledge of using ICT successfully to make teaching and learning better. For this reason, we have decided to present the effective ways of using of ICT in foreign language teaching and learning.[Singhal, M.,1997]

The goal of learning a foreign language in higher education at the present stage is to master students' communicative competences that will allow them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real life situations. Training is managed not through grammar, but is directed by communicative intentions (intentions). The student is in the center of learning. Language plane: the dominance of language production over language correctness, correctness, mistakes are made. Language becomes a means of communication.). The ICT is an interactive and collaborative medium that allows the creation of text and activities that can easily be shared in public which helps students discover the language they are learning and its use. There are a number of online courses, educational platforms and software programs which assist learning and teaching foreign languages. In this regard, foreign language teachers of today should be ready to provide their students with the opportunity to learn using technology in the International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" classroom. According to the implementation of the ICT in education, UNESCO, Microsoft and Intel have created the" UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS" in 2015, which is a guide for teachers on how to become more effective in the ICT-based lessons. This competency framework explains to teachers a clear perspective how to use ICT to communicate and collaborate with students "to use ICT to communicate with other students, for example for them to submit their project reports online", and many others. Having read this framework, teachers they learn when and where to use the technology in the process of teaching, the use the ICT to create blogs and online platforms where the students can share their projects and as

well, exchange information and notes with each other. Estling Vannestal lists several benefits of using ICT in the language classroom.[Estling Vannerstal, 2009:17]

First of all, ICT helps to create more variation in the classroom, which might lead to increased motivation in the students and thus better conditions to learn the target language. As the Internet is full of free, authentic and up-to-date materials that language teachers can use in their teaching. The Internet provides a good opportunity for students from all over the world to interact with each other through emails, online calls or in a chat room. Despite what the means of communication chosen, ICT is likely to help develop the understanding of other cultures in the students that participate. Now, during the period of quarantine, the role of ICT in education is being promoted in our country). Mostly, pre-school and school multimedia lessons are being shown by local TV channels and via social online websites. One of the most efficient medium for teaching foreign languages is television. The television appeals both to the ears and eyes. The lessons are being recorded and being telecasted by TV channels. This shows significant impact on the minds of the students. Television plays as a companion, entertainer and instructor in present learning and teaching foreign languages. However, university students and teachers of higher education are using various educational platforms such as Google. Best practices of integrating ICT in learning and teaching foreign languages as being ESL/EFL teachers, we have the key role in facilitating in distance learning and teaching foreign languages. There is a wide array of free educational software applications and platforms that make English learning resources more accessible and they promote more personalized and meaningful learning for students, along with a healthy dose of classroom collaboration. For example: Google Drive, Edmodo, Kahoot, wordpress, and etc. These tools can be used to enhance and facilitate deeper and more authentic International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" learning. Edmodo as a free social learning platform for students and teachers where presentations, books, materials, essays, songs and what resources are used during academic year can be saved here and teachers can create a class library to give students easy access to these at any time. Students find Edmodo (www.edmodo.com) as easy to work on it as it increases interest and motivation. Moreover, photos of group work projects of students or individuals, weekly spelling tests, multiple-choice quizzes can be posted so that all the students can see and do them for best practice. Kahoot (www.kahoot.com) is a platform that is used to administer quizzes, discussions

or surveys. It is a game-based classroom response system played by the whole group in real time as it is the perfect tool to engage students with a new topic. As a teacher, anyone can use Kahoot to create any educational games to encourage students towards competing in the classroom.

Conclusion

Summarizing, today we cannot imagine our personal and professional lives without the use of computers and smart devices as they play a vital role in all spheres of modern life. The application of the information technology in foreign language learning and teaching has already become integral part of our language classroom.

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INGLIZ TILI O'QITISHDA INNOVATSION TEXNOLOGIYALAR

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Annotatsiya: *Ushbu maqolada hamkorlikda o'qitish, loyiha metodologiyasi, yangi axborot texnologiyalaridan foydalanish, Internet resurslari kabi zamonaviy pedagogik texnologiyalar haqida so'z boradi. Shu bilan birga ta'limning individuallashuvi va differentsiatsiyasini ta'minlaydigan ta'limga mutlaqo yangi yondashuv, hamda har bir o'quvchining qobiliyatini, ularning o'rganish darajasi, tendentsiyalari va boshqalarni hisobga olish kabi tushunchalar ham bor.*

Kalit so’zlar: *internet, metodologiya, ta’lim, ma’lumot, didaktik materiallar, ko’nikma, tarmoq, tendentsiya*

Аннотация: *В данной статье рассказывается о современных педагогических технологиях, таких как совместное обучение, методология проектов, использование новых информационных технологий, интернет-ресурсов. При этом совершенно новый подход к обучению, предусматривающий индивидуализацию и дифференциацию обучения, а также такие понятия, как учет способностей каждого учащегося, его уровня обучения, склонностей и т.д.*

Ключевые слова: *интернет, методология, образование, информация, дидактические материалы, мастерство, сеть, тенденция*

Chet tilini (ayniqsa ingliz tilini) bilish har qanday sohadagi mutaxassisni mehnat bozorida raqobatbardosh qiladi. Internet talabalarga chet tilini o'zlashtirishda bebaho yordam berishi mumkin. Internet tarmog‘ida ishlash jarayonida o‘quvchilarda bilimlarni mustaqil egallash, katta hajmdagi axborotlar bilan ishlash ko‘nikmalari, axborotni tahlil qilish ko‘nikmalari shakllanadi; paydo bo'lgan muammolarni ko'rish va hal qilish qobiliyati.

Ta'lim jarayonida kompleks qiziqish uyg'otadi, shu jumladan ma'lumotni "operativ" qabul qilish va ta'limni boshqarish jarayonini amalga oshiradigan dialog. Internetda individual ish rejimidagi turli xil vazifalar keyinchalik sinfdagi darslarda guruh ishlarida muvaffaqiyatli qo'llaniladi [29, 91-106]. Texnik universitetda chet tili darslarida Internet materiallaridan maqsadli foydalanish bir qator didaktik vazifalarni samarali hal qilish imkonini beradi, xususan:

1) o'qish ko'nikmalarini oshirish;

2) so‘z boyligini zamonaviy chet tili lug‘ati bilan to‘ldirish;

3) monologik va dialogik nutq, tarmoq materiallarini muhokama qilish malakalarini oshirish;

4) hamma va har kimni qiziqtiradigan muammolarni muhokama qilish jarayonida chet tilidagi faoliyat uchun barqaror motivatsiyani shakllantirish.

Bugungi kunda chet tilini o'qitishda texnik taraqqiyotning hozirgi darajasiga mos keladigan tendentsiyalar paydo bo'lmoqda. Chet tili darslarida axborot texnologiyalaridan foydalanish samaradorligi endi shubhasiz. Olimlarning ta'kidlashicha, o'qitishda pertseptiv tizimlar qanchalik ko'p ishtirok etsa, material shunchalik yaxshi va mustahkamroq o'zlashtiriladi. Axborot texnologiyalarini o'quv jarayoniga faol joriy etish didaktik imkoniyatlarni oshiradi, ko'rish, audio va video qo'llab-quvvatlash va nazorat qilishni

ta'minlaydi, bu esa o'qitish darajasini umuman oshirmaydi. Ta'limdagi innovatsion texnologiyalar, eng avvalo, kompyuterlashtirilgan ta'limdan foydalanish bilan uzviy bog'liq bo'lgan axborot-kommunikatsiya texnologiyalaridir.

Innovatsion texnologiyalardan foydalanishning asosiy masalalari - o'quv kompyuter dasturlari tuzilmasi, ularning mazmuni va Web makonini optimal tashkil etish. Grafika, animatsiya, foto, video, ovoz, interaktiv ish rejimida matnga qo'shimcha ravishda, o'quvchilar sifat jihatidan yangi imkoniyatlarga ega bo'ladigan integratsiyalashgan axborot muhitini yaratadi. Axborot texnologiyalarini o'qitishda qo'llash sohasidagi ko'plab tadqiqotlar shuni ko'rsatadiki, ular katta didaktik imkoniyatlarga ega, chunki ular chet tilini mustaqil o'rganishni samarali tashkil etishga ta'sir ko'rsatishga qodir. Kompyuter o'rganish mazmunini belgilamaydi - bu faqat chet tilini o'rgatishning samarali vositasidir, shuning uchun kompyuter yordamida chet tilini o'qitishning metodik asoslarini ishlab chiqish didaktik va chuqur tahlilga asoslangan bo'lishi kerak. Chet tilini o'qitishda asosiy maqsadni amalga oshirishga yordam beradigan uslubiy imkoniyatlar - kommunikativ kompetentsiyaning aqliy bilim va ko'nikmalarini shakllantirish [7, 48]. Zamonaviy kompyuter uskunalari o'qitish, o'qitish va nazorat qilish uchun yangi kompyuter dasturlarini yaratishga imkon beradi. Ushbu turdagi dastur maxsus o'quv maqsadlari uchun yaratilgan bo'lib, chet tilini o'rganishda mustaqil ta'lim va uy vazifalarini bajarish jarayonida keng qo'llaniladi.

Materialni mustaqil qayta ishlash bilan kompyuterdan foydalanish quyidagilarni ta'minlaydi:

1) erkin ish rejimi;

2) cheklanmagan ish vaqti;

3) sub'ektiv omillarni istisno qilish;

4) chet tilini o'zlashtirishda maksimal darajada qo'llab-quvvatlash. Kompyuterni boshqarish vositalari mustaqil ish samaradorligini, natijalarni olish samaradorligini oshiradi, baholashning ob'ektivligini 20-25% ga oshiradi.

O'qituvchining vazifasi har bir o'quvchining tilni amaliy o'zlashtirishi uchun shart-sharoit yaratish, har bir o'quvchiga o'z dushmanligini, sizning ijodkorligingizni ko'rsatishga imkon beradigan shunday o'qitish usullarini tanlashdir. O'qituvchining vazifasi chet tillarini o'qitish jarayonida talabaning bilim faolligini faollashtirishdir. Hamkorlikda o‘qitish, loyiha metodologiyasi, yangi axborot texnologiyalaridan foydalanish, internet resurslari kabi zamonaviy pedagogik texnologiyalar ta’limga shaxsga yo‘naltirilgan yondashuvni amalga oshirishga yordam beradi, bolalarning qobiliyatlari, ularning ta’lim darajasini

hisobga olgan holda o‘qitishni individuallashtirish va differentsiallashtirishni ta’minlaydi. moyilliklar va boshqalar.

Internet dunyodagi eng so'nggi voqealar haqida ma'lumot olish uchun ajoyib vositadir. Shu tariqa, Internet yordamida siz sinfni axborot agentligiga, o‘quvchilaringizni esa birinchi darajali muxbirlarga aylantirishingiz mumkin. Ushbu turdagi faoliyat yuqori sinflar uchun mos keladi, chunki u hajmli o'qish va talqin qilish san'atini, ravon nutqni o'z ichiga oladi.

Siz talabalarni ikki yoki uch bo'lib ishlashga taklif qilishingiz mumkin, hayotning barcha jabhalarini o'z ichiga olgan tadqiqot maqolalari: tahririyat, sport, ob-havo, madaniyat ... Bunday ishning afzalligi qavatda farqlash bilan birgalikda butun sinfning yangi ishtirokida yotadi. Vazifalar: kuchli talabalar qiyinroq maqolalarni o'rganishlari mumkin, zaifroqlarga esa ob-havo sharoiti yoki madaniyat sohasidagi biror narsa to'g'risidagi hisobot ishonib topshirilishi mumkin.

Haqiqiy tilni o'rgatish, Internet suhbat nutqining ko'nikmalari va ko'nikmalarini shakllantirishga yordam beradi, shuningdek, lug'at va grammatikani o'rgatadi, chinakam qiziqish va natijada Elno samaradorligini ta'minlaydi.

Shunday qilib, internet-texnologiyalar yordamida shakllangan malaka va malakalar hatto “til” jihati doirasida ham chet tili kompetensiyasi doirasidan chiqib ketadi.

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ЭФФЕКТИВНОСТЬ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. Статья посвящена эффективности дистанционного обучения иностранному языку. Большая роль отводится электронному обучению и дистанционным образовательным технологиям. В статье рассматриваются понятия дистанционного обучения и дифференцированного подхода, а также представлены результаты проведенного анкетирования студентов для изучения эффективности дистанционной формы обучения.

Annotation. The article is devoted to the effectiveness of distance learning in a foreign language. A large role is given to e-learning and distance learning technologies. The article discusses the concepts of distance learning and a differentiated approach, as well as presents the results of a survey of students to study the effectiveness of distance learning forms of education.

Ключевые слова: дистанционное обучение, образовательные технологии, информационные технологии, пандемия.

Key words: distance learning, educational technologies, information technology, pandemic.

Отдельно и более подробно необходимо сказать о дистанционной форме обучения, которая является самой молодой из всех названных.

«Дистанционное обучение - это обучение на расстоянии, то есть обучаемый отделен от обучающего расстоянием. В нашей стране эта форма обучения была известна как заочная. В практике обучения иностранным языкам она применялась не столь широко, как в других областях. Существовали заочные курсы обучения иностранным языкам, также существовали учебные теле- и радиопередачи для желающих изучать иностранный язык. Языковые же факультеты и вузы ограничивались вечерними отделениями, поскольку обучить практическому владению иностранным языком в условиях эпизодических встреч с преподавателем - дело практически безнадежное» [1,23-29].

Поэтому уже долгое время велись поиски путей более эффективного обучения на расстоянии. Наряду с печатными средствами для этих целей широко использовались возможности телевидения, видеозаписи, а в последние годы - CD-ROM. Дело в том, что без систематической, обратной связи с квалифицированным преподавателем подобные курсы, как правило, обречены на неудачу, несмотря на разнообразные попытки придать им элементы развлекательности и коммуникативности.

В последние годы университеты различных стран обратили внимание на то, что существует возможность использования компьютерных телекоммуникационных технологий для целей обучения на расстоянии, в том числе и иностранным языкам. В отличие от других форм заочного обучения, обучение на основе компьютерных телекоммуникаций дает возможности: - оперативной передачи любой информации на расстоянии;

- хранение этой информации в памяти в течение нужного времени, ее редактирование и т.д.
- интерактивности с помощью специально создаваемой для этих целей мультимедийной информации и оперативной обратной связи с

преподавателем и другими участниками обучающего курса;

- доступа к различным источникам информации, в том числе удаленным и распределенным базам данных, многочисленным конференциям по всему миру через систему Internet.

- организации совместных телекоммуникационных проектов, а также международных, электронных конференций, компьютерных аудио- и видео конференций.

Насколько эффективным будет любой вид дистанционного обучения, зависит от четырех факторов:

- эффективного взаимодействия преподавателя и обучаемого, несмотря на то, что они разделены расстоянием;
- используемых при этом педагогических технологий;
- эффективности разработанных методических материалов и способов их доставки;
- эффективности обратной связи.

Иначе говоря, эффективность дистанционного обучения зависит от организации и методического качества используемых материалов, а также мастерства педагогов, участвующих в этом процессе.

Кроме того, выделяется ряд характеристик, которые должны быть присущи любому виду дистанционного обучения, чтобы его можно было рассматривать как эффективное:

- дистанционное обучение предполагает более тщательное и детальное планирование деятельности обучаемого, ее организацию; четкую постановку задач и целей обучения; доставку необходимых учебных материалов;
- ключевое понятие образовательных программ дистанционного обучения - интерактивность. Курсы дистанционного обучения должны обеспечивать максимально возможную интерактивность между обучаемым и преподавателем, обратную связь между обучаемым и учебным материалом, а так же давать возможность группового обучения;
- весьма важно предусматривать высокоэффективную обратную связь, чтобы обучаемые могли быть уверенными в правильности своих действий. Обратная связь должна быть оперативной, пооперационной, так и отсроченной в виде внешней оценки;
- важнейший элемент любого курса - мотивация; для этого нужно применять разнообразные средства и приемы;
- структура курса дистанционного обучения должна быть модульной, чтобы обучаемый имел возможность осознавать свое продвижение от МОДУЛЯ к МОДУЛЮ, мог бы выбирать любой модуль по своему усмотрению или по усмотрению руководящего педагога, в зависимости от уровня обученности [1,79]. При этом следует

отметить, что модули большого объема заметно снижают мотивацию обучения;

- особое значение при обучении иностранному языку имеет звуковое сопровождение, которое может быть реализовано либо при помощи сетевых технологий, либо с помощью CD-ROM.

Дистанционное обучение может быть синхронным, когда коммуникация осуществляется в реальном времени при участии обеих сторон одновременно, или асинхронным, когда коммуникация осуществляется постепенно, одна информация следует за другой, как при пользовании электронной почтой. Сегодня дистанционное обучение – практика, это накопившийся опыт. Оно достигло того уровня развития и использования, когда стало не просто средой обучения, но и весь процесс обучения, который их объединяет. Дистанционное обучение в современном мире осуществляется с помощью таких технологий, как Интернет в голосовом и текстовом режимах, e-mail, телефонная связь, различные интернет-платформы, видеоконференции и традиционная пересылка учебных материалов обычной почтой (печатных, аудио-, видео- и электронных учебных материалов). Наибольшая эффективность при дистанционном обучении достигается за счет чередования компьютерных технологий. Эти технологии являются связующим звеном между студентом (обучающимся) и образовательным центром, которых могут разделять тысячи километров.

В настоящее время современные информационные технологии дают неограниченные возможности решения проблемы дистанционного обучения, так как возможно хранение, обработка и доставка информации на любое расстояние, любого объема и содержания.

В таких условиях, на первый план при организации системы дистанционного обучения выходит методологическая и содержательная его организация. При этом принимается во внимание не только отбор содержания для усвоения, но и структурная организация учебного материала.

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INGLIZ TILI O'QITISH METODIKASI

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Annotatsiya: *Ushbu maqolada hamkorlikda o‘qitish, loyiha metodologiyasi, yangi axborot texnologiyalaridan foydalanish, internet resurslari kabi zamonaviy pedagogik texnologiyalar ta’limga shaxsga*

yo‘naltirilgan yondashuvni amalga oshirishga yordam berishi, bolalarning qobiliyatlarini, ularning bilim olish darajasini hisobga olgan holda ta’limni individuallashtirish va differentsiallashtirishni ta’minlashi haqida so’z ketadi.

Kalit so’zlar: *hamkorlik, interaktivlik, o‘qitish metodikasi, o’qitish texnologiyasi, keys usuli, trening, kasbiy faoliyat.*

Аннотация: *В данной статье речь идет о современных педагогических технологиях, такие как совместное обучение, проектная методика, использование новых информационных технологий, интернет-ресурсов, помогающих реализовать личностно-ориентированный подход к обучению, индивидуализированных и дифференцирующих обучение с учетом способностей детей, их уровня.*

Ключевые слова: *сотрудничество, интерактивность, методика обучения, технология обучения, кейс-метод, обучение, профессиональная деятельность*

Zamonaviy maktabda chet tillarini o'qitish texnologiyalaridan foydalanish o'qituvchi va o'quvchilar o'rtasidagi predmet-sub'ekt munosabatlarini rivojlantirishga asoslanadi [28, 122]. Bu munosabatlar quyidagilarni nazarda tutadi: o'quvchini ta'lim jarayonining asosiy qadriyati sifatida tan olish; hamkorlikka o'tish, o'qituvchi talaba mustaqil qidiruvni amalga oshiradigan ta'lim faoliyati tashkilotchisi sifatida ishlaydi; talabaning sub'ektiv tajribasini aniqlash va undan maksimal darajada foydalanish, uning tajribasini ijtimoiy ahamiyatga ega tajriba bilan moslashtirish; talabaning shaxsiy funktsiyalarini faollashtirish va boshqalar.

Texnologiyalarni tanlash mezonlari quyidagilardir: interaktivlik, faol tabiat, individual rivojlanishni qo'llab-quvvatlashga e'tibor, mustaqil qaror qabul qilish erkinligi, tarkibni tanlash, o'rganish usuli, dialogiklik, diqqatni ma'lumotni yodlashdan voqelikni o'rganishga o'tkazish. Har bir aniq o'qituvchi tomonidan usulni tanlash pedagogik vaziyatni tahlil qilishga asoslanadi. Chet tillarni o‘qitish metodikasini belgilash to‘g‘risida, masalan, maktab fanidan, alohida mavzuga ajratilgan vaqt miqdori; o'quvchilarning tayyorgarlik darajasi, ularning yosh xususiyatlari; ta'lim muassasasini moddiy jihozlash; o'qituvchining o'zi tayyorgarlik darajasi. Shartlar to'plamini o'rganib chiqib, o'qituvchi o'z ishida u yoki bu usuldan foydalanish to'g'risida qaror qabul qiladi. Keling, zamonaviy chet tilini o'qitish maqsadlariga eng mos keladigan bir nechta texnologiyalarni ko'rib chiqaylik.

Kooperativ ta'lim

Hamkorlikda o'rganishning asosiy g'oyasi shunchaki birgalikda biror narsa qilish emas, balki birgalikda o'rganishdir [44, 180-185]. Darhaqiqat, hamkorlikda ta'lim - bu haqiqiy yoki virtual (masofaviy ta'lim bilan) sinfda kichik guruhlardan foydalanish.

Hamkorlikdagi ta'lim - bu o'quvchilar birgalikda ishlash, birgalikda qurish, yangi bilimlarni tayyor shaklda iste'mol qilishdan ko'ra, hamkorlikda izlanishdir. Talabalarning o'z-o'zini o'rganish faoliyati hamkorlikda o'rganish tamoyillaridan biridir. O'qituvchining roli o'zgarmoqda. O'qituvchi ta'lim jarayonining to'liq ishtirokchisidir. Ba'zi hollarda u talabalar tomonidan maslahatchi, yordamchi sifatida jalb qilinadi.

Hamkorlikdagi barcha o'qitish variantlari uchun umumiy:

1. Talabalarning birgalikdagi sa'y-harakatlari bilangina erisha oladigan yagona maqsadga bog'liqlik.

2. Kollektiv mustaqil ishning "elementar zarrasi" bo'lgan individual mustaqil ish.

3. Har bir talaba ish uchun bir xil baho oladi. Yoki hamma birdek rag'batlantiriladi yoki umuman rag'batlantirilmaydi.

“Intervyu” zamonaviy o‘qitish texnologiyasi sifatida chet tili darslarida ham keng qo‘llanilishi mumkin. Ushbu texnologiya bo'yicha treningni tashkil qilish uchun "intervyuchilar" ("jurnalistlar") va "taniqli shaxslar" tanlanadi. "Intervyu oluvchilar" so'rov uchun savollar tayyorlaydilar, "taniqli odamlar" esa tarjimai holi, ijodiy yo'li, kasbiy faoliyat xususiyatlari bilan chiqishlari kerak [8, 24]. "Intervyu"dan so'ng ishtirokchilar olingan ma'lumotlar haqida hisobot berishadi.

"Tadqiqot ishlari". Talabalarning o'quv faoliyatini tashkil etishning bu shakli topshiriqni o'z-o'zini boshqarish bilan tavsiflanadi.

Talabalarning o'zlari umumiy mavzuni tanlaydilar va individual ishlaydilar. Keyin har bir guruh o‘quvchilari tanlagan mavzu bo‘yicha ma’ruza tayyorlaydilar va taqdim etadilar.

"Keys usuli" kabi o'qitish texnologiyasi ma'lum bir vaziyat bo'yicha jamoaviy ish bo'lib, o'qituvchi tomonidan yozma ravishda belgilanadi.

Talabalarning keys usuli bo'yicha ishi bir necha bosqichda tashkil etiladi, xususan:

1) ish bilan tanishish (o'qituvchining kirish so'zini idrok etish, savollarga javoblar, ma'lumotlarni aniqlashtirish, qo'shimcha ma'lumotlarni qidirish);

2) vaziyatni tahlil qilish (talabalarning guruhlarda muammoni hal qilish uchun o'z variantlarini taqdim etishi, guruhdan ma'ruzachini tanlash, sxemalar, plakatlar va boshqa ingl.)

3) taqdimot (nutq, ish tahlilini taqdim etish, savollarga javoblar, o'z nuqtai nazarini himoya qilish, har bir nutqning mohiyatini aniqlash)

4) munozara (nutqlarni muhokama qilish, eng yaxshi ish echimini aniqlash)

5) brifing (o'qituvchining yakuniy so'zini eshitish).

Shunday qilib, yuqorida qayd etilgan zamonaviy ta’lim texnologiyalari hamkorlikda har bir o‘quvchiga o‘z malakasini oshirishda teng imkoniyatlar yaratadi, degan xulosaga kelish mumkin.bilim.

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TURIZMNI RIVOJLANTIRISHDA XORIJIY TILLARNING O‘RNI VA AHAMIYATI

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Annotasiya: Turizm - bu mamlakat rivoji uchun juda katta iqtisodiy yordam beruvchi muhim yo`nalishlardan biri hisoblanadi. Shunday ekan turizm haqida izlanish olib borish va u haqida barchaga yetkazish foydalidir.

Kalit so`zlar: turizm, turizm maskanlari, sayohlik agentligi, turizm tashkilotlari.

So‘nggi yillarda davlatlarning mavqeyining va byudjetining keskin oshishiga bevosita sabab bulayotgan omillardan biri turizm sohasidagi o‘zgarishlar bilan bog‘liqdir . Shu bilan birga bizning yurtimizda ham qadimiy va tarixiy yodgorliklar sabab turizm sifati yaxshilanmoqda. Ayniqsa bu soxaga ta’sir ko‘rsatayotgan xorijiy tillarni o‘rganish, bilish darajasi bu jarayonga ijobiy ta’siri sezilarli darajada oshdi. O‘zbek xalqining mehmondo‘stligi, intelektual qobilyati, qiziquvchanligi va xorijiy tillarni o‘rganishga bo‘lgan ishtiyoqi turizm sohasi rivojiga yanada kengroq yo‘l ochib bermoqda .

Xorijiy tillarni o‘rganish chet el sayyohlariga vatanimiz tarixini kengroq ochib berishda ahamiyatlidir bu jarayon esa shubhasiz o‘zbek xalqining buyuk tarixini butun dunyoga tanitib mashxur qiladi. O‘zbekistonda 2023-yilgi turizm ko‘rsatgichlariga ko‘ra Toshkent shahri yetakchi o‘rinni egallagan bundan tashqari Samarqand, Xiva, Buxoro, Qo‘qon kabi viloyatlarimiz ham turizm sohasida maftunkor, tarixiy joylarga boy va qadimiy shaharlar sirasiga kiradi.

Ota bobolarimiz qoldirgan madaniy va ma’naviy boyliklar, zamonamiz yoshlarimiz o‘qib izlanishlari tufayli mamlakatimiz doimo chet el sayyohlarini o‘ziga jalb qilib kelaveradi. Mamlakatimizda turizm sohasi davlat siyosati darajasiga ko‘tarilib, ichki va tashqi turizmni rivojlantirishga berilayotgan yuksak e’tibor natijasida O‘zbekistonda turizm yildan-yilga rivojlanmoqda.

Davlatimiz rahbarining joriy yil 26 apreldagi “Respublikaning turizm salohiyatini jadal rivojlantirish hamda mahalliy va xorijiy turistlar sonini yanada

oshirishga doir qo‘shimcha chora-tadbirlar to‘g‘risida”gi qarori soha rivojida muhim dasturilamal bo‘ldi. Joriy yilda vatanimiz turizm salohiyatini yanada rivojlantirish bo‘yicha rejalar aniq belgilandi.

Jizzax viloyatida ham bu sohaga juda katta etibor berilmoqda. Xususan joriy yilning birinchi choragi davomida 10 mingdan ortiq xorijiy sayyohlar Jizzax viloyatining turli hududlarida bo‘lib, u yerdagi tabiat va ziyoratgohlardan bahra oldi.Uyerda joylashgan osma dor yo‘li va zamonaviy mehmonxonalar bunyod etilib, o‘z faoliyatini boshlagach, xorijlik sayyohlarning kelishi keskin ortishi kutilmoqda. Joriy yil davomida viloyatga keluvchi sayyohlar soni 140 mingdan ziyod xorijiy sayyohlarni jalb etilishi ko‘zda tutilgan. Chet el sayyohlariga manzur bulgan yana bir omillardan biri viloyatliklar ingliz va boshqa chet tillarida bemalol muloqot qilib ular bilan hamsuhbat bo`layotgani va mezbonlar viloyat tarixi, hozirgi hayoti bilan yaqindan tanishtirayotganidir.

Turizmni rivojlantirishda xorijiy tajribadan foydalanish ham yanada ko‘proq samara bermoqda. Xalqaro turizmning hozirgi holati va rivojlanish istiqbollari O‘zbekistonga ham ta’sir ko‘rsatmoqda. Turizm tushunchasini talqin qilish xususiyatlari va uni milliy va xalqaro miqyosda tashkil etish shakllari borgan sari kengaymoqda.

So'nggi yillarda dunyoning barcha mamlakatlarida turizm biznesi jadal rivojlana boshladi. Turli xorijiy mamlakatlar tajribasi bilan tanishar ekanmiz, turizm biznesining muvaffaqiyati ko‘p jihatdan ushbu sohaning davlat darajasida qanday qabul qilinishiga bog‘liqligini ko‘rish mumkin. Davlat muassasalari ushbu sohani qo'llab-quvvatlaydi. Har qanday sivilizatsiyalashgan davlat turizm biznesidan daromad olish uchun turizm salohiyatini baholash uchun o'z hududlarini o'rganishga katta mablag' sarflashi kerak. Davlat dasturlari turizm biznesini rivojlantirishga, turistik markazlarni rivojlantirishga, zarur infratuzilmani yaratish va rivojlantirishga, shuningdek, reklama va axborot ta’minotini ta’minlashga xizmat qilishi kerak.

Amaliyot shuni ko'rsatadiki, xususiy sektor hech qachon kurort turizmi korxonalarini, shuningdek, turizm infratuzilmasining asosiy elementlarini rivojlantirish uchun yirik sarmoyalar kirita olmaydi. Turizm biznesi rivojlangan mamlakatlarda, qoida tariqasida, turizmni rivojlantirish bo‘yicha milliy dasturlarni ishlab chiqish bilan shug‘ullanuvchi vazirliklarga bo‘ysunuvchi tashkilotlar mavjud. Bunday tashkilotlar tomonidan quyidagi turli nomlar, shuning uchun Buyuk Britaniyada bu BTA (Britaniya Nourist Authority), Italiyada - ENIT, Irlandiyada - Irlandiya kengashi, Ispaniyada - Turespana, Norvegiyada - NOTRA. Bunday tashkilotlarning boshqa mamlakatlarda o'z

turizm ofislari mavjud. Ushbu tashkilotlar turistik oqimlarni jalb qiladigan va turistik ma'lumotlarni taqdim etadigan dasturlarni ishlab chiqmoqda.

Turizm biznesining o'ziga xosligi munosabatlarning keng doirasi bilan bog'liq. Bu munosabatlarga sayohat va dam olishni tashkil etish jarayonlarida ishtirok etuvchi shaxslar kiradi. Mavjud munosabatlar shu qadar xilma-hilki, ular huquqiy tartibga solishning ma'lum bir murakkabligini keltirib chiqaradi.

Har qanday alohida hududlarda “sayohat agentligi – davlat”, “turistik – davlat”, “turist – sayyohlik agentligi” tomonlar o‘rtasidagi munosabatlar tegishli qonun hujjatlari bilan tartibga solinadi. Bunday qonun hujjatlari ushbu tomonlar o'rtasidagi munosabatlarning har bir elementini to'liq qamrab olishi kerak.

Bugungi kunga kelib turizmni davlat tomonidan tartibga solishning tashkiliy jarayoniga bir qancha yondashuvlar mavjud. Shunday qilib, bozor iqtisodiyoti rivojlangan ko'pgina mamlakatlarda davlat tomonidan tartibga solish umuman yo'q va bozor sub'ektlari operativ tartibga solishni o'zlari amalga oshiradilar. Turistik xizmatlar bozorini davlat tomonidan tartibga solish mavjud bo'lgan mamlakatlarda ikkita model qo'llaniladi - maxsus davlat organlari mavjud yoki tartibga solish ko'p tarmoqli organlar tomonidan amalga oshiriladi.Quyidagi davlatlarni misol qilib olish mumkin.

1. Avstriyada turizm sohasi iqtisodiyot vazirligi tomonidan nazorat qilinadi. Shtatning sayyohlik imkoniyatlari dunyoning 26 ta davlatida o'z vakolatxonalariga ega bo'lgan Avstriya milliy turizm byurosi tomonidan e'lon qilinadi.

2. Buyuk Britaniyada turizmni madaniyat, tomoshalar va sport vazirligi boshqaradi, u bevosita turizm uchun mas'ul bo'lgan organ, Britaniya Noturistik Authority (BTA) ga bo'ysunadi. Ushbu tashkilot Buyuk Britaniyaga xorijiy sayyohlar oqimini jalb qilish, shuningdek, ichki turizmni rivojlantirish bilan shug'ullanadi. Bundan tashqari, ushbu tashkilot davlat va turizm bilan shug'ullanadigan boshqa davlat organlari bilan maslahatlashadi. Buning uchun ma’muriyat tashabbusi bilan uning idoralari va vakillari tarmog‘i orqali respublikadan tashqarida ham reklama kampaniyalari olib boriladi. Matbuot, radio, televideniya ham shu maqsadlarda foydalaniladi.

Ma’muriyat xalqaro konferensiyalar tashkil qiladi, masalalar bo‘yicha konsalting va marketing xizmatlarini ko‘rsatadi xalqaro turizm va turli ma'lumot va ma'lumotnomalarni nashr etadi. BTA o‘zining tashkiliy-huquqiy shakliga ko‘ra, shuningdek, xususiy tadbirkorlik muassasasi bo‘lib, u tashqi bozorlarda an’anaviy faoliyat bilan bir qatorda bir qator pullik marketing va konsalting xizmatlarini ham ko‘rsatadi, seminarlar va ko‘rgazmalar tashkil etadi, bir qator loyihalarni amalga oshiradi. xorijiy kapital, qo‘llanmalar, videofilmlar va

boshqa reklama va axborot mahsulotlarini nashr etadi va sotadi. BTAga besh a’zo va Prezidentdan iborat direktorlar kengashi boshchilik qiladi. Tashkilotda 300 ga yaqin xodim ishlaydi, ulardan uchdan bir qismi bevosita Londonda, qolganlari esa xorijdagi 26 ta vakolatxonada ishlaydi. BTA zarur mablag'larning qariyb 68 foizini davlat byudjetidan oladi. O‘zbekistonga ham turizm rivoji uchun hamma imkoniyatlar mavjud, qolgan qulayliklarni o‘zimiz qila olamiz. Bular sirasiga xorijiy tillarni yaxshi o‘rganish va vatanimiz tarixini chuqur bilish kiradi. Zamonaviy dunyoda turizm jahon iqtisodiyotining eng ommaviy, daromadli va jadal rivojlanayotgan tarmoqlaridan biridir.

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INGLIZ VA O`ZBEK TILLARDA IBORALARNING QIYOSIY TAHLILIGA DOIR

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ANNOTATSIYA: Ushbu maqolada ingliz va o`zbek tillarida frazeologik birliklarning kelib chiqish etmologiyasi va ularning o`zbek tilidagi muqobillari

ustidan ilmiy jihatdan yondashilgan.Aksariyat ingliz iboralari qadimiy tarix bilan aloqadorligi o`rganilgan. Badiiy talqinda frazeologizimlarning madaniyat, salohiyat, tashqi qiyofalarni ta`riflashda yozuvchi uchun frazeologik birliklar eng kuchli vosita bo`lib xizmat qilishi misollar bilan dalillangan.

***Kalit so`zlar:*** *frazeologik birliklar, leksik, semantic, lug`viy ma`no, lingivistika,*

iboralar, turg`un birikmlar

Annotation: *In this article , the etymology of the origin of phraseological units in english and uzbek languages and their alternatives in uuzbek language is scientifically approached. Most of the english phrases are related to ancient history. It is proven by examples that phraseological units serve as strongest tool for the writer in describing the culture , potential, external appearance of phraseological units in artistic interpretation.*

Key words: *phraseological units, lexical, semantic, linguistic meaning, linguistics*

Аннотация: *В данний стстье научно рассматривается этимология происхождения фразеологизмов в английском и узбекском языках и их альтернатив в узбекском языкею.Большинство английских словосочетаний относятся к древней истории.На примерах доказывается чтофразеологизмы служат для писателя сильнейшим инстурументом в описании культуры потенциала внешнего облика фразеологизмов в художественной интерптации.*

Ключевые слова: фразеологизюмы, лексическое, семантическое, языковое значение языкознание

Kirish

Har bir xalq tilidagi maqollar va iboralar uzoq yillar davomida juda katta hayotiy tajribalar asosida shakillanib, turli vositalar orqali avlodlarga yetib keladi.Xalqning benihoya boy tarixiy-madaniy, etnik-ma`naviy tajribalari, ichki kechinmalari, his-tuyg`ulari, ya`ni uning o`zigagina xos olamning lisoniy manzarasi til vositasida shakillangan kabi mazkur tajribalar ham xalqning tilida o`z ifodasini topgan.Tilshunoslik fanidan bizga ma`lumki tilda ikki yoki undan ortiq so`zdan tarkib topib, ko`chma ma`no ifodalaydigan, ma`nosi bir so`zga teng keladigan turg`un birikmalar ibora deyiladi.Nutqda ikki va undan ortiq so`zlarning o`zaro ma`no va grammatik jihatdan bog`lanishdan tuzilgan birikmalar ham qo`llaniladi. Iboralar ko`proq so`zlashuv va badiiy uslubda ishlatiladi. Ulardan unumli foydalanish nutqning ta`sirchanligini oshiradi.Tilning so`z boyligini oshirishga xizmat qiladi. Iboralarning barchasi

ko`chma ma`no ifodalaydi va ulardan emotsionallik so`zga nisbatan kuchli bo`ladi. Shu sababdan iboralar nutqning ifodaligini va ta`sirchanligini oshiradi.

Mavzuga oid adabiyotlar tahlili.

Frazeologik birliklar XX asr tilshunosliklarining eng bahsli mavzularidan biriga aylanadi. Ularning lug`atdagi o`rni va bu tilning chegaralari haqidagi ko`plab munozaralarga sabab bo`ldi.Turli tillarda ilmiy izlanish olib borayotgan tilshunoslar ularning lug`atlarini tuzdilar. Boshqa tillar bilan miqobilliklarini topishga harakat qilganlar. Ularning bu ishlari til o`rganuvchilar va xorijliklar uchun bir qancha qo`layliklar yaratib, kelgusida tilshunoslik sohasida olibboriladigan ilmiy tadqiqotlar uchun keng imkoniytlar eshigini ochadi. O`zbek tilshunoslari orasida A.L.Yusupovning " Inglizcha-o`zbekcha idiomalar lug`ati" (Yangi asr avlodi. Toshkent 2014) tahsinga sazovordir.Turg`un birikmalarning sintaktik tahlillarini mashhur rus tilshunoslari akademik F.F.Fortunatov, A.A.Shaxmatov boshlab berdilar. Muammoning nazariy aspektlariga deb ataladigan sohasi shu mamlakatda paydo bo`lgan. Akademik V.V.Vinogradov va professor B.A.Larinlar rus frazeologiyasi uchun eng muhim nazariyalarni rivojlantirdi. Professor A.V.Kunin frazeologiyani leksikologiyaning bir bo`limi emas balki alohida fan sifatida o`rganilish kerak degan fikrni ilgari so`radi. U frazeologik birliklarni nutqda bajaradigan vazifasiga ko`ra guruhlaydi. Ular otlashgan, undovlashgan so`zlashuvga xos bo`lishi mumkin.

Tadqiqiot metodologiyasi.

Ushbu maqolada asosan, tavsifiy, chog`ishtirma, koseptual tahli uslublaridan hamda til nazariyasi, madaniyatlararo kommunikatsiya nazariyasida qo`llaniladigan ilmiy metodlardan foydalanilgan.

Tahlil va natijalar.

Frazologik birliklar ko`p badiiy matinlarda, qisman publitsistikada, ilmiy-ommabop matinlarda qo`llaniladi. Badiiy matinlarda frazeologizmlarning tutgan o`rni muhim ahamiyatga egadir. Mualliflar birliklardan badiiy matinlardan quyidagi maqsadlarda foydalaniladi:

1. Turli holatlarni baholash uchun: frazeologizimlarning turli structural tiplari uchun biror predmet yoki voqea- hodisani nomlash bilan birga ularga salbiy yoki ijobiy baho berish funksiyasi ham badiiy asarlarda o`zining salmoqliligi bilan ajralib turadi.

Misol: a) Sharif bu gapni aytib telefonga qo`l uzatdi, avzoyidan hozir yacheyka kotibini chaqirib, *toza qovuradigan* ko`rinar edi. (A.Qahhor . Sarob, 82 bet)

b) “Shu birinchi muvaffaqiyatdan so`ng Saidiyning ikki yil ichida *bo`shayozgan illiklari to`ldi,* anchayin og`irlikdan sinish darajasida egiladigan suyaklari qotdi, po`latga aylandi, yo`l ustida ochilgan lola singari nursizlangan yuziga *qon yugurib* tiniqlashdi”. (A.Qahhor. Sarob 77)

2) Badiiy matinda emotsionallikni ifodalash uchun: o`zbek tili frazeologik sistemasida mazkur birliklarning katta qismi asosiy ma`no – mohiyatini ifodalabgina qolmasdan, balki so`zlovchining shodligi, g`azabi, nafrati, o`kinchi, qo`rquvi, kinoyasi, jirkanishi singari emotsional munosabatlarini ham ifodalab kelgan. Misol: “ Yacheyka kotibi so`z orasida “ borishdan bosh tortganlarga nisbatan tashkiliy chora ko`ramiz”, deganidan so`ng Sadiy vaj-taqal qilishga ham *yuragi dov bermay*, rayon komitetiga borishga majbur bo`ldi.” (A. Qahhor. Sarob 81). Quyida ingliz va o`zbek iboralarining qiyosiy tahlili asosida ko`rib chiqamiz. Count one`s chickens before they hatch. ( Make plans based on events that may or may not happen.) You may not win the prize and you have already spent the money? Don`t count your chickens before they hatch? O`zbek tiliga “ jo`jani kuzda sana”, “ oldindan chang chiqarma” yoki “ suvni ko`rmay etikni yechma ” kabi bir qator frazeologik sinoniniyaga misol bo`la oladi. *When pigs fly* (If you say when pigs fly you mean that something will never happen. This phrase is used presumable due to the unlikelihood that pigs will ever evplve wings.) Ushbu iborani o`zbek tilida “ tuyaning dumi yerga tekkanda ” iborasi bilan tenglashtira olamiz. Yuqorida ta`kidlab o`tilganidek, iboralar xalqlarning kelib chiqishi, yashash tarsi qarab paydo bo`ladi. Bizning xalqimiz qadimda tuya boqqan, minib yurishgan va tuyaning dumi hech qachon yeda tegmaganini bilishadi va vaqtning o`zi buni isbot qilib bergan. Shuning uchun ham hech qachon amalga oshmaydigan ishlar va harakatlar uchun shu ibora xalqimiz orasida paydo bo`lgan va og`zaki nutqada ham ko`p qo`llaniladi. Xalqi esa bu iborani cho`chqa misolida ishlatadi.Boshqa tillatga tarjima qilinganda turg`un birikmalar aynan so`zma-so`z tarjima qilinmaydi. Chunki har bir tilda butunligicha shakillanadi. Butun boshli ifodani ta`sirchanlik xususiytlarini o`zida aks ettiradi.Ta`sirchan so`zlashuv nutqiga xos bo`lgan ingliz iborasini quyidagi “*do something on autopilot*” misolida ko`rib chiqamiz. Ko`rinishidan hech qanday so`z birikmasidan farqlanmaydi. To`g`ridan to`g`ri tarjima qilsak “ *auto pilot ustida nimadir qilish*” degan ma`noni beradi. Bundan ko`rinib turibdiki, tarkibiy qismlarni alohida olganda ma`no anglashilmaydi. Uning tarkibiy qisimlaridan emas umumiy tushuncha sifatida talqin etilsa ma`no anglashiladi. Iboraning kelib chiqish etmlogiyasiga nazar tashlaylik: I have written so many references now that I can more or less do it on autopilot.Ta`rif esa doing something without thinking yani biron narsani o`ylab o`tirmasdan

bajarmoq deb tarjima qilinadi. Autopilot ustida chiqib biron narsa qilib bo`lmasligi hammaga ayyon, autopilot avtomatik tarzida o`zini-o`zi boshqarganligi sababli hech o`lab o`tirmasdan, ikkilanishsiz biron ishni bajarish degan ko`chma ma`no kasb etadi.

Xulosa va takliflar

Xulosa qilib aytsak, frazologik birliklar xalqning tarixiy-madaniy kelib chiqishi va yashash tarsi bilan bog`liq holda paydo bo`ladi. Frazeologizmlarning yuzaga kelishi faqat ma`no hodisasidir. Uning tarkibidagi bo`laklar o`rtasida shakillangan sintaktik munosabat o`z qimmatini saqlagan, o`zgarishlarga uchramagan hollarda qoladi. U nutq tarkibida gap sifatida olinib boshqa bo`laklar unga moslashtiriladi va uning biror bo`lagiga bog`lab qo`llaniladi. Frazologik birliklar ko`p badiiy matinlarda, qisman publitsistikada, ilmiy-ommabop matinlarda qo`llaniladi. Badiiy matinlardan frazeologizmlarni tutgan o`rni muhim ahamiyatga egadir. Frazeologizmlar biror narsa-hodisani atash, nomlash vazifasinigina bajarmaydi, balki shu predmet yoki hodisani aniqlashtirish, ularni emotsional va obrazli tarizda baholaydi.

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THE IMPORTANCE OF FOREIGN EXPERIENCES IN ECONOMIC DEVELOPMENT

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Annotation. *The deals with discussing the foreign experience of organizing and developing innovative systems at the mesoeconomic level, as well as the possibility of applying this experience in the formation of innovative systems in country.*

Key words: *innovation, foreign markets, integration, technical cooperation, innovative enterprises.*

Annotatsiya*. Ushbu maqolada innovatsion tizimlarni mezoiqtisodiy darajada tashkil etish va rivojlantirish bo‘yicha xorijiy tajribani muhokama qilish, shuningdek, ushbu tajribani mamlakatda innovatsion tizimlarni shakllantirishda qo‘llash imkoniyatlari muhokama qilinadi.*

Kalit so'zlar: *innovatsiyalar, tashqi bozorlar, integratsiya, texnik hamkorlik, innovatsion korxonalar.*

Аннотация. *В статье рассматривается зарубежный опыт организации и развития инновационных систем на мезоэкономическом уровне, а также возможности применения этого опыта при формировании инновационных систем в стране.*

Ключевые слова: *инновации, зарубежные рынки, интеграция, техническое сотрудничество, инновационные предприятия.*

The development of the economy is directly related to investments in science, human capital, the production of new products, and their implementation. The development of science and technology is transformed into the main source of competitive advantage. From the point of view of scientific developments and inventions in our country, despite the low funding of science, it is developing quite intensively. However, nothing further happens: before production and then novelty does not reach the market due to a break in the chain of innovation. Many foreign countries have carried out a sharp rise in the economy through the development of innovation, competent and efficient organization of the innovation process, ending with the implementation of innovative products in the domestic and / or foreign markets. It is advisable for our entrepreneurs, state institutions and enterprises to use the positive experience of organizing the innovation process that developed foreign countries have in order to boost the economy on this basis. [4,15] The main task of creating a regional innovation system is the union the efforts of municipal governments, scientific, technical and educational enterprises, the business sector of the economy in the interests of faster application achievements of science and technology in order to implement the strategic directions of formation certain territory and exit economy on an innovative path of development. To do this, it must rely on institutional and legal solutions that

raise a new level of relationship between science, education, manufacturing sector and market, include the institution of intellectual ownership and technology commercialization. Foreign experience of innovative development economy shows that at the regional level in the course of the synthesis of economic, social, scientific and industrial policy, creating and maintaining an environment conducive to both appearance and active use innovation. In the regions of developed countries, there are favorable conditions for the activities of innovative enterprises, institutions in the field consulting and technology transfer, organizations have been created on the basis of which work is carried out, aimed at the commercial implementation of the results of intellectual activity, as well as adopted innovative strategies and programs. [1,96]

In modern conditions of globalization, the traditional division of the economy into industries or sector loses its importance, and to the fore the cluster approach emerges as the most effective tool for increasing the competitiveness of the region, intensifying the innovative development of the economy. As a result of the formation of a cluster, it is guaranteed, a distribution system is provided fresh ideas, knowledge, technologies and innovations.[2] It should be noted that the creation and maintenance of a network of strong links between all members cluster turns out to be an important condition for high effective transformation of inventions into innovation, in turn, has competitive qualities. [3,4]

Based on study of foreign experience it can be assumed that for innovative improvement of the regions and country is necessary provide:

– integration of scientific and technical, innovative, investment, educational and production activities;

– improvement and development of scientific, technical and innovative capabilities the largest higher educational institutions, organizations of science and industry;

– attracting extrabudgetary investments (“business angels”) in the development of scientific, technical and innovative activities;

– increase in development and production volumes innovative products, competitive in foreign and domestic markets

– development of interregional and international scientific, scientific and technical cooperation;

- integration of scientific and production resources and emphasis their activities in priority areas development of the region; – the transition of enterprises to active innovation functional functioning;

– support from local regional development authorities in the field of high technologies for the purpose of production and access to domestic and foreign markets.

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EFFECTIVE USE OF INTERNET RESOURCES IN TEACHING ENGLISH

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Annotation. *This article attempts to propose some questions on how to utilize the internet within the classroom to improve learning. One can hardly deny the usefulness of reading in the process of learning. In the event that suited to the students' level of English, daily paper and magazine articles can be curiously to perused and may trigger a few in-class talk, as well as increment students' social awareness.*

Key words: *technology, innovation, internet resources, effectiveness, motivation, follow-up activities.*

Аннотация*. В этой статье делается попытка предложить некоторые вопросы о том, как использовать Интернет в классе для улучшения обучения. Вряд ли можно отрицать полезность чтения в процессе обучения. Если это соответствует уровню английского языка учащихся, ежедневные газетные и журнальные статьи могут быть интересны для чтения и могут вызвать несколько разговоров в классе, а также повысить социальную осведомленность учащихся.*

Ключевые слова: *технология, инновация, интернет-ресурсы, эффективность, мотивация, последующая деятельность.*

Today, technologies used to improve and facilitate learning can be found everywhere. Leaving other contextual factors to the side – such as unequal access to technological innovations and connected technologies across schools and districts – we can only say that we have embraced technology in education when it is used for both teaching and learning. With the incorporation of technology into schools, the main purpose is to change how teachers and students gather, access, and analyses, present and transmits information. This can democratize information in classrooms as well as help differentiate instruction, particularly for students with special needs. Research has illustrated that many educators have had a hard time integrating technology into education. This may be because many educators have yet to explore the relationship between technology and pedagogy. Doing so could play a huge part in encouraging critical thinking by teachers as they attempt to integrate technology into education. At the same time, for innovation to work viably, it ought to as it were be consolidated in classroom in case it is fitting for a given directions assignment. [1,67] Moreover, innovation can as it were be a viable instructing apparatus in the event that instructors take an interest in choices to embrace innovation. This is often since instructors have the obligation of encouraging instruction and consolidating innovation at the classroom level, however numerous school directors tend to form choices related to technology adoption/training without counseling instructors. The taking after are ways that innovation might be superior utilized to progress learning:

With the widespread availability of student databases that are able to track individual progress, teachers are encouraged to identify learning objectives and differentiate instruction based on the needs of their students. [2,118] Teachers can design follow-up activities when using technology to evaluate students' learning and the role technology played in that process.

Overall, technology is central to many sectors of society and its integration into the education process has great promise for student learning. With technology, one can expect increased efficiency and effectiveness on both the part of teachers and students. [4,36] Technology can also prompt pedagogical change and address issues that affect learning, teaching and social organization. Technology can therefore be seen as both a tool and a catalyst for change. Students should embrace technology for them to benefit and teachers should be open to introducing technology into the classroom to improve and innovate their teaching practice. The use of Internet resources in foreign language lessons and

in extracurricular activities has a number of undeniable advantages, in particular, it increases the cognitive activity and motivation of students, provides a higher quality the learning process and independent activities of students, as students they spend a lot of time in the virtual world and are more willing to assimilate information distributed on social networks and mobile applications. The latest multimedia and Internet technologies help to quickly and effectively master perception of oral speech, put the correct pronunciation, learn grammar rules, master fluent reading and deep understanding of authentic texts, create real situations of communication, remove psychological barriers and increase interest in the language. All this is the most important task of teaching a foreign language to improve existing skills and develop new ones. [5,302]

In general, there are several general positive aspects in the use of Internet resources in teaching. So, ICT in a foreign language lesson allows:

- provide stable motivation for learning a foreign language;
- create a comfortable atmosphere in the classroom;
- ensure a high degree of personalized learning;
- increase the amount of work performed and increase the amount of knowledge, skills acquired in the classroom;
- improve the quality of control of knowledge, students;
- rationally plan and organize the educational process, thereby increase the effectiveness of the lesson; [3,93]

Moreover, the use of Internet resources both in school activities and in self-study of students provides an opportunity for the development of all types of speech activity. So, for example, oral speech develops through the use of video conferencing using a webcam or appropriate web resources like Skype, Live Messenger. Written speech is improved with the use of social networks (Facebook, Twitter), where students have the opportunity to practice written communication skills with classmates, as well as with the native speakers of the language being studied. Thus, communication is in no way limited to the topics set at school, which makes it possible to create a real situation of interaction in a foreign language, where students unconsciously work out grammatical structures and train their active vocabulary. Therefore, it can be concluded that distance learning contributes to solving one of the pressing problems of interpersonal and intercultural communication, when the student is geographically removed from the teacher.

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XORIJIY TILLARNI O’QITISHNING SIFATINI OSHIRISHDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISHNING DOLZARB MUAMMOLARI

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Annotatsiya: Ushbu maqolada xorijiy til kompetensiyalarini o’qitishda innovatsion texnologiyalarni amaliyotga samarali joriy etish va yangi texnologik jarayon va o’qitishning yangi zamonaviy usullari haqida fikr yuritilgan. Shuningdek, o`quvchilarda o’rganayotgan xorijiy tilga nisbatan qiziqishni kuchayirish ular xotirasining ichki imkoniyatlarini ishga solish, o’quvchilardagi o’z kuchiga bo’lgan ishonchini hosil qilishni ham o’z ichiga oladi.

Kalit so’zlar: intellektual salohiyat, interaktiv metodlar, zamonaviy texnologiya, rolli o’yinlar.

Abstract: This article discusses the effective implementation of innovative technologies in the teaching of foreign language competences and the new technological process and new modern methods of teaching. Also, increasing the students' interest in the foreign language they are learning includes using the internal capabilities of their memory, creating students' confidence in their own strength.

Key words: intellectual potential, interactive methods, modern technology, role-playing games.

Аннотация: В данной статье рассматривается эффективное внедрение инновационных технологий в преподавание иноязычных компетенций, а также новый технологический процесс и новые современные методы обучения. Также повышение интереса учащихся к изучаемому

иностранному языку включает использование внутренних возможностей их памяти, формирование у учащихся уверенности в собственных силах.

Ключевые слова: интеллектуальный потенциал, интерактивные методы, современные технологии, ролевые игры.

Yurtimiz mustaqilikka erishgandan so’ng, demokratik-huquqiy davlat va fuqarolik jamiyati qurish yo’lida bormoqda. Bu yo’lda qat’iy turish uchun ko’p chora tadbirlar ishlab chiqilmoqda. Mamlakatimiz taraqqiyotining muhim shartlaridan biri esa kadrlar tayyorlash tizimining mukkammal bo’lishi va shaxsning har tomonlama rivojlanishidir. Ta’lim sohasida bo’layotgan har bir o’zgarish jamiyatimiz ravnaqiga ijobiy ta’sir qilishiga shubha yo’q. Mamlakatning intellektual salohiyatini oshirish, davlat ta’lim standarti talablariga javob bera oladigan, yetuk, raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. Qaysi sohada bo’lmasin bilimlarni mustaqil ravishda egallashga intilish – talaba faoliyatining ta’lim muassasasidagi eng ajralib turadigan xususiyati, mustaqil o’qib, bilim orttirish asosi hisoblanadi. Ta’lim tizimida mustaqil bilim olish, nazorat qilish mustaqil ta’lim olishning asosiy omillaridan biri hisoblanadi. Mustaqil bilim olishda avvalo, talabalarda mustaqil ishlashga, erkin, ijodiy faoliyat yuritishga va eng asosiysi mustaqil fikrlashga ehtiyojni shakllantirish lozim.

Ta’lim jarayonida interaktiv metodlar innavotsion texnologiyalarini o’quvjarayoniga qo’llashga bo’lgan qiziqish, e’tibor kundan kunga kuchayib bormoqda, bunday bo’lishning sabablaridan biri shu vaqtgacha a’nanviy talabalar faqat tayyor bilimlarni egallashga urgatilgan bo’lsa, zamonaviy texnologiyada esa ularni egallayotgan bilimlarini o’zlari qidirib topishlariga mustaqil urganib tahlil qilishlariga hato hulosalarni o’zlari keltirib chiqarishlariga o’rgatadi.

Pedagog bu jarayonga shaxsning rivojlantirish, shakllanishi, bilim olish va tarbiyalanishga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yunaltiruvchilik funksiyasini bajaradi. Ta’lim jarayonida talaba asosiy figuraga aylanadi. Shuning uchun oliy o’quv yurtlati malakali kasb egallarini tayyorlashda zamonaviy o’qitish metodlari – interaktiv metodlar innavotion texnologiyalarni o’rni va roli benihoyat kattadir.

Ma’lumki ta’lim jarayoni murakkab hisoblanadi. Xorijiy til darslaridayangi o’quv materialini prezentatsiya uning turli mashqlar orqali mashq qilinishi va turli nutqiy vaziyatlarga mos qo’llash orqali tegishli nutqiy ko’nikma va malakalar hosil qilish bosqichlarini o’z ichiga oladi. Talabalarning darsdagi faolligini oshirishda qator interfaol usullardan fodalanish mumkin. Interfaol metod iborasi ingliz tilidagi “interactive” so’zidan olingan bo’lib u talabalarda

ichki faollikni oshirishni nazarda tutadi. Ushbu metodning turli qator turlari bo'lib hozirda keng qo'llanilayotgan "aqliy hujum", ishbilarmonlik o;yinlari , "pinbord", "klaster", sinkveyn", "kyubik texnologiyasi" rolli o'yinlar kabi interfaol metodlarlarning ayrim ko'rinishlari ta'lim jarayonida talabalarning faolligini oshirishga qaratilgan. Interfaol o'qitishda guruh-guruh bo'lib o'qitish, 3-3 kishidan iborat kichik guruhlar tuzish, samaralu hisoblanadi. Yuqoridagilarni umumlashtirib "innovatsion texnologiya deb atash mumkin.

Hozirgi kunda interfaol metodning yuzdan ortiq yuti mavjud bo'lib, ularning aksariyati tajriba sinovdan o'tib yaxshi natija bergan. Ta'lim texnologiyalarini o'quv jarayoniga tadbiq etishning asosiy shartlari quyidagilardan iborat:

Darsni o'qitish jarayonida har bir o'quvchining bilimlarni o'zlashtirshda

- erkin muloqotga kirishishni rivojlantirish; Talim jarayonida ham faollikni oshiruvchi metod va zamonaviy ta'lim
- vositalaridan foydalanish.

Innovatsion texnologiyalarning xorijiy til kompetensiyalarni o'qitishdagi ahamiyati katta. Xorijiy tillarni o'qitishda innovatsion texnologiyalardan foydalanish darsni sifatli va qiziqarli bo'lishini ta'minlaydi. Innovatsion texnologiya ta'lim samaradorligini oshiruvchi omillardan foydalanish, turli pedagogic jarayonlarni loyihalash va amalda qo'llash orqali bilim egalashni takomillashtirish usullaridir. Uning asosiy maqsadi ta'lim jarayonida o'qituvchi va bilim oluvchi faoliyatga yangilik, o'gartirishlar kiritish bo'lib, interfaol metodlardan foydalanishni taqozo etadi. Interfaol usullar ta'lim jarayonida qatnashayotgan har bir bilim oluvchining faolligiga erkin va mustaqil fikr yuritishga asoslanadi.

Multimedia (multi – ko'p, media – muhit) – bu kompyuter texnologiyalarining soxasi bo'lib, turli axborot saqlovchi vositalaridagi turli fizik ko'rinishda ifodalangan axborotlarga ishlov beradi.Multimedia – bu zamonaviy texnik va dasturiy vositalardan foydalanib, interfaol dasturiy ta‟minot ostida boshqariladigan video va audio effektlarning o'zaro bog'liqligi bo'lib, matn, tovush, grafika, foto, videoni birlashtiradi. Bunda ma‟lumot turli axborot tashuvchilarida mavjud bo„lishi mumkin (magnit va optik disklar, audio va video tasmalar).

Multimedia texnologiyasi bir vaqtning o'zida ma'lumot taqdim etishning bir necha usullaridan foydalanishga imkon beradi: matn, grafika, animatsiya, videotasvir va ovoz. Multimediali texnologiyaning eng muhim xususiyati interfaolik – axborot muhiti ishlashida foydalanuvchiga ta'sir o'tkaza olishga qodirligi hisoblanadi.Bu texnologiyalarining asosiy maqsadi – tovush, video,

animatsiya va boshqa vizual effektlar bilan ta’minlangan dasturiy mahsulotlarni yaratishdan iboratdir. Bunda multimedia dasturiy mahsulotlari o’z ichiga interfaol interfeys va boshqarish mexanizmlarini qamrab oladi. Undan tashqari multimedia texnalogiyasidan foydalanuvchi o’zi dizayn bilan shug’ullana olishiga imkon beradi, shuningdek statik (harakatsiz) va dinamik (harakatlanuvchi) tasvirlarni yaratishi hamda o,,z ijodiy ishining natijalarini aloqa kanallari orqali tashqi muxitga tarqatishi mumkin.

Bu usullardan foydalanganda bilim olish qiziqarli mashg’ulotga aylanadi. Interfaol ususllar qo’llanilganda mustaqil ishlash ko’nikma va malakasi rivojlanadi.

Xulosa o’rnida shuni aytish joizki, ayni paytda xorijiy tillarni o’qitishda innovatsion texnologiyalardan samarali foydalanish darsni har tomonlama sifatli va qiziqarli o’tish imkonini beradi va innovatsion texnologiyaga qiziqish kundan kunga ortib bordi. Innovatsion texnologiyalar o’quvchilarni mustaqil fikrlashga tahlil, xulosa qilishga o’rgatadi.

XORIJIY TILLARNI O’QITISHNING SIFATINI OSHIRISHDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISHNING DOLZARB MUAMMOLARI

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Annotatsiya: Hammamizga ma‘lum bo‘lganidek hozirgi kunda o‘sib kelayotgan yosh avlodni chet tillarini mukammal o‘rganadigan o‘zi o‘rganayotgan xorijiy tilda erkin so‘zlasha oladigan mutaxassislarni tayyorlash chet tillarini o‘rganish orqali dunyo xalqlari madaniyatiga kirib borish belgilangan talabga javob beradigan kadrlarni tayyorlash yurtimizda o‘tkazilinayotgan ta‘lim islohotining maqsad va vazifalaridan biridir.

Kalit so‘zlar: electron doska, kompyuter, til ko’nikmasi, sun’iy aql, virtual ekran

Аннотация: Как известно, сегодняшнее подрастающее молодое поколение, в совершенстве изучающее иностранные языки и свободно говорящее на изучаемом иностранном языке, является ответом на установившуюся потребность проникнуть в культуру народов мира путем изучения иностранных языков. языки. подготовка кадров, которые будут

давать, является одной из целей и задач реформы образования, проводимой в нашей стране.

Ключевые слова: электронная доска, компьютер, языковые навыки, искусственный интеллект, виртуальный экран.

Abstract: As we all know, today's growing young generation, who can learn foreign languages perfectly and who can speak fluently in the foreign language they are learning, is a response to the established requirement to penetrate into the culture of the peoples of the world by learning foreign languages. training of the personnel who will give is one of the goals and tasks of the education reform being carried out in our country.

Key words: electronic board, computer, language skills, artificial intelligence, virtual screen.

Hozirgi kunda yurtimizdagi ta‘lim sohasini tubdan chet tillarga tadbiq qilish maqsadida taqdim etilayotgan darsliklar o‘quv qo‘llanmalari ham ayni shu maqsadning amaliy isbotidir. Binobarin o‘z ona tilisiga qiziqqan va uni puxta o‘rgangan o‘quvchigina boshqa tillarga mehr qo‘yib uni o‘rgana oladi. Shuningdek yurtimizda til o‘rganishga bo‘lgan e‘tibor nuqtai nazaridan ham oladigan bo‘lsak aynan yaqin 5-10 yil ichida misli ko‘rinmagan ishlar amalga oshirildi va buni siyosat darajasigacha olib chiqishdi va o‘z o’rnida xorijiy tillarni o’rganishga oid bir qator qaror va farmonlar ishlab chiqildi xuxusan prezidentimiz Shavkat Mirziyoyev raisligida chet tillarini o‘rganish tizimini takomillashtirishga bag’ishlangan videoselektr bo‘lib o’tan edi. 2021-yildan chet tili o’qituvchilari ga milliy va xalqaro sertifikatga ega bo‘lish talabi kiritilishi haqida ta’kidlangan edi.

O‘z navbatida bu ham rivojlanayotgan zamonda aynan chet tilini o‘rganishning zamonaviy usullaridandan biri hisoblanadi. Istalgan chet tilini zamonaviy texnologiyalardan foydalanib o‘rganish va o‘rgatish eng samarador usullardan biri hisoblanadi.

- Kompyuter, telefon, planshet, audio ovozlar orqali chet tilidagi video roliklarni, namoyishlarni dialoglarni kino yoki multfilmlarni ham ko’rish eshitish mumkin.

- Ingliz tili yoki boshqa tildagi audiolar dasturlarni eshitish va tomosha qilish mumkin.

- Zamonaviy va an’anaviy pleyerlar magnitafonlardan foydalanish mumkin.

- CD pleyerlarnidan eshitishda foydalanish mumkin.

Bunday texnik vositalardan foydalanish o‘rganuvchilarning o‘rganayotgan chet tilisini qiziqarliroq va samaraliroq bo’lishiga yordam beradi. Ta‘lim

texnologiyalari bu ta‘lim jarayonida zamonaviy texnik vositalardan unumli va samarali foydalanish hisoblanadi. Bunga qo’shimcha ravishda aynan ta‘lim jarayoniga zamonaviy innovatsion texnologiyalarni olib kirish orqali ta‘lim sifati va samaradorligini oshirishga xizmat qiladi. Bunga oddiy misol qilib kompyuterlardan foydalanganda o‘quvchi chet tilidagi videroliklarning namoyishlarni, kino yoki multfilmlarni ham ko’rish ham eshitish mumkin.

Umumiy o’rta talim maktablarining birinchi sinflaridan chet tillari avval o’yin tarzida keyinchalik asosiy ta’lim fani sifatida AKT vositalaridan foydalangan holda o’qitish belgilab berilgan. Jahon maydonida yurt sha’nini munosib himoya qilish uchun yoshlarimiz, avvvalo, o’zining xorijiy tengdoshlari bilan raqobatlasha olishi lozim. Bugun esa raqobat chet tillarida olib borilmoqda.

Darhaqiqat, ta’lim sifatini, samaradorligini oshirish, o’quvchilarni qiziqtiradigan o’yin shaklidagi darslarni maqsadli tashkil etishda zamonaviy pedagogik texnologiyalar hamda axborot-kommunikatsiya vositalarining roli juda katta. Ularni qo’llash imkoniyatlari kundan kunga kengayib, texnik vositalar o’quv jarayoninng ajralmas qismiga aylanib bormoqda. Yoshlarga chet tilini kompyuter orqali o’rgatish uchun birinchi navbatda o’qituvchining o’zi kompyuter texnologiyalaridan professional darajada foydalana oladigan bo’lmog’i kerak. Bu darajadagi foydalanishga nafaqat kompyuterning mavjud imkoniyatlaridan to’liq foydalana olish, balki u asosida yangi o’quv dasturlarini tashkil eta olish ham kiradi. Bunday darajadagi pedagog bo’lish uchun har bir chet tili o’qituvchisi zamonaviy texnologiyalar sohasi bo’yicha o’z ustida ko’proq ishlashi kerak.

Chet tilini kompyuter orqali o’rgatishning an’anaviy o’rgatish usullariga nisbatan bir necha ustunlik jihatlari bor. Birinchi navbatda kompyuter asosida chet tilini o’rganayotgan o’quvchida tilning to’rt ko’nikmasini ya’ni o’qish, tinglab tushunish, yozish hamda gapirish kabi ko’nikmalarini sinovdan o’tkazish imkoni bo’ladi. Bugungi kunda rivojlangan dasturlar yordamida buning imkoni mavjud. Faqatgina bu usuldagi ta’limga o’quvchini to’g’ri yo’naltira olish kerak. Bundan tashqari kompyuter yordamida chet tillarini o’qitishda o’rgatilayotgan har bir qoida, har bir so’z, har bir tushuncha birligi o’quvchining xotirasida yaxshiroq saqlanishi isbotlangan.

Darhaqiqat, kompyuterning boy grafik imkoniyatlari, ya’ni ma’lumotlarni ovozli, matnli va video tasvirli ko’rinishda yetkazib bera olishi kompyuter orqali chet tillarini o’qitishni eng samarali usullardan biriga aylandi. Chet tillarini o’rganishda zamonaviy texnologiyalarni qo’llashdan asosiy maqsad fanni oson o’zlashtirishga ko’maklashish hisoblanadi.Bunda ma’lum bir manbani eshitib

tushunish, uni nutqda ifodalash, o’qib tushunish hamda yozma tarzda ifodalash muhimdir. Zamonaviy texnologiyalarda pedagogik jarayon, o’qitishning shaxsga yo’naltirilgan texnologiyalar asosida amalga oshirilishi muhim omil sanaladi. Bu usul ishni samaradorligini yaxshilashga yordam beradi. O’qituvchilar bo’sh va ijodiy vaqtini o’zini rivojlantirishga sarflashi mumkin.

„Sun’iy aql va tillarni o’rganish” maqolasida B.Skinner tilni osonlik bilan o’rganishda kompyuterning roli muhimligini ko’rsatadi. Kompyuter bilan ishlash o’z ustida ishlash uchun qulaydir. Zamonaviy texnologiyalar yordamida tilni o’rganishda, talabalar ma’lumotlarga munosabat bildirishni o’rganadilar va ma’lumotlarni sust ya’ni noaniq joylarini tahlil qila oladilar. Texnologiya faqatgina zamonaviy ta’lim uchungina xos emas, balki u kelajakning zamonaviy va yangi ta’limini amalga oshiruvchi o’rtadagi manbadir. Zamonaviy texnologiyalardan biri bu xalqaro qora doskadir. Bu doska xotira va isbot kabi ikki tushunchani bog’laydi.

Qora doska virtual ekran va o’qitish o’rganish uchun imkon beradigan sxemalardan tuzilgan. Internet chet tillari o’qituvchilari uchun kerakli resurs manbasidir. U barcha turdagi tasdiqlangan hujjatlarning katta miqdorini o’zida jamlaydi. Bugungi kundagi zamonaviy yondashuvlarning eng keng tarqalgan usuli asosan darsda multimedialardan foydalanishdir. Chet tillari o’qituvchilarining multimediali ishlari haqiqiy virtual maydonda uzoq vaqt qolishiga to’g’ri keladi, muloqot jarayonini o’rganishni yengillashtiradi, bunda multimediali manba qiziqarli bo’lsa uni o’rganish ham oson bo’ladi. Multimediali vositalarning foydaliligi shundaki, biror tilni o’rganishda jonli o’yinlarni ko’rib ya’ni rasmlarni ko’rib, tovushlarni eshitib, jonli o’yinlarning faolligini kuzatish mumkin. Multimediali yondashuvlarda asosan bitta insonni baholash oson, chunki multimediali yondashuvlarda o’yinlar orqali o’rganishga ruxsat beriladi. Binobarin o’qituvchi har bir o’quvchisiga pedagogik yondashadi. Turli faoliyatlar orqali mavzuni ochib berishga harakatqiladi.

Doskalar ya’ni interaktiv doskalar Marti tomonidan fanga kiritilgan. Interaktiv doskalar turli tipdagi grammatik mashqlarni, mantiqiy iboralarni ifodalashda dastlab ishlatilgan. Bugungi kunda ularni “sun’iy aql” deb ham yuritiladi. Sun’iy aql programmasi turli maqsadlarda foydalanish uchun mo’ljallangan. Bunday zamonaviy texnologiyalar tufayli chet tilini o’rganish bugungi kunda ancha qulaydir.

Xulosa qilib aytadigan bo’lsak, axborot texnologiyalari taraqqiy etgan davrda yashayotgan ekanmiz, ushbu qulayliklardan oqilona foydalangan holda chet tillarini barcha uchun tushunarli tarzda yanada mukammal o’rgatish lozim. Demak texnologiyalarni joriy qilish, o’qitish uslublarini davr talablariga javob

berishini ta’minlash pedagog-olimlarning kechiktirib bo’lmas asosiy vazifalaridir. Mutaxassislar tayyorlash, ularning malakasini oshirish ham dolzarb hisoblanadi. Davlatimizning jahon mamlakatlari bilan olib borayotgan iqtisodiy, siyosiy, madaniy va ma’rifiy aloqalari kuchayib borayotgan bir paytda yoshlarimizning xorijiy mamlakatlar hayoti, madaniyati, urf-odatlari, tiliga bo’lgan qiziqishlari ortib bormoqda. Bu aloqalarning rivojida chet tillarining o’rni beqiyosdir.

THE ROLE OF STYLISTICS IN THE LANGUAGE OF ADVERTISEMENT

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Key words: literary stylistics, artistic function, canonical literature, advertise slogans , Descriptive slogans , Persuasive slogans

Annotation: Stylistic method is also the main part of the figurative language of slogans in semantics. Stylistic method of textual interpretation in which primacy of lace is assigned to language (Simpson, 2004). Another definition about stylistics is as the linguistic study of style; it is rarely undertaken for its own sake, simply as an exercise in describing what use is made of language (Leech, 1988).

The aim in studies style is to explain something, and in general, literary stylistics has, implicitly or explicitly, the goal of explaining the relation between language and artistic function. The object in stylistics is literal words or phrase. The connection between stylistics and literature brings two important caveats, such as: The first is that creativity and innovation in language use should not be seen as the exclusive preserve of literary writing. Many forms of discourse such as; advertising, journalist, popular music- even casual conversation often display a high degree of stylistic dexterity, it would be wrong view dexterity in language use as exclusive to canonical literature. The second is that the techniques of stylistic analysis are as much about deriving insights about linguistics structure and function as they are about understanding literary texts. (Simpson, 2004)

Cognitive stylistic. Like in semantic, there is also cognitive stylistic; the focus of cognitive stylistic is about interaction between dialogue, discourse and social interaction in cognitive turn in stylistics. Both as a tool for

exploring the interaction dimension of literary discourse in the broader sense and as a method for examining patterns of dialogue fictional characters in the narrow (Simpson, 2004). Approaches in stylistics. In order to achieve some purposes, there are some approaches to define the concept of style differently (Leech, 1988), such as:

a) Dualism restricts style to those choices of manner rather than matter and of expression rather than content. The dualist assumes the style as the dress of the thought; it differs between what has to say and whom it is presented to the reader. Another concept is style as a manner of expression. So, there are different ways to convey the same content b) Monism, in the contrary of dualism, argues about the inseparability of style. According to them, it is a mistake to distinct between the form and the meaning's) Pluralism emphasizes the concept of the style in terms of language function.

Common Characteristics of Advertising Slogans

To advertise slogans it must meet a certain essential criteria. Firstly, a slogan should highlight the outstanding key feature of a brand, and help stand out the brand, i.e. make it recognizable on the market. For instance, there are many various types of vacuum cleaners with pretty much the same amount of money set on the market, but a consumer might pick an Electrolux, for the question why? Because, its humorous and resolute delivering message "*Nothing sucks like an Electrolux*". Slogans can further be categorized based on their characteristics and features as follows:

Descriptive Slogans

As the name suggests, descriptive slogans build an image of the work the business actually does. It is an excellent choice if a producer wishes to distinguish her/his business from other competitors. Popular examples include:

Diary milk – "**A glass and a half in every half-pound**"

Paul Masson – "**We will sell no wine before its time**"

Descriptive slogans are specifically more useful for brands with non-descriptive names. But as discussed above, slogans have to be short, precise and crisp. Therefore, even if a producer chose to go with a descriptive slogan do not create a generic and boring one.

Commanding Slogans

Commanding slogans very briefly put, are powerful. They carry enough weight age to persuade any consumer to take action. If successfully crafted, these slogans can convince consumers to make purchases. Popular examples include:

Nike – "**There Is No Finish Line**"

Gatorade – "**Is it in you!?**"

Persuading Slogans

Persuasive slogans stress on why a consumer should opt for the particular product/service. A producer has got to make a case before his/her consumers through this kind of slogan. Convey to them why the producer's business is trustworthy and will help with their problems. A persuasive slogan hits the head right on the nail, more like a selling statement. Examples given below may help understand the case better:

L'Oreal – "**Because you're worth it**"

Kit-Kat – "**Have a break, have a kit-kat**"

Creative Slogans

Brands that develop a creative slogan, essentially raise the bar to a new level. Creative slogans, more often than not, male use of a literary device to enhance recall and response from consumers. Creating a creative type of slogan may be harder than it looks because along with thinking outside the box, a company has to avoid overwhelming the consumers with something that might go over their heads.

Examples:

Maybelline – "**Maybe she's born with it, maybe its Maybelline**"

Meow Mix – "**Tastes so good, cats ask for it by its name**"

Emotive Slogans

Now this one is one with immense psychological research support. Emotive slogans are made with the intent to awaken an emotion. Therefore, it goes beyond merely providing information about the product/service. Perhaps the most popular example include:

DeBeers – "**A Diamond is forever**"

Disneyland – "**Where dreams come true**"

These types of slogans keep playing in consumers' mind, and they easily get trapped in high skilled marketing tricks. Likewise, if a consumer needs a car of a specific size, there is a good range of vessels that meet both his/her preferences and budget. Marketing techniques and slogans are set to drive consumers towards a decision, suggesting that the brand they prefer is special, unique, better or *Different… Like you* (Saltus brokerage & charter). Moreover, the slogan should make the consumer feel "special" while obtaining this desired item/object. The message should be positive, alluring and ear-pleasing. For example, *Life is good* (LG), *Beautiful. Colorful. You.* (Bonne Bell makeup), *The perfect moment between past and future* (Rochas watches), *Great ideas for small*

rooms (Ikea), *You're in good hands* (Allstate Insurance), *My Goodness. My Guinness.* (Guinness), *Impossible is nothing* (Adidas), *Diamonds Are Forever* (De Beers) are the slogans that are positive, unique and original.[1]

The main thing is an advertising slogan should be easily memorable. It has tostick into consumer's memory, and stay there and play there, in order for a consumer to associate the slogan with the product it is representing, and make the consumer feel an immense desire and need. That is called memorability which depends on how frequently and how long the slogan has been used in advertising.[2]It may also depend on how efficiently the slogan is tied to a jingle (e.g. Calgon) and other audio and video material. Moreover, the important key that makes a slogan memorable is its own "personality", i.e. the language features and the message it conveys.

During the analysis of the types of slogans it should be mentioned about the differences of Taglines and Slogans. "Just do it" and "There's no finish line" are both phrases used by Nike. Did Nike have two company taglines? Or two company slogans? Or do both the phrases have a more detailed use and purpose?

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NON-SPECIALIZATION IN EDUCATIONAL AREAS TEACHING FOREIGN LANGUAGES ESSENCE OF CONTENT

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Annotatsiya: Xorjiy tilni o’rganishning afzalliklari, xorijiy til bilan bog’liq bo’lgan sohalarning rivojlanishini taminlanishi, o’rganish davomida o’rganayotgan shaxsning qobiliyatlari, fikrlash doiralarining rivojlanishi va boshqa rivojlanishini taminlaydigan sohalar haqida so’z yuritiladi

Аннотация: Преимущества изучения иностранного языка, обеспечения развития областей, связанных с иностранным языком, способностей человека, обучающегося во время учебы, развития кругов мышления и других областей, обеспечивающих развитие.

Annotation: The advantages of learning a foreign language, ensuring the development of fields related to a foreign language, the abilities of the person learning during the study, the development of thinking circles and other areas that ensure the development are discussed.

Kalit so’zlar: Vazirlar mahkamasi, IT sohasi, “Oyna” jurnali, Ta’lim, Xorijiy tili, Amerika, O’rta Osiyo.

Ключевые слова: Кабинет министров, IT-сектор, журнал «Ойна», образование, иностранный язык, Америка, Центральная Азия**.**

Key words: Cabinet of Ministers, IT sector, "Oyna" magazine, Education, Foreign language, America, Central Asia.

An important factor in the use of modern technologies in the educational process is that students know information and communication technologies well and are able to use them. Teaching and learning a foreign language using modern technologies is one of the most fruitful ways. In this process, including: - when using computers, the student can watch and listen to

foreign language videos, demonstrations, dialogues, movies or cartoons. Learning a foreign language, as mentioned above, makes it possible to increase a person's ability to think, to concentrate thoughts, to strengthen memory, and to develop and strengthen other aspects. It is not in vain that the President paid special attention to the development of foreign languages. The purpose of this is to make young people mature in all aspects. Currently, all the conditions are created, and most of all, it is the IT field with a foreign language. As time demands, it is very necessary to learn these fields. [1.2]

Currently, the textbooks, educational programs and manuals that are being created in order to fundamentally apply the field of education in our country to foreign languages are the actual proof of these goals. Therefore, only a student who knows his language and culture well can learn other languages with love. Mastering foreign languages requires such special preparations.

Aiming to create a solid foundation for the future prospects of our country, the first President of Uzbekistan developed a number of decisions and decrees aimed at learning foreign languages, which are considered the most urgent to ensure the rapid penetration of Uzbekistan into the world community. In particular, if we look at the decision № 1875 of December 10, 2012 "On measures to further improve the system of learning foreign languages", its essence is to introduce foreign languages to the education of young people throughout Uzbekistan. It is to ensure that the young generation can express their thoughts flawlessly like any other language. In particular, the following reforms took place from this decision:

- some special subjects, in particular technical and international specialties, are taught in foreign languages in higher educational institutions.[2.41]

It can be explained as follows that the demand for today's youth is to learn foreign languages: to communicate directly with the countries of the world, to express one's independent opinion fluently and clearly in front of the public, to be a special place of Uzbekistan in the world community. Learning international languages is an urgent issue in order to secure the position and serve to strengthen it

Abdulla Avloni's article "Not Two, Four Languages Are Necessary", published in 1913 in "Oyna" magazine, explained in detail that it is necessary to learn a language in order to keep up with the world. Our great grandfathers are known and recognized by the whole world because they were able to deliver their scientific innovations and incomparable works to other peoples in their own language. The science, culture and enlightenment of Central Asia are

honored. At the heart of all this, as we have emphasized again and again, is knowing the language. [3.2]

Learning a foreign language serves as a basis and condition for solving educational and educational goals. In short, learning a foreign language for practical purposes means getting the necessary information and conveying it to others with the help of this language. The received information serves to improve the level of knowledge of students and educate them.

Any goal arises out of necessity. The concept of goal means a planned result, an imagined result. To the question of why a foreign language is taught in higher education, one can answer that they learn a foreign language for practical, educational, educational and developmental purposes. Educational goals are a social order, a task, and are focused on each. So, it is no exaggeration to say that teaching foreign languages in non-specialist educational areas is due to the need. If a foreign language is in global demand, we have to learn it. [4.2]

A 2007 study by the American Council on the Teaching of Foreign Languages found that children who study foreign languages have more hours of math in their school curriculum, but do better in math than students who do not study foreign languages at all. was found to show results. Unsurprisingly, learning the basics of another language will trigger your logical thinking.

The essence of learning a foreign language is communication with other people. In order to improve communication skills, it is better to deal with people who speak this language or who have already learned this language.

American scientists conducted a study, gave tasks to understand words to people who know several languages and observed their tomographs. The results showed that such people are better able to identify similar words compared to those who speak only one language. This ability helps to block out various distractions and focus on a single task.

Decision of the President of the Republic of Uzbekistan It should be noted that within the framework of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training, a comprehensive system of teaching foreign languages, that is, A system aimed at forming a mature, educated, modern-thinking young generation and further integration of the republic into the world community has been created. In the State Test Center under the Cabinet of Ministers, a department for assessing the level of knowledge and acquisition of foreign languages should be established, and the number of employees of the center should be increased to 12 people. and its tasks should be determined as follows: development and

implementation of the National test system for assessing the level of knowledge of foreign languages in accordance with the requirements of internationally recognized standards; organizing a paid test to determine the level of foreign language knowledge and acquisition of students and issuing a relevant certificate of qualification of the state model; preparing and posting on the Internet necessary information for students to prepare for the test independently, to determine the level of knowledge and acquisition of a foreign language. The Center should be given the right to attract independent experts and examiners on a fee basis to perform the tasks assigned to it at the expense of the Center's extra-budgetary income. It can be seen that the adoption of these laws and decrees, increasing the interest of young people in foreign languages, and easy access to the information they need from the Internet are all aimed at learning a foreign language and further developing cooperation with foreign countries. is one of the works being done. To take an example, attention to the IT sector is very strong in the world. [5.1]

What is the importance of a foreign language in the in-depth study of this field? A foreign language plays a key role in this field. After all, information in the field of IT is written in a foreign language, that is, this program, knowing how to perform a task, is written in a foreign language, and to know this, you need to know a foreign language.

In conclusion, it can be said that language learning is becoming more and more important in non-formal education. It is valuable not only for personal growth and cultural understanding, but also for fields as diverse as international business, healthcare, and hospitality. Investing in language learning and multilingual services can lead to greater success and opportunities in these areas. Therefore, it is important to provide a foreign language in non-specialized fields in order to prepare people for the globalized world. To prepare individuals for a diverse and interconnected world, it is very important to prioritize foreign language teaching in non-specialized fields.

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INNOVATIONS IN LEARNING FOREIGN LANGUAGES AND THE INTEGRATION OF LANGUAGE AND CULTURE

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Annotation: This paper explores the critical role of language learning in today's global society and emphasizes the need for innovative methods that integrate cultural understanding into the learning process. It delves into the transformative influence of technology, such as artificial intelligence and machine learning, on language education, and outlines the associated challenges like the digital divide and varying learner preferences. Furthermore, the paper underscores the importance of foreign language proficiency in various sectors including economy, service, and tourism. It also highlights the value of integrating foreign language studies into non-specialized education to enhance global awareness and cognitive abilities.

Key words: language, global society, innovative methods, cultural, transformative, integrating foreign language, cognitive abilities.

Аннотация: В этой статье исследуется важнейшая роль изучения языка в современном глобальном обществе и подчеркивается необходимость инновационных методов, которые интегрируют культурное понимание в процесс обучения. В нем рассматривается преобразующее влияние технологий, таких как искусственный интеллект и машинное обучение, на языковое образование, а также описываются связанные с этим проблемы, такие как цифровой разрыв и различные предпочтения учащихся. Кроме того, в документе подчеркивается важность владения иностранным языком в различных секторах, включая экономику, сервис и туризм. В нем также подчеркивается ценность интеграции изучения иностранных языков в неспециализированное образование для повышения глобальной осведомленности и когнитивных способностей.

Ключевые слова: язык, глобальное общество, инновационные методы, культурологический, преобразующий, интегрирующий иностранный язык, когнитивные способности.

Аннотация: Ushbu maqola bugungi global jamiyatda til o'rganishning muhim rolini o'rganadi va madaniy tushunishni o'quv jarayoniga integratsiyalashgan innovatsion usullarga ehtiyojni ta'kidlaydi. U sun'iy intellekt va mashinani o'rganish kabi texnologiyalarning til ta'limiga o'zgartiruvchi ta'sirini o'rganadi va raqamli tafovut va talabalarning turli xil afzalliklari kabi tegishli masalalarni tavsiflaydi. Bundan tashqari, hujjatda turli sohalarda, jumladan, iqtisodiyot, xizmat ko‘rsatish va turizm sohalarida chet tilini bilish muhimligi ta’kidlangan. Shuningdek, u global xabardorlik va kognitiv qobiliyatni oshirish uchun chet tillarini o'rganishni ixtisoslashtirilgan bo'lmagan ta'limga integratsiya qilishning ahamiyatini ta'kidlaydi.

Kalit so'zlar: Kalit so'zlar: til, global jamiyat, innovatsion usullar, kulturologik, transformativ, integratsiyalashgan chet tili, kognitiv qobiliyatlar.

Introduction

In the era of unpreceded global interconnectedness, facilitated by rapid advancements in technology and communication channels, the ability to effectively engage in cross-cultural dialogues and transactions is pivotal. Language, the primary tool of human interaction, is at the heart of this discourse. It enables individuals to exchange thoughts, values, and ideas, thereby fostering socio-cultural amalgamation and propelling economic advancement.

This growing interconnectedness and the subsequent rise in global interactions have brought multilingualism to the forefront. Proficiency in more than one language is becoming not just an added advantage, but a necessary skill in personal and professional domains. It underscores the increasing need for innovations in language learning methodologies, with an emphasis on a holistic learning approach that seamlessly integrates language education with cultural understanding.

Technological Advances and Challenges

Technology has significantly revolutionized the way language learning is approached and delivered. From language learning apps to online tutoring platforms, technology has made language education more accessible, engaging, and effective. Artificial Intelligence (AI) and Machine Learning (ML) have been particularly transformative. These technologies have been utilized to personalize learning experiences, monitor learner's progress, and provide instant feedback, thereby amplifying the overall efficacy of language learning (Grgurovic et al., 2013). Nevertheless, the integration of technology in language learning is not without challenges. A foremost concern is the issue of digital divide – the stark

inequalities in technology access and digital literacy across various socio-economic groups. This disparity presents a significant hurdle in democratizing language learning, as it restricts the accessibility of technology-based learning tools among poor learners (Selwyn, 2016).

Moreover, the effectiveness of technology-assisted language learning is contingent on a learner's personal style and approach towards learning. While some learners may thrive in a digital learning environment, others may find it disengaging or challenging, potentially exacerbating the learning gap among different learner groups (Barr, 2019). Lastly, while technology has significantly enhanced the logistical aspects of language learning, it still falls short of fully replicating the human touch and the cultural immersion that traditional classroom learning provides (Hampel & Stickler, 2005).

Language Learning and its Role in the Economy

As economies become more globalized, the demand for professionals proficient in multiple languages is escalating. These professionals can bridge communication gaps in international markets, foster fruitful collaborations across borders, and attract foreign investments, thereby playing a pivotal role in the innovative development of economies (Pim, 2013).

The importance of foreign language proficiency is particularly pronounced in the service sector. Service professionals adept in foreign languages can cater to a diverse customer base, offering personalized and culturally appropriate services. This can lead to improved customer satisfaction, which in turn can drive growth and competitiveness in the sector (Cenoz & Gorter, 2015). The rise of the digital economy has further amplified the importance of foreign language skills. Professionals proficient in multiple languages can contribute to the development of more nuanced language technologies, create multilingual digital content, and offer localized digital services. These skills are essential in the age of globalization, where businesses are increasingly serving a linguistically diverse customer base (Chui et al., 2012).

Role of Foreign Languages in Non-specialized Education and Tourism

The importance of language learning goes beyond specialized language studies. When integrated into non-specialized curricula, foreign language education can contribute to the development of a global outlook among students. It can enhance cognitive abilities, foster cultural literacy, and prepare students for a globalized workforce (Byram, 2012). Foreign language proficiency is also a crucial factor in the tourism industry. It facilitates effective communication between service providers and international tourists, ensuring a smooth and enjoyable travel experience. Additionally, knowledge of the local language can

greatly enrich a traveler's cultural experience, adding depth and authenticity to their interactions with the local community and the environment. Consequently, language skills can contribute significantly to sustainable tourism development (Reyhner, 2019).

Further Expanding the Role of Language in Various Sectors

In other sectors too, the ability to communicate in a foreign language can create new opportunities and foster mutual understanding. For instance, in the healthcare sector, language proficiency can improve patient-provider communication, particularly in multicultural communities. In the legal field, it can facilitate international litigation and negotiation processes. In education, language teachers with a deep understanding of culture can enrich the classroom experience and foster cultural sensitivity among students (Reyhner, 2019).

Navigating the Challenges of Language Learning

As we delve deeper into the complexities of language learning, it becomes clear that several challenges need to be addressed to ensure effective and inclusive learning. For instance, the language anxiety phenomenon – the fear and apprehension associated with language learning – is a common issue among language learners, which can hinder their progress. It necessitates the development of supportive learning environments that encourage learners to overcome their fear and build their confidence (Horwitz et al., 1986).

Another challenge pertains to maintaining the motivation levels of language learners. It requires innovative learning methods that can engage learners, maintain their interest, and cater to their learning preferences (Dörnyei & Ushioda, 2013).

Future Directions in Language Learning and Cultural Integration

Looking forward, there are several exciting directions for the future of language learning and cultural integration. For instance, Virtual Reality (VR) and Augmented Reality (AR) technologies hold great promise for providing immersive language learning experiences. These technologies can simulate real-life scenarios, allowing learners to practice their language skills in a variety of contexts and engage with the cultural nuances associated with the language (Bacca et al., 2014).

Further, there's a growing recognition of the importance of intercultural competence in language learning. It involves understanding and appreciating cultural differences, fostering empathy, and promoting open-mindedness, which are crucial for effective cross-cultural communication (Byram, 2012).

Conclusion

In conclusion, the significance of language learning in the globalized society extends far beyond the realm of communication. It's a critical tool for fostering cultural understanding, driving economic growth, and promoting global harmony. While technological advancements are revolutionizing language education and making it more accessible, it's crucial to address the associated challenges to ensure inclusive and effective learning. As we move forward, continuous innovations, a holistic learning approach, and a focus on intercultural competence will be key in shaping the future of language learning and cultural integration.

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SIMPLE PRACTICAL BASES TO THE THEME

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Key words: linguistic, research, theory, nonexistence, communication, practical, perspective, companionship, scientific.

Annotation: The research addresses theories of politeness from different linguistic viewpoints. It deals with comprehensive perspectives on politeness and its theories. It studies some different models, rules, and strategies. It is constructed mainly on Brown and Levinsons' form of actions of face saving and the dissimilarity between faces in terms of positivity and negativity. Moreover, they assume that politeness ought to be conversed and the nonexistence of conversed politeness may be adopted like nonexistence of polite approach.

Politeness is regarded a typical basis of divergence from this balanced effectiveness, and is exactly communicated by this divergence. The research aims at explaining politeness and its theories due to their importance in daily communication; therefore, this topic is selected by the researcher.

It is likely for us to deal with politeness as a constant notion, as in the notion of polite societal conduct, inside a society. It is additionally viable to identify a group of one-of-a-kind typical standards due to behaving politely in social interplay inside a certain society. Several of these may encompass behaving tactfully, generously, modestly, and sympathetically towards the others. Nevertheless, inside a communication, there will be an extra scarcely special kind of politeness at function. If we want to illustrate it, we require the face notion.

As a scientific expression, face signifies the communal individual's self-image. It points to that self moving and communal sense that everybody owns and anticipates others to be familiar with. Politeness in a communication is defined as the way utilized to confirm consciousness of the face of another individual. By this, politeness is likely to be achieved in conditions of social remoteness or nearness. Showing consciousness for the face of other individual whilst that individual looks socially remote is frequently illustrated in terms of high opinion or esteem. Showing the corresponding consciousness while the other individual is socially near is frequently illustrated with respect to openness,

companionship, or harmony. Type one is seen in a question posed by a student to the teacher, as shown in [a], and type two in the question posed by a friend to the similar person.

a. Excuse me, Mr. Ali, but can I talk to you for a minute?

b. Hey, Ahmed, got a minute?

It is understood from this kind of attitude that there are various sorts of politeness related to and linguistically manifested the supposition of comparative social remoteness or nearness. In nearly all contexts of English dialogues, the contributors in a communication frequently must decide, when they converse, the comparative social remoteness between them, & thus their face needs.

Subsequently, the action of face saving directed to the negative face of a person shall have a tendency to exhibit respect, stress the significance of the time of the other person or his/her concerns, and encompass as well an apology for the annoyance or break, which is additionally named negative politeness. The action of face saving worried with the individual's high quality face shall have a tendency toward showing harmony, emphasizing that all speakers wish for the identical thing, & they have a frequent aim, which is additionally named positive politeness.

The strategy of positive politeness results in the asker to attract to a joint aim, and companionship as well, by words similar to those in the following question [a].

a. How about letting him see her gift?

b. Hello, friend, he'd be glad if she'd let him see her gift.

These on register expressions do signify an increased hazard to the speaker who suffers from a rejection and can be headed by several who wants and gets to understand you when you talk, the same as the sort shown in the following, intended to institute the required common on the base of this strategy.

- Hello. How's it going? Ok, if I sit there? We should be interested in the same crazy things. You take a lot of remarks as well, huh? Say, do me a big favor and let me take one of your pencils.

Nevertheless, mainly in nearly all the contexts of English speaking, the action of face saving is usually done by means of a strategy of negative politeness. The usual shape utilized is a question that includes a modal verb like the following [a]:

a. Could you lend me a pencil?

b. I m sorry to bother you, but can I ask you for a pencil or something?

c. I know you're busy, but might I ask you if-mmm-if you happen to have an additional pencil that I can, you know –eh- borrow?

Utilizing this strategy leads to structures including apology expres¬sions for imposing. Further complex negative politeness action may from time to time be listened to in extensive chat, frequently with uncertainties.

Negative politeness is usually articulated by questions which even request agreement to pose, for instance, Might we ask---? Superficially, questions like these provide a chance for another to reply in negative manner to the question without embracing the same effect of refusal of replying with negativity to a bald straight on record imperative.

The inclination to utilize positive politeness forms, highlighting nearness between the one who speaks and the one who hears, may be viewed as a solidarity strategy. This can be the main operating strategy amongst an entire group or it can be a choice utilized by an individual speaker on a certain occasion. Linguistically, a strategy like that will contain personal information, utility of nicknames, sometimes abusive terms as well (principally amongst males) and shared dialect or slang expres¬sions. Often, a solidarity strategy will be distinguished by inclusive terms like 'we' and 'let's', as in the party invitation.

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CHARACTERISTICS OF LANGUAGE SUPPORT AND ITS EFFECTIVENESS

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Key words: language, learners, success, aspect, process, knowledge, study, grammar.

Annotation: While learners obsessed with language learning, they always need language support. In this case teachers and facilitators should motivate them with different things. The best language learners have a deep internal reason for learning that nobody else imposed upon them. They may have been born with this sense of purpose, or maybe they discovered it through their own exploration, but a burning desire is an indispensable part of success.

The Most Successful language learners are connected to a powerful innate sense of WHY they are learning. You can call this passion, purpose, inspiration, imagination, and even vision. While "heart" is definitely not the most tangible or objective aspect of language learning, it is absolutely necessary.

This is why grammar books are boring, and traditional schools don't actually result in fluency for most learners. It's hard work to learn a language, and even if you discipline yourself study your whole life, it's long and painful learning when your heart is not in it.

Despite what society conditions them to believe ("learning English is important for getting a good job"), in their hearts they are learning because they feel connected to the process, and a better job, a salary increase, travel, and international friends are an extra reward.

The most successful English learners take responsibility for their learning and develop the proactivity to take charge of their process. They don't blame their circumstances (or other people), they aren't satisfied with mediocrity, and they don't let themselves get deceived by quick-fix solutions (quick and false solutions).

If you are NOT willing to learn, nobody can help you. If you are willing to learn, nobody can stop you. -anonymous

There are a lot of confusing messages out there. Programs and schools everywhere proclaim that they have the magic bullet (magic solution) that will change everything if you just sign up for their course or buy their product, as if a language were a computer chip in your brain. Such a marketing message sells, but it's not true and it ignores the real reason why people fail to learn: they trip over themselves!

While most people are happy to pay somebody else to take full responsibility for their results, a proactive language learner understands that success is a combination of important factors (teachers, resources, strategies,

styles, etc), but whatever you do, it all comes back to you, what you do, and your ability to take responsibility for your learning.

Successful English learners are generally good at implementing strong and diligent daily habits, which in one form or another includes practice in their lives.

Strong daily habits are a pretty simple formula for success, but surprisingly few people implement these in their lives. There are 2 important reasons for this:

The first and most important reason people have difficulty forming habits is a question of attitude. In other words, 90% of people fail to reach fluency because they haven't developed the above characteristics. The foundation of any good habit is first, to truly be inspired, and then to take responsibility for the results your create. These are two powerful characteristics that greatly facilitate the formation of new habits, and without them, no amount of good strategies will be of good use.

If you are truly passionate about your learning and are taking responsibility, there may be a secondary reason that requires a deeper understanding of habit formation. While this is a topic that demands a stronger and more detailed explanation (another article), here are 4 key ideas for successful habit formation:

Resistance (internal and external): Understanding the internal and external obstacles that prevent habit formation helps you short circuit them and makes your process a lot easier.

Will power is a finite resource/ A muscle that gets tired: It's really tiring to form a new habit, but after 4-6 weeks it's gets a lot easier. Continuous small changes are sustainable and don't exhaust us.

It takes 4 to 6 weeks for a habit to become permanent: After 4 to 6 weeks, a habit becomes automatic and no longer requires much will power. After this time, we actually feel attracted to the new habit.

Good language learners know that the only way to learn anything worth learning is to risk embarrassment, to make mistakes, and to make lots of them. People won't always understand you, people may even laugh at you, but successful language learners have the ability to be okay with this.

"Mistakes are the portal of discovery." –James Joyce

When you learn a new language, you have to make yourself vulnerable, you have to error, and a good way to do this is to develop the courage to laugh at yourself. Don't take yourself so seriously. Accept that it is going to be embarrassing and awkward at first, but it's an important part of the process. These are your best learning opportunities.

The beauty of this is that learning to be okay with your imperfections will make you more confident and secure, as you will realize that your fears were illusions. If people laugh at you or criticize you in a negative way, it doesn't have to be your problem. You have to accept where you are in your process, and this is the only way to get fluent.

Like a child learning to walk, you need to FALL and get back up, to make the effort, and be okay with falling. It's to be expected. In fact, f you aren't making mistakes, you are doing something wrong. This will build courage, it will build confidence, it will quickly melt your fear away, and with good strategy, little by little it will build all of the skills you need to speak fluently.

False perfectionism is the alternative, and it is like kryptonite for your learning. The world is full of language learners who don't risk, who don't make themselves vulnerable, and who don't know how to laugh at themselves. The result is that they don't learn.

They hide behind the idea that they are perfectionists, that they are waiting until they know enough English to speak it. They often get pretty good grades in school, but they don't understand that they haven't learned anything if they can't apply it.

Imagine a child who doesn't know how to walk saying, "I'm going to wait until I know how to walk perfectly before I walk." That's the silly idea of perfectionism and it doesn't make any sense!

Good language learners find people and communities who nurture their process. They know that we need people to share our journey with, so they reach out to other learners for friends, mentors, teachers, inspiration, and a place to practice. Being alone will feel lonely and uninspiring, and if you've never been around people who like learning languages, you probably don't know how fun it can be.

"If you want to go fast, go alone.
If you want to go far, go together."

This is true for any walk of life, and it is definitely true for language learning. If you don't have effective people around you to support you in your process, it will be exponentially more difficult to succeed.

If you're an effective language learner, taking responsibility for your learning requires you to have a certain awareness of your learning process. Because you can't pass off total responsibility to another person, school, or program, you are going to have to observe your process and understand exactly how you learn best. There are very few schools that even pay attention to this, and those that do are never going to know you as well as you can know yourself.

This is a big reason why each language you learn gets easier. Let's imagine that you successfully learn English as a second language when you're in your late teens or early twenties, and now you would like to learn German. Because you have already consciously passed through the process of learning English, and you've tried out lots of strategies, you no longer need to waste your time on stuff that doesn't work.

Maybe you realize that studying grammar an hour every night doesn't work well for you because it's not interesting in your life, but you've also discovered that you prefer podcasts, music, and other auditory learning experiences. Some people learn better with grammar as their foundation, but you understand yourself well enough to know that it won't work best for you.

You can even say that the love for learning about other cultures is the main reason why some people travel. When you travel, you cultivate an entirely new way of being and looking at the world.

You give yourself new experiences, you have the chance to leave behind the limiting aspects of your native culture and embrace a new lens for the world.

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THE ADVANTAGES OF SUBJECT TEACHING

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Key words: teacher, specialist, standardized, math, primary school, special classes.

Annotation: A specialist teacher is one who is responsible for all work in the same subject for a number of classes. He may have a special room where he takes his classes. A class teacher is one who is responsible for all or the major work done by a class during the year. No hard and fast rules can be laid down which should determine the principle on which the head of an institution should allot work among the different members of the staff. Arguments can be advanced both in favor and against each type of arrangement.

Well, the advantages are pretty strong, given that it’s probably the number one type of curriculum design used. For one thing, the curriculum developer only needs to be subject matter expert in one field, as does the teacher. It makes licensure/endorsement simple, too; if you’re teaching math in a math class, you need to be licensed/endorsed as a math teacher, but don’t have to worry about, say, history. You can build your lesson plans, which will change only rarely because the subjects we’re teaching change rarely, once and then merely enter a continuous improvement cycle every year, if you’re even that motivated.

There are several disadvantages too, though. One is that it's not learner-centered, which means that the curriculum by itself doesn't really care what the learner's needs are. We do have substantial research done on learning styles and preferences, and while that's been used too often to categorize students unfairly, it really can lead to lack of engagement on the student's part. It's just harder to engage students in an everyday or every other day lesson when it's just, say, math.

It's also not project-centered, which is my own personal preference. Projects, real-world experiences and applications are much more likely to engage today's students than lectures and worksheets. But projects tend to be interdisciplinary activities, bringing in ELA, science, math, and sometimes other standard subjects. So while subject-centered curriculum silos the learning, project-centered breaks those down and bring subjects together.

A subject based curriculum is one that is divided into different subjects like maths or history. Each subject is distinct and there is little focus on making cross-curricular links. This type of learning focuses on the subject, rather than the individual.

A curriculum is designed with a specific educational purpose in mind. The goal is to improve students' knowledge base and overall learning. One of the main reasons for designing a curriculum is to ensure that education is standardized and that all institutions are aligned with each other in their goals.

For example, primary schools work to deliver a particular curriculum so that the students are ready for what they will learn at secondary school level.

A subject based curriculum is based on learning the details of a subject. Usually there is a predetermined list of standardized knowledge that all students are meant to acquire before the end of the course. This will then be examined in timed conditions to see if students have met the minimum required standards. If they fail to meet this standard they will either repeat the course or have to drop out of the institution.

There is a lot of focus on teacher instruction through lectures and questions, answers, and teacher-student discussions.

The overall goal of this kind of curriculum is to teach students information that they will use later, either in study or in their adult lives.

Progress is measured by how much of a subject a student has learned. For example, this resource outlines the fine motor skills that an EYFS student should have acquired throughout their year.

Each subject has its own rules and internal logic and is taught according to these. There is limited effort to make cross-curricular links between subjects.

A spiral curriculum has a lot in common with a subject based curriculum but has a lot of in-built repetition so that students are given multiple chances to get to grips with the important details in a subject. Typically English is taught as a spiral curriculum in British schools.

This means that students will learn about poetry at all levels of their school career. They will first encounter rhyming poetry and acrostic style poetry in

their early primary years, and by the time they leave secondary school, they will have spent time analyzing complex poetic structures like ballads and sonnets.

The purpose of a spiral curriculum is to introduce students to a concept and to delve a little deeper into the study of it as time passes.

Most primary schools in Britain use topic-based learning to meet the national curriculum's requirements. This means that they cover the subjects of maths, history, geography, and science. But they include them in overarching topics like the Ancient Egyptians or studying the environment.

The reason for studying subjects within topics is to bring the subjects to life for the children and to help teachers deliver engaging and exciting lessons that inspire the students in their study. In practice, this type of learning can sometimes be a little confusing if not well planned, and students can find it difficult to remember the particular features of studying the different subjects.

There is also the learner-centered curriculum that focuses on individual's needs, interests, and goals. Learner-centered curriculum design is meant to empower learners and allow them to make their own decisions about learning.

Differentiation is key in a learner-centered curriculum, as is giving students the opportunity to choose their own assignments. The thinking behind this is that it recognizes that all students are individuals and will have different needs and that this will help them stay motivated and engaged. The major drawback is that in practice it is incredibly labor intensive, and impractical with the large class sizes that many schools have.

A problem-centered curriculums similar in that it focuses on the students. The practice involves asking students to consider a problem and come up with a solution to the problem. These are typically drawn from real-life scenarios, so it enables students to become truly prepared for real life and to learn to be creative, and develop their independent thinking skills. Some companies and charities make visits to schools to involve students in exactly these types of projects.

A subject based curriculum is a logical way of subdividing the scheme of learning that students will have to follow.

It is easily standardized and helps students to move between institutions and to progress from primary school to secondary school without too many problems.

The subject based curriculum also allows students to recognize their own skills and weaknesses making them feel more in charge of their learning journey.

It is possible and desirable to determine in advance what all children will learn in various subjects and grades (classes). For instance syllabus for all schools in Kenya are prepared and approved centrally at the K.I.E for Ministry of Education Science and Technology – The Kenya National Examinations Council is also involved. All the syllabuses are then sent to all the schools in the country irrespective of geographical position, status, resources, manpower available and cultural variations. It is expected that teachers prepare students

based on the same syllabus. Students in all the schools cover the same among of content in various subjects sat at the end of every level of education (primary, secondary levels). Students sit for the same examination to determine whether they have covered the amount of content expected of them.

It is feasible and necessary to determine minimum standards of performance and achievement for the knowledge specified in the subject area.

Almost all textbooks and support materials present on the educational market are organized on subject-by-subject format.

Also tradition seems to give the design greater support. People have become familiar and more comfortable with this design and seem to view it as part of the system of the school and education as whole.

The subject centered curriculum is better understood by teachers because their training was based on this method as specialization.

The advocates of the subject-centered design have argued that intellectual powers of individual learners can be developed through this approach.

Curriculum planning is easier and simpler in the subject centered curriculum design. Imagine the period of planning, developing and implementing the curriculum. Also imagine what goes in your first staff meeting when every teacher is to be allocated his/her teaching load for the year and how this should be plotted on the daily school time-table. It is simply and easily achieved at a short time.

For some time, we have wondered if schools might help their teachers accomplish more by allowing them to focus more narrowly on what they do. This idea isn't new to education. Middle and high school teachers already specialize by subject so they can hone deep expertise in teaching particular content areas. But what if schools took this idea a step further by having teachers specialize not just by subject, but by the roles they fulfill in the classroom?

Teaching is a multifaceted job that might benefit from some streamlining. In addition to being content instructors (often in multiple content areas), we also expect teachers to be curriculum designers, assessment creators, and experts at evaluating student work and analyzing student learning data, not to mention experts in classroom management and culture, coaching students on self-management, providing students with social and emotional support, and being the primary school connection with parents and families. Add all these tasks to a teacher's pack of responsibility, and the burden becomes exhausting, if not crushing. Not only is it hard to get really good at any particular area of responsibility when juggling so much, but teachers likely lose a lot of time and energy switching between different tasks and trying to plan and prioritize all the things they need to do.

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КОММУНИКАТИВНО- ИНДИВИДУАЛИЗИРОВАННЫЙ ПОДХОД, КАК ОДИН ИЗ МЕТОДОВ ОБУЧЕНИЯ ЯЗЫКАМ.

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Annotatsiya: Muammoni takomillashtirishning afzalliklari masalalari ko'rib chiqiladi. Chet ellik faoliyat mexanizmlarini shakllantirish jarayoni tabiiy, o'quv sharoitlari o'quvchilarning individual psixologik xususiyatlari, ta'lim uslublari va dunyoqarashning farqli tomonlari.

Annotation: The problems of the advantage of problem training are considered. Formation process. The process of formation of mechanisms of foreign speaking activity is wedged, natural the learning conditions are individual psychological characteristics of the students, the learning styles and the understanding of the world are different.

Аннатация: Рассмотрены проблемы и преимущества камуникативного обучения. Процесс формирования механизмов иноязычной деятельности заключены, естественные условия обучения - индивидуально-психологические особенности учащихся, различные стили

обучения и понимания мира.

Kalit so'zlar: Samaradorligi, muammolar, qiyosiy tavsif, nutq faoliyat, kommunikativ, shaxsiy psixologik xususiyatlar, tilning tafsifi, muhim ahamiyatga ega.

Keywords: Efficiency, problems, comparative description, speech activity, communicative, individual psychological features, description of the language, of fundamental importer.

Ключевые слова: Работоспособность, проблемы, сравнительная характеристика, речевая деятельность, коммуникативные, индивидуально-психологические особенности, описание языка, фундаментальное значение.

Изучая второй язык, человек одновременно усваивает новый мир. На процесс формирования механизмов иноязычной речевой деятельности влияют, естественно условия обучения, индивидуально-психологические особенности студентов их менталитет, стили овладения знаниями, неодинаковое видение и осмысление мира.

Вся эта сложная, интересная и очень нужная для эффективного преподавания проблема покрывается лингвострановедением, ставшим важной частью методики. Отсылая к соответствующей литературе, сейчас подчеркнем лишь то, что форма изучаемого языка, отсутствующая в родном языке, представляется избыточной; она как бы не нужна студентам для выражения его мысли, отчего он ее не усваивает, просто игнорирует. Трудность заключается, в том, чтобы он осознал, что склонение и спряжение нужны для оформления мысли. Истинные трудности оказываются связанными с содержательной, а не материальной стороной. В какой-то мере все это соответствует теперь общепризнанному положению о том, что речь не является простой манифестацией языка, что она имеет собственную структурную и функциональную специфику.

Рассматриваемая проблема недостаточности лишний раз доказывает справедливость сформулированного призыва орентированное и сопоставительное описание языка на коммуникативные проявления, на речь, тексты, дискурс, стиль. В интересах коммуникативно-ориентированного обучения нужны, кроме реальной лингвистической платформы, материал, технологии, данные о языковой стилизации, в национальном видении изучаемого языка. Для адекватного освоения другого языка требуется внедрение в обучение коммуникативных механизмов, вне языковых факторов, национально-культурной специфики ситуаций, самих норм коммуникативного поведения, лингвострановедческих данных. Описание языка не только как средство, но и как деятельность общения, способно преодолевать чувства недостаточности языкового барьера, при восприятии иноязычными студентами.

Принятый в современной методике преподавания языков

коммуникативно-деятельностный, индивидуализированный подход требует обновления приемов обучения, ибо очевидно, что старыми способами нельзя достичь новых целей. В сегодняшнем, учебном процессе принципиальное значение приобретает идея индивидуализации. К ней ведет эволюция целей обучения и большая их дифференциация.

Коммуникативно индивидуализированные ориентации предполагают реальность, привлекаемых в процесс обучения общение и ситуации, соотнесенность исполняемых студентами социальных ролей с их деятельностью в условиях естественной коммуникации.

Это заставляет преподавателей особо заботиться о формировании у студента потребности говорить, читать, писать или слушать (на уроке и вне его) как первопричина речевой деятельности. При этом в центре внимания оказывается сам субъект деятельности (говорения, чтения, письма, слушания) студентов с его потребностями, интересами, отношениями к высказываемой мысли.

Прежняя организация учебного процесса в общеобразовательной, да и высшей школе в большинстве случаев представляла собой обучение готовым знаниям и способам действий, т.е носила по характеру репродуктивной. Такое обучение готовит носителей репродуктивного мышления, исполнителей репродуктивной деятельности. Не секрет, что некоторые преподаватели до сих пор находятся в плену такой репродуктивной организации обучения.

Для воспитания творчески действующей и творчески мыслящей личности, необходим такой тип учения, при котором студенты непременно и систематически включаются с преподавателем в процесс поиска убедительных, доказательных решений, личностно значимых коммуникативных задач, благодаря чему они учатся самостоятельно добывать, применять ранее усвоенные знания и овладевают опытом или способом творческой деятельности.

Удачными формами реализации такого (коммуникативно-индивидуализированного) подхода выступают коллективные приемы работы, проблемное обучение с его творческими началами исследовательскими моментами, поисковыми, речемыслительными задачами, стимулирующими творческую активность студентов.

Под коллективными формами в современной методике понимаются такие приемы обучения, при которых выполнение предлагаемых учебных коммуникативных задач подчинено общей цели и обязательно требует кооперации, распределения обязанностей, делового общения самих студентов по поводу а средствами учебного материала и включает в себя взаимоконтроль и взаимоответственность.

Специфика отношений, складывающихся в условиях коллективной учебной деятельности, такова, что требует от каждого учащегося включения в совместную интеллектуальную деятельность, объединение умственных усилий для преодоления трудности. В таких условиях

формируется межличностное общение более высокого уровня происходит перестройка структуры мотивации. Идеи проблемного обучения как средство индивидуализации хорошо восприняты преподавателями, методистами, хотя, очевидно, что оно не решает всех проблем обучения, что границы его применения зависят от специфики учебного материала, но тем не менее оно дает обнадеживающие результаты.

Эффективность проблемного обучения в плане индивидуализации преподавания несомненно. Но пока весь груз организации такого обучения отбора и постановки проблемных ситуаций возлагается на преподавателя. Такой труд оказывается непосильным, что и приводит к слабому распространению проблемного обучения. Нужна проверенная опытом система проблемных задач с ее определенными объективными показателями, созданная не отдельными преподавателями, а научно обоснованная дидактикой и методикой. Признание полезности проблемного обучения еще не сопровождается практической подготовкой преподавателей к его применению.

В Заключении можно сказать, что мысль о деятельности природы иноязычного общения, которому мы призваны обучать в курсе речевой практики, неизбежно влечёт к признанию и поискам персональной структуры, которая, как и структура любого другого вида человеческой деятельности, носит инструментальный характер. Инструментами общения становятся способы формирования мысли, принятые в данном национальном языке и культуре.

Возможности индивидуализации обучения путем создания ситуаций общения, приближенных к естественным, с помощью современных технических средств, в частности видео-компьютерной техники, источником массовой информации (радио, телевидения), методический потенциал которых и раскрыт и используется ясно неполно и оставляет желать лучше.

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4 https://ru.wikipedia.org/wiki

RUS ADABIYOTINI O’RGANISHDA TARJIMA MASALALARINING O’RNI

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Annotatsiya: Ushbu maqolada rus va o‘zbek adabiyoti badiiy asari namunalari haqida so‘z yuritiladi.Tarjima xalqimizni jahon ilm-fani, texnikasi, madaniyatining ulkan yutuqlari bilan tanishtirish va ijtimoiy tafakkurni rivojlantirish, ta’lim-tarbiya berishdek muqaddas vazifani bajarishda g‘oyat muhimdir. Ma’lumki, o‘zbek adabiyoti namunalarida ham, rus adabiyotida uchrovchi turli janrlarda yaratilgan asarlar ham mavjud bo‘lib, ertak, hikoya, qissa, roman va boshqa ko‘rinishdagi asarlardan iboratdir. Mazkur o‘xshash janrlar xaqida o‘quvchilarga ma’lumot berilganda rus va o‘zbek adabiyotini o‘zaro qiyoslash imkoniyati vujudga keladi.

Аннотация: В данной статье рассматриваются образцы художественного произведения русской и узбекской литератур, Переводческое дело очень важно для выполнения священной задачи приобщения нашего народа к великим достижениям мировой науки, техники, культуры и развития общественной мысли, воспитания его в духе дружбы между народами. Известно, что в узбекской литературе, как и в русской литературе, есть произведения, созданные в разных жанрах, и они состоят из сказок, рассказов, романов и других видов произведений. Когда учащиеся информированы об этих схожих жанрах, появляется возможность сравнить русскую и узбекскую литературу.

Annotation: This article discusses samples of a work of art in Russian and Uzbek literature. Translation is very important for fulfilling the sacred task of familiarizing our people with the great achievements of world science, technology, culture and the development of social thought, educating them in the spirit of friendship between peoples. It is known that in Uzbek literature, as well as in Russian literature, there are works created in different genres, and they consist of fairy tales, short stories, novels and other types of works. When students are informed about these similar genres, it becomes possible to compare Russian and Uzbek literature.

Kalit so‘zlar: badiiy asar, janr, adabiyot, ertak, hikoya, roman, ijod, manba, o‘zaro ta'sir.

Ключевые слова: художественное произведение, жанр, литература, сказки, рассказы, романы, творчество, источник, взаимное влияние.

Keywords: work of art, genre, literature, fairy tales, stories, novels, creativity, source, mutual influence.

San’at koshonasining shinam va go‘zalligi bino chizmasining qanchalik puxta va aniqligiga, bezaklarning bejirimligiga, me’morning mahorati va quruvchilarning mehnatiga bog‘liq. Ammo bunda binoning qanday materialdan qurilganligi, qurilish materialining sifati ham katta ahamiyatga egadir.

Badiiy tarjimada esa asosiy «qurilish materiali», tarjimaning birinchi va eng zarur elementi bo‘lgan so‘zning o‘rni beqiyos kattadir [1, 98-99]. Bir tildan boshqa tilga tarjima qilishning hamma muammolari — badiiylik hosil qilish, uslub yaratish, milliy koloritni aks ettirish so‘z muammosi bilan chambarchas bog‘liqdir.

Adabiyot mashg‘ulotlarida boshqa millat va xalqlar adabiyotini o‘zaro qiyoslab o‘rganish, o‘quvchilar bilimlarini boyitish, badiiy adabiyot haqidagi tasavvurlarini kengaytirish imkoniyatini beradi.

Ayniqsa rus adabiyoti namunalarini o‘zbek sinflarida o‘rganishda bir muncha imkoniyatlar mavjud bo‘lib, anchagina rus ijodkorlarining asarlari o‘zbek tiliga tarjima qilingan. Maktab o‘quv dasturiga kiritilgan rus adabiyoti namunalari ham mazkur qilingan tarjima asarlardan olingan namunalardan iboratdir. Ko‘p yillik pedagogik kuzatishlar natijasida chiqarilgan xulosadan kelib chiqib, rus adabiyoti namunalarini o‘zbek sinflarida o‘rganish usullariga doir ko‘zga tashlanarli uslubiy qo‘llanma yoki tadqiqotlarni uchratmadik.

Ilk rus adabiyoti haqida o‘zbek sinf o‘quvchilari 4-7 sinfda tanisha boshlaydilar.Tabiiyki, bu sinflarda o‘quvchilar rus adabiyoti namunalarida aks etgan mavzu va boshqa adabiy-badiiy vositalar hamda ularda keng qo‘llanilgan badiiy janr turlari bilan tanishadilar.

Yuqori sinflarga kelib esa, rus adabiyoti namunalarini chuqurroq o‘rganish imkoniyati keng bo‘lib, hajman yirik, janr jihatdan xilma-xil bo‘lgan asarlar tanlab olingan va o‘zbek adabiyoti darsligi ham o‘quv rejasiga kiritilgan. Chunki tarixan boy, turli janrlarda yaratilgan rus adabiyoti o‘z mazmuni, qalamga olingan rus xalqi tarixi, madaniyati, tili, urf-odatlari baynalminal ahamiyatga ega bo‘lib, barcha xalqlar vujudga keltirgan ma’naviy qadriyatlarning uzviy qismini tashkil etadi.

Ma’lumki, o‘zbek adabiyoti namunalarida ham, rus adabiyotida uchrovchi turli janrlarda yaratilgan asarlar ham mavjud bo‘lib, ertak, hikoya, qissa, roman va boshqa ko‘rinishdagi asarlardan iboratdir. [1, 99-100] Mazkur o‘xshash

janrlar xaqida o‘quvchilarga ma’lumot berilganda rus va o‘zbek adabiyotini o‘zaro qiyoslash imkoniyati vujudga keladi. Eng muhimi, har ikki millat o‘quvchilarining ijodiy hamkorligi, adabiy hayotning bir-biriga o‘zaro ta’siri xususida umumiy ma’lumotlar manbalarda etarlicha qayd etilgan.

“Bir xalqning adabiy asarlarini boshqa xalq tiliga tarjima qilish, — deb yozgan edi rus adibi V. G. Belinskiy,— ularning o‘zaro yaqinlashishlariga, bir-birlarnga g‘oyalar almashishiga asos bo‘ladi, ana shundan yangi adabiy asar kelib chiqadi va aqliy siljish yuz beradi” [2, 80-82].

Darhaqiqat, jahon adabiyotining Shekspir singari ulug‘ siymolari tilimizga tarjima qilingan shoh asarlari bilan birga qonimizga singib ketdi. Badiiy tarjima san’atkorlarning jonbozlik bilan qilgan mehnati tufayli biz o‘z Pushkinimiz va o‘z Lermontovimizga, o‘z Shevchenkomiz va o‘z Tolstoimizga ega bo‘ldik. Endilikda genial Navoiy bilan birga Gyugo va Shiller asarlarini, Hamza bilan birga Gorkiy va Mayakovskiy kitoblarini, Oybek bilan birga Sholoxov va Mirza Ibrohimov romanlarini o‘qimoqdamiz. A. Qahhor va M. Ismoiliyning tarjimalari orqali buyuk so‘z ustalari L. N. Tolstoy va A. P. Chexovning ajoyib asarlarnnn o‘qishga muyassar bo‘ldik, G‘. G‘ulom, A. Muxtor va M. Shayxzodalarning tarjimalari orqali V. V. Mayakovskiy ijodiniig inqilobiy ruhi va g‘oyaviy qudratinn sezdik, R. Abdurahmonov va Sh. Tolibov tarjimalaridan N. V. Gogol va N. G. Chernishevskiy asarlarining nafosatini his qildik, Shamsharov va L. Ibrohimovlarning tarjimalaridan I. S. Turgenevni tanidik, Mirtemir va Zulfiya tarjimalari tufayli N. A. Nekrasovga muhabbat bog‘ladik [3, 89-91].

Bizningcha, ham to‘g‘ri va ham chiroyli tarjimagina mukammal va ideal san’at asari bo‘la oladi, bundan tarjima yaratishnnng o‘zi esa chinakam san’atdir. Bunday san’at tarjimondan to‘g‘ri tarjima «qilish doirasida chiroyli tarjima etishni va chiroyli tarjima etish doirasida to‘g‘ri tarjima qilish mahoratini egallashni talab etadi.

Tarjima praktikasida quyidagi xilma-xilliklar uchrab turadi:

1. Tarjimonlarning tajribasi, malakasi va e’tiqodi bir-biridan jiddiy farq qilishi natijasida kelib chiqadigan tafovutlar.

2. Tarjimonlarning tarjima qilish prinsiplarini har xil talqin etishlari tufayli kelib chiqadigan tafovutlar.

3. Tarjimonlarning uslubi avtor uslubiga ta’sir etishi natijasida tabiiy ro‘y beradigan tafovutlar. [4, 252-253]

Ana shu uchta sabab tufayli, agar bir asarni, masalan, o‘nta tarjimon o‘z tiliga o‘girsa, natijada bir-biridan farq qiladigan o‘n xil tarjima hosil bo‘ladi. (Albatta, bunda qonuniy hodisalargina nazarda tutilib, mas’uliyatsizlik va

e’tiborsizlik tufayli yo‘l qo‘yiladigan o‘zgarishlar nazardan soqit qilinadi). Shuning uchun ham har bir tarjimon o‘z tarjimasinnng mutlaq avtori bo‘lsa, ayni asarning o‘z tiliga qilingan va qilinadigan hamma tarjimalariga avtor bo‘lishni da’vo qilolmaydi. Masalan, V. Shekspirning «Hamlet» tragediyasi rus tiliga o‘n besh marta o‘girilgan bo‘lib, hozir ham shu asarning bir-biridan jiddiy farq qiladigan B. Pasternak va M. Lozinskiy tarjimalari baravar nashr qilinadi. Badiiy tarjima 2X 2 = 4 deb qat’iy hal qilinadigan mexanik ish bo‘lmay, balki ijodiy ish ekanligi, avtor uslubini har bir tarjimon o‘ziga xos uslub bilan tiklashga intilishi tarjimachilik praktikasida yuz berayotgan ana shu tafovutlarga sabab bo‘ladi. «Uslub» tushunchasi keng ma’noda va tor ma’noda talqin qilinadi. «Uslub» tushunchasi keng ma’noda va tor ma’noda talqin qilinadi. Keng ma’noda muayyan yozuvchining yoki ayrim asarning uslubi tushuniladi. Masalan. L. N. Tolstoy bilan A. P. Chexovning badiiy uslubi bir-biridan jiddiy farq qiladi.

Ayniqsa, rus adabiyoti she’riyati bilan bog‘liq tarjima namunalarini o‘quvchilarga etkazishda o‘qituvchidan har ikkala tilni bir-biriga qiyoslash mahorati, qolaversa tarjimonning she’r matnini aslidan farqli jihatlarini anglash, his qilish qobiliyatini talab qiladi. Shuningdek, she’r matnini bir-biriga qiyoslar ekan, eng muhim holat she’r matnini o‘quvchilarga ifodali o‘qib berish ham muhim ma’naviy-uslubiy jarayondir.

Shunday qilib, o‘zbek adabiyotining mundarijasi kengayib, internatsional mazmuni tobora ortib bormoqda. Xalqimizni jahon fani, texnikasi, madaniyati va ijtimoiy fikr taraqqiyotining buyuk yutuqlaridan bahramand qilish, uni xalqlar do‘stligi ruhida tarbiyalash kabi muqaddas vazifani amalga oshirishda tarjimachilik ishi g‘oyat katta ahamiyatga ega. Demak, o‘zbek sinflarida o‘rganilayotgan rus yozuvchilari, shoirlari haqida ma’lumot berish jarayonida ular ijod qilgan ijtimoiy-siyosiy, madaniy xayot haqida berilgan obraz shaklidagi ma’lumotlar muhim ahamiyatga egadir. Nazarimizda, rus adabiyoti o‘rganilayotgan mashg‘ulotda, ularning asarlarini o‘zbek tiliga o‘girgan tarjimonlar haqida ham o‘qituvchilar qisqa ma’lumot berib o‘tsalar, o‘quvchilar tarjimonshunoslik sohasidagi katta mehnat talab qiladigan ilm ekanligi haqida tasavvurga ega bo‘ladilar.

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ЗАМОНАВИЙ БОЛАЛАР ШЕЪРИЯТИНИНГ ПРАГМАЛИНГВИСТИК ХУСУСИЯТЛАРИ ВА УНИНГ ЛИНГВОПОЭТИК ТАҲЛИЛИ

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Кейинги йилларда тилшуносликда олиб борилаётган жиддий изланишлардан бири матн структурасида намоён бўлган мавжуд бирликларнинг изчил жойлашуви, у хоҳ шеърий, насрий бўладими, қолип ва мазмун, шакл ва мундарижа яхлитлиги негизида тадқиқ қилиш долзарблигини юзага чиқармоқда. Бу илмий эҳтиёж ҳар қандай вазиятда нутқнинг содир бўлишидан тортиб, унинг ўқувчи қалбига, сезгиларига етиб бориш орасида кечадиган узвийликни ҳам тақозо этмоқда. Матн – ўзгарувчан, пластик шаклга эга. Мазмун эса унинг ички структурасидир. Шу маънода ўзбек болалар шеъриятининг прагмалингвистик хусусиятлари тил ва адабиёт ўртасида иш кўрадиган лингвопоэтиканинг ҳам бир соҳаси десак асло муболаға бўлмайди. Атаманинг назарий жиҳатлари билан жиддий шуғулланган тадқиқотчи проф. М.Ҳакимов шундай ёзади: “Лингвопрагматиканинг хусусий масалалари айнан нутқ иштирокчилари ва нутқий вазият билан бевоиста боғлиқдир. Маълумки, сўзловчи ўз мақсадини ифода этувчи жумла қуриши учун оламда мавжуд бўлган нарса, предмет, ҳодисаларнинг номини билиши ҳамда маълум грамматик қонун-қоидалар билан таниш бўлишнинг ўзи кифоя қилмайди. Сўзловчи булардан ташқари нутқий вазиятдан ҳам хабардор бўлиши керакки, бу албатта, сўзловчи баён қилмоқчи бўлган коммуникатив ниятнинг аниқ ва тўғри ифодаланиши учун яна миллий урф-одатлар билан боғлиқ ижтимоий қонун-қоидаларни ҳам билиши ҳам талаб қилинади. Шу жиҳатлар тўлиқ қамраб олингандагина нутқ иштирокчиларининг ўзаро мулоқот жараёни тўғри амалга оширилади. Лингвопрагматиканинг хусусий масалалари нутқ субъекти, нутқ объекти, нутқ вазияти билан боғлиқ муаммоларни қамраб

олади”[1]. Бинобарин, келтирилган манбадан англашиладики, шеърий нутқ замирида асосан – ҳис ва туйғу бирлиги асосий ўринни қамрайди. Бироқ ҳис қилинган объектив борлиқ – субъектив ҳодиса ўлароқ юзага чиқади. Тил ва нутқ тартибланиши линовопрагматиканинг бирламчи табиатини назоратга олади. Бунинг натижасида шеърий нутқ, қисм ва бўлаклар бирикиб, ўзаро яхлитлик замирида уюшган тагмаънони ҳосил қилади.

ХХ асрнинг охири, ва, ниҳоят янги аср остонасида ўзбек болалар шеъриятида мундарижавий силжишлар юзага келди. Бир-биридан тамомила фарқ қилувчи янгича ифода услубида ижод қилаган шоирлар болалар шеъриятининг мазмуний қиёфасига ҳам жиддий ўзгаришлар киритди. Замонавий ўзбек болалар шеърияти вакиллари А.Обиджон, О.Дамин, Д.Ражаб ижодида мавжуд қолипларнинг ўзаро фарқланувчи стил ва синтез жиҳатидан алоҳидалигини кашф этиш кун тартибидаги илмий мунозараларга ойдинлик киритишда йўл очади. А.Обиджоннинг нарса ва ҳодисаларнинг нутқий онгда зоҳир бўлиш вазияти олам ва одамни билишга қизиқувчан болажонларнинг тафаккур ва тасаввурини бениҳоя тоза ва пок кўришга йўналтирганлиги билан ажралиб туради. Бу ҳақда Э.Очилов шундай ёзади: “Маълумки, болалар адабиётида чинакам маънодаги фалсафий шеъриятни Анвар Обиджон бошлаб берди ва ўзидан кейинги шоирларга кучли таъсир кўрсатди. У, айтиш мумкинки, ялтироқ, бедард, самовий ўзбек болалар шеъриятини ерга туширди, уни заминий дарду ташвишларга ошно қилди. Шу тариқа, ўзбек болалар шеъриятига замон нафаси кириб келди. Неча ўн йиллар давомида “соқов” бўлиб келган болалар, ниҳоят, ўз дардларини тўкиб-солиб, туйғу-кечинмаларини изҳор эта бошладилар. Лекин ҳамманинг ҳам гапи ичида йиғилиб ётган экан чоғи, А.Обиджонга эргашиб, шоирлар ёппасига фикр айтишга тушиб кетдилар”[2]. Мана шу жиҳатдан олиб қаралганда, А.Обиджон изланшиларида кейинги ижодкорлар учун янги бир йўл, янги бир изланиш майдонини кашф қилиб берганини ҳис қиламиз. Негаки, шоир ижодида лингвистик тузилма – нутқ ва услуб, онг ва туйғу бирикувида янада қолипга сингдирилади. Айниқса, мактаб ва мактабгача ёшдаги болаларнинг туйғуларидаги самимийлик ижодкор асарларида хилма-хил услубларда диалектик алоқага киришади.

Айтиш жоизки, фоно-график воситалар болалар шеъриятида тасаввур пучмоқларини кенгайтиришга қаратилган энг катта адабий-бадиий қурол саналади. “Тил орқали инсон борлиқ ва воқелик ҳақидаги ахборотни қабул

[1] Ҳакимов М., Ғозиева М. Прагмалингвистика асослари. –Фарғона: “Classik”. 2020. –Б.50.
[2] Очилов Э. Катта ҳақиқатнинг кичик суратлари. Манба: www.ziyouz.com. 2015 й.

қилади, тўплайди, қайта ишлайди, тартибга солади ва идрок этади”(Д.Ашурова). Жумладан, фоно-график воситалар болалар шеъриятида асосий тасвир объектидир. Атамалар грекча “Фоно”(товуш) ва “графика”(ёзаман, чизаман) деган маъноларни англатади. Демак, товуш ва ҳарф, нутқ шаклига айланишида шоирлар ўз устида жиддий изланиш бориши, болаларнинг ёшига доир хусусиятлардан келиб чиқиб нималарни тақдим қилишни теран идрок этиши лозим бўлади.

Нутқий муносабатлар ўзаро бирикувида матн юзага келишини инобатга олиб, контекстда “яширин маъноларни” ҳам англаб, ўқувчиларга тушунтириб бериш мумкин. Бола тасаввурида яхшилик улуғланиб, ёмонлик қораланади ёки танқид қилинади. У ранглар орқали ёки ташқи тасвирлар воситасида нарса ва ҳодисаларнинг сабаб-оқибатларини ўзлаштириб, муайян даражада ўз “нутқий тили”да муносабат билдириш малакасини ҳам эгаллаб боради. А.Обиджонда жонли предметларга муқояса тарзида жонсиз предметларни келтириши ўқувчи-ёшларда қизиқувчанлик ва ишчанлик билан, меҳнатсеварликни ҳам ўсишига даъват қилинади:

Оқ қуёним аломат,
Отини қўйдим Саломат.
Сабзи-карам ўғирлаб,
Кўрсатади каромат[1].

Мазкур тўртликда инсон исмининг жониворга кўчирилишида юқорида таъкидлаганимиздек, фоно-график воситалар бола тасаввурини бениҳоя ривожлантиради. Батартиблик “Саломат” исмида зоҳир бўлгани билан у табиатнинг бир яратиғи – қуён. Уни яхши томонга ўзгартириш учун инсон исми билан мурожаат қилинмоқда. Алал-оқибатда қуён ўз табиатида – ўғри! Шоир бу ўринда фоно-график воситаларни атайин бўрттириб кўрсатган. ***Аломат***, ва ***Саломат***, ***каромат*** ўзаро қофиядош бўлиши билан биргаликда, ўқувчи томонидан англанган нутқ, ҳосил қилинган лисоний “сема”. Лингвопоэтик нуқтаи назаридан мушоҳада қилганимизда мавжуд бирликларда ядро сўз ***оқ қуён.*** Унинг сабзи-карамга йўналтирилиши – табиатида шундай қусур борлигини, болаларга ўхшатиш, метафорик бирликни келтириб чиқариши назарда тутилмоқда.

Типра**т**икан **т**икувчи,
Тинмай **т**икар, **т**ун-у кун.
Турли-**т**уман буюр**т**ма,
Тахланган **т**угун-**т**угун.

[1] Анвар Обиджон. Полосонлик полопонлар. –Т: “Ўзбекистон”. 2018. –Б.39.

Танҳо **т**анноз **Т**овуснинг,
Тайёрмас буюр**т**маси,
Тимсоҳнинг **т**ерисини
Тешолмади игнаси[1].

Ушбу мисол истеъдодли болалар шоири Д.Ражабнинг “Алифбо” шеърий манзумасидан олинди. Шоир ҳар бир ҳарфга оид шеърий битикларини бир жониворга атаб, унинг фелъ-атворини, руҳиятини, ишбилармон, тадбиркорлигини, чаққонлигини, ялқовлигини, меҳнатсеварлигини, айёрлигини, донишмандлигини қайта идрок этишга киришади. Ўқиган болалар ҳам жонзотларнинг уддабурон ва лапашанглигидан завқ туяди. Тарбиявий озуқа олади. Меҳнатсеварликни улуғлаб, ватанпарварликни эъзозлайди. Фоно-график тасвирлар иллюзиясида матн барқарор бирикма ҳосил қилади. Натижавий характердаги даъваткор қўлланмада – болалар шоду хуррамликни яшаш аъмоли деб билади. Зеҳниятида поклик ва тўғрисўзлик, мардлик ва меҳридарёлик авж олади.

[1] Дилшод Ражаб. Алифбо. –Т: «Ўзбекистон», 2016. –Б.26.

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