ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ТАЪЛИМ, ФАН ВА ИННОВАЦИЯЛАР ВАЗИРЛИГИ

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

Халқаро илмий-амалий конференцияси материаллари

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САМАРҚАНД ИҚТИСОДИЁТ ВА СЕРВИС ИНСТИТУТИ “ТИЛЛАРНИ ЎҚИТИШ” КАФЕДРАСИ

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ТУРКИЯ БУРДУР МЕҲМЕТ АКИФ ЭРНАСОЙ УНИВЕРСИТЕТИ.
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Саҳифаловчи: Д. Саматова

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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”ѓги 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 адабиѐтшунослик фанлари бўйича илмий тадқиқотлар натижаларини амалиѐтга татбиқ этиш кўзда тутилганлиги зиммамиздаги масъулиятли вазифалардан биридир.

Ахборот алмашинуви кенгайган даврда институтимизда тараққиѐтни янгича идрок этадиган, миллат ғурури учун курашадиган янги авлод таълим-тарбия олиб камол топмоқда. Олий таълим тизимида амалга оширилаѐтган 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.

Ўтказилаѐтган 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 қиѐсий-типологик таҳлили хусусида таниқли тилшунос ва адабиётшунос олимларнинг фикрларини умумлаштириш, илм-фанга лаѐқатли ѐшларни 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.

I ШЎЪБА. XORIJIY TILLARNI O‘RGANISH TIZIMINI YANADA TAKOMILLASHTIRISH VA UNGA BO‘LGAN TALABNI OSHIRISHNING AHAMIYATI.

TOPONIMLARNI QIYOSIY-FUNKSIONAL TADQIQ ETISHDA FOYDALANILGAN LINGVISTIK METODLAR

SamDCHTI professori. U.O‘.Usmanov

Аннотация: В данной статье сравнительно и типологически исследуются синтаксическое место топонимов в тексте английского и узбекского языков, дифференциальные синтаксические и дифференциальные синтаксико-семантические признаки, основанные на синтаксических отношениях между компонентами. При анализе синтаксических единиц в тексте путем деления их на синтаксисы в первую очередь определяются категориальные дифференциальные синтаксико-семантические признаки, а на их основе выявляются некатегориальные признаки этих единиц по отношению к их месту в предложение. Помимо анализируемого предложения, при определении синтаксем сравнивается также функциональное состояние синтаксических единиц, которые появляются на том же месте в другом предложении.

Ключевые слова: текст, топонимы, синтаксические, межкомпонентные, дифференциальные, семантические признаки, сравнительно-типологические, категориальные, функциональные.

Annotation: In this article, the syntactic place of toponyms in the text of the English and Uzbek languages, differential syntactic and differential syntactic-semantic features based on syntactic relations between components are studied comparatively and typologically. When analyzing syntactic units in a text by dividing them into syntaxes, first of all, categorical differential syntactic-semantic features are determined, and on their basis non-categorical features of these units are identified in relation to their place in the sentence. In addition to the analyzed sentence, when determining syntaxes, the functional state of syntactic units that appear in the same place in another sentence is also compared.

Key words: text, troponins, syntactic, intercomponent, differential, semantic features, comparative typological, categorical, functional.

Jahon tilshunosligida toponimlar leksik-semantik va morfologik jihatdan tahlil qilingan. Toponimlarning strukturasi asosida leksik guruhlar ajratilgan, jumladan, OT+OT yoki SIFAT+OT qurilishiga ega bo‘lgan toponimlarning

muayyan joy nomlarini anglatishiga ko‘ra kichik guruhlari farqlangan; toponim tarkibidagi ko‘plik qo‘shimchalarining ishlatilishiga ko‘ra, yasovchi qo‘shimchalar ishtirokiga ko‘ra ham guruhlashtirilgan. Bunday tahlillarning barchasida toponimlar matndan tashqarida, alohida-yakkalikda tahlil qilgan. Bizning maqolamiz esa, toponimlarni matn tarkibida sintaktik va sintaksem tahlil qilishga bag‘ishlanadi. Shunday ekan, biz mazkur maqolamiz jarayonida foydalanadigan lingvistik tadqiqot metodlari haqida ma’lumot berib o‘tishni joiz deb topdik.

Gapning sintaktik tahliliga tilshunoslar turlicha yondashganlar. Bir qator tilshunoslar amaliy va nazariy grammatikalarida gap strukturasining sintaktik tahlilini gap tarkibida ishtirok etgan sintaktik birliklarni bosh bo‘laklar va ikkinchi darajali bo‘laklarga ajratishni afzal biladilar [2, 124].

Ayrim inglizshunos olimlar gap tarkibida faqat egani farqlab, gapning boshqa bo‘laklarini fe’lga qo‘shib yuboradi. Jumladan, X.Vaytxol fe’lga bog‘lanib kelgan to‘ldiruvchilarni inner complement va outer complement atamalari asosida sintaktik tahlilni taklif qiladi [11, 36-40], P.Roberts esa gap strukturasida ishtirok etgan birliklarning morfologik ifodasiga ko‘ra modellashtirishni ilgari suradi [9, 251].

Boshqa bir guruh tilshunoslar faqat bosh bo‘laklarni tan olib, ikkinchi darajali bo‘laklarni ‘Modifiers’ atamasi bilan morfologik jihatdan quyidagicha tasniflaydi: a) attributive adjective modifiers, which modify a noun or a pronoun; b) objective modifiers, which modify a verb, an adjective or an adverb; c) adverbial modifiers, which modify a verb, an adjective or another adverb [7, 124]. R.W.Zandvoort esa ikkinchi darajali bo‘laklarni ‘adverbial adjuncts’ [12, 217] deb ataydi.

Yuqorida qayd qilingan mulohazalardan bilish mumkinki, gapning bo‘laklari to‘liq e’tirof etilganiga qaramay, ikkinchi darajali bo‘laklar masalasida tilshunoslar hozirgacha ham aniq tayanch fikrga kelmagan.

Mantiq tilshunoslari gap tarkibidagi birliklarni, ya’ni ega o‘rniga “subyekt”, kesim o‘rniga “predikat” kabi lingvistik atamalarni qo‘llab, gapni tahlil qilishni tavsiya qiladi [8, 208].

Lekin bu borada o‘zbek tilshunosi A.Nurmanovning ta’kidlashicha sistem tilshunoslikda gapning struktur elementlari gap bo‘laklari yoki sintaktik pozitsiya, propozitiv strukturasi elementlari obyektiv reallik stukturasiga nisbatan izomorflik, kommunikativ (aktual) struktkrasi tema [ma’lum] va rema [yangi], modal strukturasi esa obyektiv va subyektiv munosabatlar nuqtayi nazaridan o‘rganiladi.

N.Q.Turniyozovning fikriga e’tibor qaratsak, hozirgi paytda biz foydalanayotgan ega va kesim tushunchalari subyekt va predikat atamalari bilan almashtirilib ishlatilishi ularning mantiqiy kategoriyalar ekanligi izoh talab qilmaydi, albatta. Gapning ikkinchi darajali bo‘laklarini tashkil etuvchi to‘ldiruvchi, aniqlovchi, hol kabi tushunchalar ham sof grammatik kategoriyalarni taqozo etmaydi. Ular semantik nuqtayi nazardan ahamiyat kasb etadi. Ana shulardan kelib chiqib, ayni paytda amalda bo‘lgan gapning sintaktik strukturasi tahlili bilan bog‘liq bo‘lgan barcha masalalarni izohtalab deb bilamiz.

Ta’kidlash joizki, ushbu nazariy qarashlar sintaksisning rivojlanishiga yoki boyishiga salmoqli hissa bo‘lib qo‘shilganiga qaramasdan, yuqorida qayd qilingan mulohazalardan ma’lumki, gap strukturasida bosh va ikkinchi darajali bo‘laklarga ajratish tamoyillarini va ularni tahlil qilish lingvistik metodlarini to‘liq aniqlab bera olmaydilar. Gapning sintaktik tahliliga tilshunoslarning turlicha yondashuvlaridan xulosa qilib aytganda, har bir gap bo‘lagining morfologik va sintaktik xususiyatlarini o‘rganish jarayonida, ularning so‘z turkumi bilan ifodalanishi, leksik birliklarning shakli va boshqa sintaktik birliklar bilan bog‘langan sintaktik aloqasi inobatga olinishi zarurdir, degan fikrdamiz.

Yuqorida qayd etilgan lingvistik metodlar qatorida qiyosiy yoki chog‘ishtirma tilshunoslik mustaqil nazariy va amaliy fan bo‘lib, u qardosh bo‘lgan va qardosh bo‘lmagan tillar tizimining barcha sathlarini qiyosiy o‘rganishga imkon yaratadi. Ammo hozirgi paytgacha ushbu predmet haqida tilshunoslar tomonidan bir to‘xtamga kelinmagan.

Lingvistik tipologik tadqiqot obyektiga ko‘ra J.Bo‘ronov qiyosiy tipologiyaning quyidagi bo‘limlarini farqlaydi: “a) genetik tipologiya; b) areal tipologiya; d) qiyosiy tipologiya; e) struktur tipologiya” [1, 33].

Lingvistik tipologiya ifoda planidan kelib chiqqan holda formal tipologiyani o‘z ichiga olsa, mazmun planidan kelib chiqilsa, semantik tipologiyani o‘z ichiga oladi. Tanlangan tadqiqot til materiali va til sathiga bog‘liq holda lingvistik tipologiya quyidagi til qatlamlarini qamrab oladi: fonologik, fonetik, morfologik, leksik va sintaktik.

Mazkur maqolamizda ingliz va o‘zbek tillari matn tarkibida qo‘llanilgan toponimlar ifodalovchi sintaktik birliklarni sintaktik sathda qiyosiy-funksional va sintaksem tahlil qilish bilan cheklanamiz.

Turli tizimli tillar doirasida qiyosiy tahlil qilish orqali juda ko‘p differensial belgilarni aniqlash mumkin. Ta’kidlash joizki, tipologik nuqtayi nazardan qiyoslash jarayonida differesial belgilarni sistemalashtirishda til sathini bir-biridan chegaralash maqsadga muvofiqdir. Ma’lum til materialini qiyosiy

o‘rganishda tadqiqot uchun tanlangan obyektni sintagmatik va paradigmatik jihatdan chegaralash mumkin, ya’ni umumiy til sistemasidan bir qancha quyi sistemalar sintagmatik va paradigmatik chegaralash jarayonida ajratiladi.

O‘tkazilgan tadqiqotlarning barchasi sintaktik tipologiyaning turli tomonlarini o‘z ichiga olgan. Ushbu ishlarda qiyoslash uchun asosiy birliklardan so‘zlar, so‘z birikmalari va gap strukturalari obyekt qilib olingan. Sintaktik tipologiyada toponimlarni so‘z birikmalari sathida yoki gap sathida qiyoslash kutilgan natijalarni beradi.

T.Milevskiy tillarni farqlash jarayonida ularni konsentrik gaplarga ega bo‘lgan tillar va ekotsentrik gaplarga ega bo‘lgan tillarga ajratadi [4, 30], Y.Kurilovich tillarda erigativ konstruksiyalarni tadqiq qilsa [3, 106], N.Z.Gadjiyeva aglyutinatsiyaning o‘zaro munosabatlari muammosiga va turkiy tillarning sintaktik qurilishiga e’tiborini qaratadi V.S.Xrakovskiy esa sintaktik munosabatlarni sintaktik qatlamda tadqiq qilishda aniq tamoyillarga diqqatini qaratadi, chunki ushbu sintaktik munosabatlar gap tizimi va uning qurilmalarini tashkil etadi.

Tillarni qiyosiy tipologik jihatdan o‘rganishning rivojlanish tarixiga e’tiborni qaratadigan bo‘lsak, jumladan, O‘zbekiston Respublikasida ingliz-o‘zbek, ingliz-qoraqalpoq, nemis-o‘zbek, ingliz-o‘zbek-rus, nemis-o‘zbek-rus, fransuz-o‘zbek tillarini qiyosiy o‘rganish faol rivojlanganining guvohi bo‘lamiz. O‘.Q.Yusupovning ta’kidlashicha, Buning asoschisi Mahmud Qoshg‘ariy hisoblanadi. Atoqli tilshunoslar Y.D.Polivanov, A.A.Abduazizov, J.Bo‘ronov, O‘.Q.Yusupov, M.A.Abdurazzoqov, M.J.Jusupov, M.Rasulovalar bu soha rivojiga katta hissa qo‘shishdi. Jumladan, tillarni qiyosiy o‘rganishda muhim natijalarga erishildi. J.Bo‘ronov tomonidan qiyosiy tilshunoslikning nazariy asoslari ishlab chiqilgan bo‘lsa [1,128]. O‘.Q.Yusupov esa aniq tillar misolida qiyosiy-tipologik lingvistikaning nazariy asoslarini yaratib, qiyosiy tahlil jarayonida o‘n sakkiz parametrga e’tibor berish lozimligini ta’kidlaydi [10, 20-21].

Yuqorida keltirilgan fikrlardan kelib chiqib, shunday xulosalarga kelish mumkin: turli tizimli tillar sistemasini qiyosiy o‘rganish sof nazariy lingvistik sohani qamrab olish bilan birga amaliy-uslubiy maqsadni ham o‘z ichiga oladi hamda tadqiqot jarayonida nazariya bilan amaliyot o‘rtasida yaqin bog‘lanishni vujudga keltiradi, ular o‘rtasidagi o‘xshashlik va noo‘xshashlik tomonlarini inventarizatsiya qilish chet tilini chuqurroq o‘rganishga va tushunishga katta imkoniyat yaratadi. Tillarni qiyosiy o‘rganishga bunday yondashuv metodi til rivojlanishida, qiyoslanayotgan tillar bir-birini boyitishda hamda tillararo

aloqalarini, ularning qardoshligi va qardosh bo‘lmagan darajalarini atroflicha o‘rganishga imkoniyat yaratadi.

Mazkur maqolamizda ingliz va o‘zbek tillari matn tarkibida toponimlarning sintaktik o‘rni, komponentlararo sintaktik aloqalar asosida differensial sintaktik hamda differensial sintaktik-semantik belgilari qiyosiy-tipologik jihatdan tadqiq etiladi.

Ushbu ishimizda prof. A.M.Muxin tomonidan yaratilgan “Yadro predikativ, subordinativ, koordinativ, appozitiv” sintaktik aloqalar bazasida tanlangan obyekt qiyosiy-funksional tadqiq qilinadi, chunki qayd etilgan sintaktik aloqalar qator ilmiy ishlarda samarali foydalanilib kelinmoqda va kutilgan natijani bermoqda.

A.Muxin gap strukturasini komponentlar va sintaksemalarga ajratib tahlil qilish metodini ishlab chiqdi. Qayd etilgan lingvistik metod uning izdoshlari tomonidan til birliklarini sintaktik sathda differensial sintaktik hamda sintaktik-semantik belgilarini aniqlash va ularni qiyosiy funksional tadqiq etishda keng joriy etilmoqda [5, 113].

Bu o‘rinda prof. A.M.Muxinning quyidagi fikrini eslatish lozim: “Gap strukturasini komponentlarga ajratib tahlil qilish, ya’ni sintaktik birliklarning sintaktik aloqalarini aniqlash hamda ularning bir-biridan farqini ochib tahlil qilish struktural sintaksisning obyekti hisoblanadi. Gapdagi sintaktik birliklarni paradigmatik yo‘nalishda sintaksemalarga ajratib tahlil qilish funksional sintaksisning vazifasiga kiradi” [6, 154]. Gap qurilmasida ishtirok etgan sintaktik birliklarni gap bo‘laklariga ajratib tahlil qilish emas, balki komponentlarga va sintaksemalarga ajratib tahlil qilish sintaktik tahlilning asosiy mohiyatini ochib beradi.

Gaplarni mazkur lingvistik metodlar yordamida tahlil qilish quyidagi imkoniyatlarni yaratadi: birinchidan, gap tarkibidagi sintaktik birliklarning shakliy va mazmuniy xususiyatlarini o‘rganish mumkin; ikkinchidan, gaplarni sintaktik va semantik jihatdan tasniflashni asoslab beradi; uchinchidan, gap tarkibidagi birliklarni sintaksemalarga ajratib tahlil qilish jarayonida sistem munosabatlarni sintaktik qatlamda o‘rganishga da’vat etadi. Chunki har bir sintaksemaning paradigmatik qatorini aniqlashda tadqiqotchiga keng imkoniyat yaratadi; to‘rtinchidan, modellashtirish va transformatsiya metodlaridan foydalanishga keng yo‘l ochib beradi. Shuningdek, sintaksemalarning sistem munosabatlarini, ularning variantlarini aniqlash turli tizimli tillarda toponimlarning sintaktik o‘rni va ifodalagan sintaksemasini qiyosiy tadqiq qilishga asosiy baza sifatida xizmat qiladi.

Xullas, mazkur ishimizda ingliz va o‘zbek tillari matn tarkibida toponimlar qatnashgan gaplarni komponentlarga ajratib tahlil qilishda ularning sintaktik aloqalarini aniqlab, komponentlarning differensial sintaktik belgilari hamda ularning gapdagi sintaktik o‘rnini aniqlash sintagmatik yo‘nalishda qarama-qarshi qo‘yish yoki kontrast usuli, o‘rin almashtirish, tushirib qoldirish, qo‘shimcha qilish orqali amalga oshiriladi. Matn tarkibidagi sintaktik birliklarni sintaksemalarga ajratib tahlil qilishda, avvalambor, kategorial differensial sintaktik-semantik belgilar aniqlanib, ular asosida ushbu birliklarning gap tarkibida tutgan o‘rniga ko‘ra nokotegorial belgilari ochib beriladi. Sintaksemalarni aniqlashda tahlil qilinayotgan gapdan tashqari, boshqa gap tarkibidagi bir xil o‘rinda kelgan sintaktik birliklarning funksional maqomi ham qiyoslanadi.

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SPEECH ACTS IN FOREIGN LANGUAGE TEACHING

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Keywords: speech act, foreign language teaching, common european framework.

Language has been the subject of research in various aspects since ancient times, and has always preserved its mysterious content and provided a vast data source for researchers. Although there is no general definition of language, it is possible to come across different definitions made by different disciplines. On the other hand, this mysterious issue has left even linguists hesitant, since it is always difficult to deal with the definition of language. Saussure, a Swiss linguist and one of the pioneers of semiotics, built all his studies on this basic definition by saying: "Language consists of a number of signs (shape, symbol, code) and these signs explain the meaning (thought)". As a matter of fact, Nermi Uygur, in her book The Power of Language, replaced Augustine's explanation for the term "time" with language and said: "What is language, then? I know when no one asks me. And when I try to explain it to someone, I don't know."

In his work called Linguistics with Every Sides Language Outline, which is cited as the main source by almost every researcher working in the field of linguistics in Turkey, Doğan Aksan language is “a versatile language that enables the transfer of thoughts, feelings and desires to others in terms of sound and meaning by making use of common elements and rules in a society. It is a very advanced system.”

Apart from being a means of communication, we find it very important that language is a means of recognizing and defining the world and the universe. Thanks to the richness of words in a language, we can better know and explain our universe. When we explain the word apple, it is a summer fruit that is red and green in color, some of which is sweet and some of which is sour.

As Saussure said, language is a system, it consists of codes. Each language has its own coding system. As long as individuals know the codes, they can communicate, talk, understand and interpret what each other says. This is actually like the password that we enter to unlock our smartphone and only we know. Those who do not know the password cannot use your phone. There are similar codes in the language. If we think that each language contains an average

of thirty codes and their coordination with each other, we see a huge matrix in front of us. If we encode the word apple with e-l-m-a signs and deduce a meaning, in a way we will have solved the code with the codes a-p-p-l-e in English and 蘋-果 (ping-guo) in Chinese, and perhaps we will have the happiness of being able to eat the apple.

1. Speech act theory

Speech Act is a linguistic theory that was invented by John L. Austin and developed by John R. Searle, which includes the analysis of intralinguistic and extralinguistic factors, conditions, and rules for understanding and realizing speech acts in language. Speech act theory briefly focuses on explaining the factual workings of everyday language.

Speech act theory has its origins in the Ordinary Philosophy of Language. Ordinary Philosophy of Language is a philosophical methodology that demonstrates that traditional philosophical problems arise from misunderstandings that philosophers develop by forgetting or distorting how words are normally used to convey meaning in non-philosophical contexts. Proponents of this philosophical approach assume that traditional philosophy suffers from ambiguous, overdeveloped, and therefore ultimately meaningless language. Therefore, they focus on explaining the factual workings of natural everyday language. John L. Austin, who is considered to be the founder of this theory, developed the idea in the early 1940s that when we say certain things, we simultaneously perform an action, and when we speak, we act. John R. Searle later embraced this idea and further developed Austin's theory in important points. Today, he is regarded as one of the most important pioneers and representatives of speech act theory.

An important part of verbal communication consists of speech acts (performative), which are defined as expressions such as thanking, apologizing, begging, threatening, accepting, rejecting, while speaking at the same time. All other utterances other than these are called descriptive utterances. Austin distinguishes between descriptive utterances and operant utterances as follows: Descriptive utterances are plain sentences that describe an event or situation that can be measured in accuracy. Operative utterances, on the other hand, are used for an act whose accuracy cannot be measured, instead of describing whether something is the case or not.

2. Communication ability descriptors

The European Union Common Framework (CEF) is a guideline study that is recommended to be used by all European countries included in the program, covering the details of language teaching-based curricula, textbooks, course

materials and exams in European countries. CEF comprehensively explains how individuals who want to learn a foreign language should follow a path to use their target language in general communication. An important pillar of the study is that it allows individuals to measure their experiences at every stage of the language learning process.

Descriptors have been determined so that an individual who learns a foreign language can determine at what level he can speak (read, write, listen and understand) the language he has learned. By means of these descriptors, common referral levels accepted in all European countries have been determined. In other words, CEF proposes a common scale for determining language levels. Three main levels are proposed according to the determined scale. These; Basic User (A1-A2) denoting beginner and basic levels, Independent User (B1-B2) for threshold and intermediate levels, and Proficient User (C1-C2) denoting functional competence and proficient level.

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Xorijiy tillarni o‘qitish jarayonida yangi pedagogik texnologiyalarni qo‘llashning o‘rni va ahamiyati

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Annotatsiya: Xorijiy tillarni o‘qitishda yangi pedagogik texnologiyalardan foydalanish asosiy vazifalardan biriga aylanib bormoqda. Shu nuqtai nazardan ushbu maqolada xorijiy tillarni o‘qitishda yangi pedagogik texnologiyalardan foydalanishning asoslari va xususiyatlarini ochib berish maqsad qilib olingan. Ushbu mavzu xorijiy tillarni o‘qitishning yangi pedagogik texnologiyalar asosida amalga oshirish asoslari bilan bog‘liq bo‘lib, kommunikativ metod doirasida yangi pedagogik texnologiyalar orqali xorijiy tillarni o‘qitishning o‘ziga xos xususiyatlarini ko‘rsatib berishdan iborat.

Kalit so‘zlar: yangi pedagogik texnologiya, xorijiy til, kommunikativ metod, muloqot, kommunikativ faoliyat, axborot vositalari,

Аннотация: Использование новых педагогических технологий в обучении иностранным языкам становится одной из главных задач. С этой

точки зрения данная статья призвана раскрыть основы и особенности использования новых педагогических технологий в обучении иностранным языкам. Данная тема связана с основами обучения иностранным языкам на основе новых педагогических технологий и заключается в том, чтобы показать специфику обучения иностранным языкам с использованием новых педагогических технологий в рамках коммуникативного метода.

Ключевые слова: новая педагогическая технология, иностранный язык, коммуникативный метод, общение, коммуникативная деятельность, информационные носители,

Anntation: The use of new pedagogical technologies in teaching foreign languages is becoming one of the main tasks. From this point of view, this article is intended to reveal the basics and features of the use of new pedagogical technologies in teaching foreign languages. This topic is related to the basics of teaching foreign languages based on new pedagogical technologies and is to show the specifics of teaching foreign languages using new pedagogical technologies within the framework of the communicative method.

Keywords: new pedagogical technology, foreign language, communicative method, communication, communicative activity, information carriers,

Mustaqillikka erishganimizdan so‘ng fan va ta’lim sohasiga alohida e’tibor qaratilishi barchamizga mas’uliyatli vazifalarni qo‘ydi. Ana shunday vazifalardan biri – bu xorijiy tillarni o‘qitishni takomillashtirish va ta’lim jarayoniga ilg‘or, zamonaviy axborot va pedagogik texnologiyalarni samarali tatbiq etishdir.

Kishilar o‘rtasidagi muloqot jarayoni bir qarashda oddiydek tuyuladi. Ammo insoniy faoliyatning muhim ko‘rinishlaridan biri bo‘lgan muloqotning qanchalik murakkab ijtimoiy jarayon ekanligi barchaga ham ma’lum emas. Shuning uchun ham muloqot tushunchasi ilmiy-metodik adabiyotlarda turlicha tahlil va tavsif etiladi. Bular ichida eng ko‘p tarqalgani – muloqotni kommunikativ faoliyat bilan tenglashtirilishidir [1; 34-b.].

Shu nuqtai nazardan olib qaralganda hozirgi zamon xorijiy tillarni o‘qitish metodikasida ustuvor yo‘nalishlardan biri sifatida kommunikativ ta’lim tan olinmoqda. Bunda xorijiy tilni muloqot vositasi sifatida o‘qitish masalasi ilgari suriladi. An’anaviy o‘qitish metodikasida xorijiy tillarni o‘qitishdan asosiy maqsad – nutq faoliyatining to‘rt turiga, ya’ni gapirishga, eshitib tushunishga, o‘qish va yozishga o‘rgatishning nazariy asoslarini o‘rgatish asosiy maqsad qilib belgilangan bo‘lsa, hozirgi kunda ushbu maqsadni o‘zaro fikr almashishga o‘rgatish (muloqot, kommunikatsiya) jarayonida kompleks tashkil qilish asosiy

vazifa qilib belgilanadi. Kommunikativ yondashuv ma’lum til materiali asosida muloqotga o‘rgatishni ko‘zda tutadi.

Yangi pedagogik texnologiyaga asosan xorijiy tillarni o‘qitish jiddiy va murakkab jarayon bo‘lib, uni talabalarning gapirish ehtiyojlariga moslashtirilgan nutq vaziyatlarida, kommunikativ vazifalar asosida tashkil qilish, asosiy e’tiborni qoidalarni faqat yodlab olishga emas, balki fikrni erkin ravishda og‘zaki va yozma bayon qilishga o‘rgatish chet tili ta’limining asosiy maqsadi qilib belgilanadi.

Yangi pedagogik texnologiyalar va zamonaviy axborot vositalari asosida ta’lim jarayonini tashkillashtirish o‘quv jarayoni mazmuniga, sifatiga va samaradorligiga ma’lum bir darajada ta’sirni ko‘rsatadi [4; 12-b.]. Xorijiy tillarni o‘qitish jarayoniga yangi pedagogik texnologiyalarni, axborot vositalarini, jumladan, multimedia vositalari, yangi pedagogik texnologiyalar, elektron qo‘llanmalar va shu kabilarning joriy etilishi, talabalarning bilim olish istagini ma’lum darajada qondirishda muhim rol o‘ynaydi.

Ta’kidlash kerakki, hozirgi kunda xorijiy tillarni zamonaviy axborot va pedagogik texnologiyalar asosida o‘qitishga bo‘lgan qiziqish ortib bormoqda. Axborot texnologiyalari asosida yangi pedagogik texnologiyani amalga oshirish uchun quyidagi asosiy masallarni hal qilish kerak bo‘ladi: 1) ta’lim jarayonini axborotlashtirish konsepsiyasini ishlab chiqish va amaliyotga tatbiq qilish; 2) uslubiy va pedagogik ta’minotini yaratish; 3) yangi pedagogik texnologiyani amalga oshirish uchun lozim bo‘lgan kompyuter va dasturiy vositalar bilan ta’minlash [2; 107-b.].

Axborot texnologiyalari asosida xorijiy tillarni yangi pedagogik texnologiyalarni qo‘llagan holda o‘qitish an’anaviy o‘qitish tizimi bilan uyg‘unlashgan holda amalga oshiriladi. Bunda chat, muammoli munozaralar, telekonferensiyalar, o‘qituvchi va talabalarni muloqot qilish uchun e’lonlar oynasi, talabalarni bilimini nazorat qilish va baholash, turli xil trenajyorlar qo‘llaniladi.

Bundan tashqari talabalar mustaqil bilim olishida, o‘tilgan mavzularni takrorlashda, hamda olgan bilimlari asosida nazoratlar topshirishda axborot texnologiyalari asosida yangi pedagogik texnologiyalarning qo‘llanilishi masofadan o‘qitish samaradorligini oshirishda muhim ahamiyatga ega bo‘ladi. Buning uchun yuqorida aytib o‘tilgan funksiyalarni o‘zida mujassamlashtirilgan elektron darsliklarni yaratish – dolzarb masalalardan biridir.

Xorijiy tillarni o‘qitish jarayonining samaradorligini oshirish axborotlarni talabalarga qanday tarzda, qanday texnologiyalar asosida berilishiga va ularni qanday qabul qilishga bog‘liq.

Xorijiy tillarni o‘qitishda yangi pedagogik texnologiyalarni qo‘llashda quyidagi tamoyillarga ajratish mumkin: o‘quv jarayonining interaktivligi, dialogik shakldagi ta’lim, ta’limni adaptivligi, o‘quv materiallarining ishonchliligi va yengilligi, masofadan turib ta’limga oid materiallarni uzatish imkoniyatining mavjudligi, ta’lim oluvchilarning faolligi [3, 28-b.].

Xulosa qilib aytganda xorijiy tillarni o‘qitishda axborot va pedagogik texnologiyalaridan foydalanish talabalarda axborot va kompyuter texnologiyalari asosida mustaqil ishlash ko‘nikmalarini shakllantiradi, talabalarda o‘z-o‘zini tekshirish bilim va malakalari shakllanadi, ya’ni maxsus dasturlar asosida o‘z bilimlarini nazorat qilish imkoniyatiga ega bo‘ladi, bir vaqtning o‘zida bilim darajasi natijasini ham bilib oladi, o‘quv jarayonida faollikni oshiradi, ya’ni an’anaviy o‘qitish usullariga qaraganda talabalar faolroq bo‘ladi, ijodiy va ilmiy faoliyatini shakllantiradi va rivojlantiradi.

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ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА “КЎЗ” СЕМАНТИКАСИГА ЭГА ЛЕКСЕМАЛАРНИ ТИЛДАН - ТИЛГА ЎГИРИШ МАСАЛАЛАРИ.

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Мақолада хозирги зомон инглиз ва ўзбек тилларида “кўз” лексик-семантик майдони миқёси ва уларни ташкил этувчи лексик бирликларнинг структур ва семантик хусусиятларига асосланган ҳолда тадқиқ этилади.

Калит сўзлар: лексик-семантик майдон, лексема, номинатив, коннотатив, ядро, периферия, ифода плани, мавзуий гурухлар.

В статье освещаются структурные и семантические свойства конституентов лексико-семантического поля «глаз(а)» английского и узбекского языков.

Ключевые слова: лексико-семантическое поле, лексема,номинатив, коннотатив, ядро, периферия, план выражения, тематические группы.

The article deals with the structural and semantic features of the conctituent lexemes of the lexical-semantic fields of “eye” in modern English and Uzbek.

Key words: lexical-semantic field, lexeme,nominative connotative, centre, periphery, surface structure, thematic groups.

Дунёда глобаллашув жараёни кенг тус олаётган бугунги кунда амалий таржима фаолиятларига эхтиёж кескин равишда ўсмоқда. Таржима ва тажимачиликнинг дунё халқлари ўртасидаги ҳамкорлик ва тараққиёт “кўприги” вазифаси янада кучайди. Ана шунинг баробарида таржима асарлари (матнлари) сифатига, мукаммаллигига, кўп тиллик соҳа таржима луғатларига бўлган талаб ва эхтиёж ҳам ортди.

Амалий таржимадан кўзда тутиладиган асосий мақсад ўзга тил бирликлари орқали ифодаланган маъно, мазмун ва коммуникатив мақсадни таржима тилидаги мувофиқ бирликлар ёрдамида ўгириб беришдан иборат бўлади. Бу жараёнда таржима бирликлари (транслатемалар (проф. Ғ.М.Хошимов)) мувофиқлиги бир қадар иккинчи даражали ҳисобланади. Бугунги кун таржимачилигининг долзарб муаммоларидан бири бадиий ва нобадиий таржима фаолиятларига мос мутахассис кадрлар тайёрлаш бўлса, яна бири таржима жараёнида тил бирликларининг услубий, функционал, ассимметрик ва семантик хусусиятларининг эътибордан қочирмасликка бўлган талаб деб ҳисоблаймиз. Хусусан, лексик бирликларнинг тўғри, кўчма, бош, ясама, эркин, боғли, номинатив, коннотатив (А.Собиров, 50-51) каби маъно турлари баробарида руҳий – психологик, мантиқий, тарихий, географик каби хусусиятларига асосий эътиборни қаратиш муҳим аҳамият касб этади деб ўйлаймиз.

Шу маънода, “кўз” лексик – семантик майдони конституентларини инглиз тилидан ўзбек тилига ва аксинча таржима қилишда муаммолар келтириб чиқарувчи қатор омиллар борки, улар таржима аниқлиги ва тўлақонлилигига тўсиқ бўлади. Булар қаторига қуйидагиларни киритиш мумкин:

1. “Кўз” сўзининг полисемантиклиги ва полифункционаллиги;

2. Майдон узвлари парадигмаси аъзолари аро синонимлик, омонимлик ва антонимлик муносабатларининг мавжудлиги, бунда маъновий даражаланиш хусусиятларини ҳисобга олинмаслиги;

3. “Кўз” семантикасига эга сўзларни тарихий ва жуғрофий нуқтаи назардан қўлланиш кўлами кенг ёки чегаралганлиги;

4. Таржима тилида аслиятдаги тил бирликларининг мувофиқ эквивалентлари мавжуд эмаслиги;

5. Таржима жараёнида миллий, нутқий, ҳаётий вазиятлар ва ўзига хосликлар хисобга олинмаслиги кабилардир.

Ўзбек тилининг изоҳли луғати (2006), Вебстернинг учинчи янги ҳалқаро луғати (1993)да берилган маълумотларга кўра ҳар иккала тилда “кўз” сўзининг бош маъноси “тирик мавжудотнинг кўриш аъзоси”, “the organ of sight” деб таърифланган. Унинг бошқа маънолари назар, нигоҳ, қараш, кўриш қобилияти кабилар бўлиб, улар инглиз тилида мувофиқ эквивалентига эгалар: look, glance, gaze, sight, vision.

Кўз сўзи танхо ҳолатда ва сўз бирикмалари, фразеологик бирикмалар таркибида турли тўғри ва кўчма маъноларни ифода этиб келиши юқоридаги ҳар учала тилларда учрайди. Таҳлиллар уларнинг бир қисми таржима тилида мос эквивалентларга эга бўлса, баъзилари мос бирликларга эга эмаслигини кўрсатди. Масалан: eyeball – кўз соққаси, eyebrow – қош, eye - drop – кўзга томизиладиган дори, eyeful – ажойиб манзара, ғоят гўзал аёл, eyeless – кўзи йўқ, кўр, eye – opener – кишини жуда ҳам ҳайратда қолдирадиган янгилик, eye – tooth сўйлоқ тишлар, to wink, to blink –кўз қисмоқ, учирмоқ, пирпиратмоқ, iris- кўз гавхари .

“Кўз” сўзи иштирок этган сўз бирикмалари ҳам борки, уларнинг аксарияти қиёсланаётган тилларда мувофиқ сўз бирикмалари орқали таржима қилинади: to run / cast one’s eyes over smth – бирор нарсани тез ўқиб, кўз югуртириб чиқмоқ, to give an eye to – кўз қулоқ бўлиб турмоқ, ғамхўрлик қилмоқ, эътибор бермоқ, to have / keep one’s eye on somebody – кўз - қулоқ бўлиб турмоқ, кимнидир кўздан қочирмай турмоқ (нотўғри иш қилмоқчи бўлган кимсани), to have one eye on smth – бир кўзи бирон нимада бўлмоқ. in front of (before)sb’s (very) eye кимнидир кўз олдида, to open (to close) one’s eyes – кўзини очмоқ (юммоқ). Мисоллардан кўриниб турибдики, кўз сўзли сўз бирикмалари ўзбек тилида бир ёки бир неча таржима вариантларига эга бўлиши мумкин экан. Бироқ, to open sb’s eyes сўз бирикмаси аниқ нутқий вазиятларда кўзини очиб қўймоқ, хушёр торттириб қўймоқ, нотўғри ҳатти – ҳаракатлар қилаётганини тушунтириб

қўймоқ маъноларини англатиб келиши мумкин экан. Масалан: Open your eyes boys! The examination term is at hand – Кўзингларни очинглар, болалар! Имтиҳон даври яқинлашиб қолди.

In the public eye сўз бирикмаси ҳалқ (одамлар) орасида тез – тез кўринмоқ деб сўзма – сўз таржима қилинади. Аслида у ҳалқ (одамлар) назарида бўлмоқ, кўзга кўринган, таниқли (машҳур) бўлмоқ деб таржима қилингани мақбул. Шундай сўз бирикмалари ҳам борки, уларни сўзма – сўз таржима қилиш маъно ва гап мазмунини нотўғри ўгирилишига сабаб бўлади. Масалан: a black eye / to black sb's eye – қора кўз (кимнидир кўзини қорайтирмоқ) деб эмас, балки кўкарган кўз (кимнидир кўзини кўкартирмоқ) (мушт билан зарба бериб) деб таржима қилинишини назарда тутиш керак.

Eye – opener қўшма сўзи от сўз туркумига мансуб бўлиб, у полисемантик хусусиятга эга. Унинг биринчи маъноси ҳақиқий ҳайрат (Her confession was a real eye – opener), иккинчи маъноси уйқудан тураётганда ичиладиган ликёр ёки спиртли ичимлик (One eye – opener led to another), учинчи маъноси кунда биринчи олинадиган наркотик инъекцияси (Now it was so bad that she was up before dawn for an eye – opener)дир. Бу инглиз тилида сўзлашув услубига хос сўзлигини ҳам назарда тутиб қўйиш лозим.

Кўп маъноли сўзларнинг аниқ вазиятлардаги маъноларидан бехабар таржимон таржима жараёнида қўпол ҳатоликларга йўл қўйиши мумкин. Масалан, eye – popper қўшма сўзи таркибидаги "popper" сўзи "шиқ – шиқ тугма", "пистон" деган маъноларни англатади. У eye сўзи билан қўшилиб: 1. ҳайратга солувчи нарса (what an eye – popper of a story) 2. чиройли, кўркам, гўзал, зебо, барно аёл (қиз) (Istn't that foxy lady an eye – opener?) маъноларини англатиб келади.

Ёки "eyeball to eyeball" бирикмаси юзма – юз (face to face) маъносини англатгани холда унинг сўзма – сўз таржимаси "кўз соққаси" сифатида намоён бўлади. They approached each other eyeball to eyeball and frowned гапини "Улар юзма – юз яқинлашдилар ва қовоқ солдилар" деб таржима қилиш мақсадга мувофиқдир.

Сўзлашув услубига хос "Mind your eye" "Take care! look out!" (Қара, Эҳтиёт бўл, Кўзингга қара) каби огоҳлантириш, хушёр торттириш маъноларига эга. "Blue - eyed" (кўк кўзли) сифат сўз туркумига кирувчи қўшма сўз нутқ вазиятига кўра икки хил таржима қилинади; blue – eyed man – "кўк кўзли киши" ва blue eyed boy "эркатой", "арзанда". Мисоллардан кўриниб турибдики, a "blue – eyed" "boy" сўзи билан

қўшилиб келгандагина аниқ нутқий вазиятда иккинчи маъносига эга бўлмоқда.

A blue eyed boy carried my luggage to my place

Кўк кўзли бола (кай) юкимни уйимга олиб борди.

He is the only son of his parents. He doesn't do anything at home. A blue – eyed boy!

У ота –онасини арзандаси. У уйда хеч нарса қилмайди.

"To catch someone's eye" норасмий нутққа хос бўлиб, у кимнидир эътиборини тортмоқ, кимнидир ўзига қаратмоқ маъноларини ифода этса, to see eye to eye (кимнидир фикрига тўла қўшилмоқ) (She and I see eye to eye on this matter) деган маънони ифодалайди. "Up to the eyes in (work etc.) предлогли бирикма бирон – "бир иш билан жуда банд бўлмоқ", "ишга кўмилмоқ", "бош қашигани вақт бўлмайдиган" каби маъноларни ифодалайди: The farmers are up to the eyes in harvesting.

"To keep an eye on" бирикмаси бадиий услубга хос бўлиб, маълум даражада ифодалиликка эга. Ушбу бирикма ўзбек тилига кўз – қулоқ бўлиб турмоқ, назорат қилиб турмоқ" деб таржима қилинади.

Ўзбек тилидаги "кўзмунчоқ" қўшма сўзи инглиз тилига "a black bead with a white dot attached to protect children from the evil eye", "an evil eye killing beads" каби тасвирий (тавсифий) усул орқали ўгирилиши аниқланди.

"The naked eye" ўзбек тилига "ялонғоч кўз" деб эмас, балки "қуролланмаган кўз (фақат инсон кўзи билан, ҳеч қандай қурилмасиз)" тарзида таржима қилинса, "an eye for an eye" (a tooth for a tooth) "қонга – қон, "жонга - жон" (бировга қандай ёмонлик қилган бўлса, худди ўшандай жазони олиш) маъносида келаётганини назарда тутиш лозим.

"Кўз" сўзи иштирок этган лексик бирликлар маъноларини аниқлашда уларни қуршаб турган сўзлар ҳам муҳим роль ўйнайди. Масалан, кўз юммоқ бирикмаси "дунёдан" сўзи билан келиб "қазо қилмоқ", "ўлмоқ" маъноларини ифода этади ва инглиз тилига "to die", "to be no more", "to join the majority" кабилар орқали таржима қилинса, "кўз ёрмоқ" to give a birth, "to bear a baby" тарзида таржима қилинади. Юқоридагиларнинг барчаси сўзлашув нутқига хос лексемалардир.

Таржима стилистикаси ҳақида гап кетганда, "кўз духтири" сўзлашув услубига, "кўз шифокори" адабий услубга, "офталмолог", "окулист" илм – фан (тиббиёт) услубига хос эканлигини амалиётчи таржимон билиши лозимлигини таъкидлаш жоиз.

Юқоридагилар ҳақидаги билимлар таржима ишлари сифатини, уларнинг мукаммалигини таъминлаш баробарида транслатологиянинг назарий масалаларига бир қадар ойдинлик киритиши шубҳасиз.

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TRANSLATION AS A TRAINING TOOL IN A FOREIGN LANGUAGE CLASS

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Annotation: The article examines the possibility of using interlingual interpreting as one of the options for conducting external dialect teaching in a special school. The authors focus on the important need of participants in the teaching process to include explanatory elements in their local dialect and translation exercises in the learning process. When developing a translation-oriented work, the parameters of the pedagogical communication situation conveyed in the classroom should be taken into account.

Keywords: training tool, interlanguage, interpretation, interpretation dialect, theoretical tasks, foreign dialect.

Аннотация: В статье рассматривается возможность использования межъязыкового перевода как одного из вариантов проведения заочного диалектного обучения в специальной школе. Авторы акцентируют

внимание на важной необходимости участников учебного процесса включать пояснительные элементы в свои местные диалектные и переводческие упражнения в процессе обучения. процесс. При разработке переводно-ориентированной работы следует учитывать параметры педагогической ситуации общения, подаваемой на уроке.

Ключевые слова: учебное пособие, межъязыковая речь, устный перевод, диалектный перевод, теоретические задачи, иноязычный диалект.

Annotatsiya: Maqolada tillararo tarjimadan maxsus maktabda sirtqi dialekt ta'limini o'tkazish variantlaridan biri sifatida foydalanish imkoniyati muhokama qilinadi. Mualliflar ta’lim jarayoni ishtirokchilari o‘zlarining mahalliy shevalarida tushuntirish elementlarini va o‘quv jarayoniga tarjima mashqlarini kiritish muhimligini ta’kidlaydilar. jarayon. Tarjimaga yo'naltirilgan ishni ishlab chiqishda darsda taqdim etilgan muloqotning pedagogik holatining parametrlarini hisobga olish kerak.

Kalit so‘zlar: darslik, tillararo nutq, talqin, sheva tarjimasi, nazariy vazifalar, xorijiy sheva.

Introduction: Translation is often seen as a controversial topic in foreign language teaching. Many language teachers believe that translation limits learners' engagement with the language because they do not learn to think and communicate in the target language. Others, however, see translation as a valuable tool to enhance language learning. In this article, we examine how translation can be used as a training tool in a foreign language classroom. The translation is a means of bridging the gap between two languages and provides learners with an excellent opportunity to analyze words and structures in both languages. When translating, learners need to understand the meaning of the source language and express it accurately in the target language. This process encourages active engagement with the language and helps learners develop a deeper understanding of its lexicon and grammar. Translation also allows learners to compare and contrast the structures and conventions of the two languages. In the translation process, learners need to analyze sentence structures, which helps them see the differences between the two languages and use those differences to improve their skills. A well-done translation exercise is a powerful way to reinforce grammatical rules, encourage analytical thinking, and help students understand the correct application of those rules. [1]

Literature review. Interlanguage interpretation performs different capacities and is compared to a particular sort of discourse action (I.A.Zimnaya, Yu.V.Ivanova, L.M.Yezhova, etc.). The interpretation could be a multifaceted and variable discourse action. That's why the incorporation of interlanguage

translation in outside dialect education raises a huge number of risky methodological issues, and the primary address concerns the exceptional concept of "interpretation" – not as a simply etymological, but as a psycholinguistic and instructional category. In other words, there's continuously an address of what kind of movement and what kind of result from this movement the educator requires from the understudies when he offers them to interpret something from one dialect to another. The moment address, the answers to which are of an intense far from being true nature, is whether an interlanguage interpretation is required at all when instructing an outside dialect, and on the off chance that so, whether it is essential to decrease its volume to a minimum. This issue has been especially intense for the final five a long time, since the comes about of long-term presentation of non-translational innovations within the education of outside dialects in common instruction schools in Uzbekistan has not given the specified result. [2] We propose to fathom developing issues in connection to interlanguage interpretation from the angle of a communicative-functional approach, that's, to respect interpretation inside the system of the communicative circumstance in which the initiator of the translation, the interpreting subject, and the beneficiary of the interpretation are submerged.

Research methodology. The communicative-functional approach has been shaped in interpretation thought about as an elective to the literary approach and is outlined to meet the wants of a particular communicative circumstance: the interpretation ought to be such as is vital in particular communicative circumstances In connection to a remote dialect lesson, in which the initiator of the interpretation, the deciphering subject and the beneficiary of the interpretation are the educators and the understudy, the communicative-functional approach permits us to treat interpretation as a fundamental component of working out a communicative circumstance falsely modeled within the learning environment, as well as a implies of educating and control of the digestion of outside dialect fabric. [3] In like manner, the lesson ought to not set a large-scale assignment to form full-fledged content within the interpretation dialect, comparable to the first in content, semantic, basic, and useful relations. The educational interpretation isn't pointed at broadcasting all the components of the first content. Interpretation in common isn't continuously respected as an interpretation of content, but as it were as a choice for units of one dialect (words, combinations of words, sentences) of correspondences in another dialect. This choice is made by the understudy or educator on the premise of as of now setting up cognitive involvement, agreeing to a deciphered

lexicon and/or setting, or includes the operation of extricating the foremost fitting or as it was coordinated from memory in arranged to guarantee a precise understanding of the lexical and linguistic implications of the units of the examined fabric, a total understanding of the substance of the expression and control of the digestion of the fabric. [4]

Designing the curriculum with methodological materials, which also include tasks on interlingual interpreting, will certainly have a positive effect on teaching a foreign dialect. Nowadays, untranslated methods mean that many students regularly machine interpret the texts of homework and, to create their formulations, first write them in Uzbek, machine interpret them and modify them with many errors or memorize them. Even if students have a high degree of communication competence in a foreign dialect and can acquire it freely and conduct a competent discourse in a foreign dialect, working with the semantics of the dialect structure remains an extremely critical form of discourse. In our view, interlinguistic interpretation must essentially go hand in hand with the advancement of theoretical tasks, a polysemic lexicon, phraseological units, complex linguistic wonders and developments, and consistent associations in super phrasal units and scripts. [5]

Conclusion and recommendations. In addition, when teaching a foreign language, it is important to allow students to use the language in real-life situations. Such situations can be simulated with translation exercises and the learners can be allowed to apply their language skills in real contexts. The learners can be allowed to translate advertisements, dialogue changes, or even passages from a novel. This helps build their confidence in the language as they realize they can use language effectively to express ideas and communicate with others. Using translation as a training tool recognizes the role that translation plays in our daily lives. The translation is no longer limited to the traditional practice of written documents. With the advent of mass communication and the increasingly globalized world, we encounter various forms of translation daily, including subtitling, dubbing, and interpreting. Therefore, learners need to develop translation skills to improve their employability in today's job market. In summary, translation can be used as a valuable tool in foreign language teaching. It offers learners the opportunity to bridge the gap between two languages, refine their language skills and apply them in real-life contexts. It also recognizes the importance of translation in today's world and improves learners' employability. Therefore, language teachers should consider using translation as a training tool in their classrooms to help learners develop deeper language learning skills.

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ФОНЕТИЧЕСКАЯ АССИМИЛЯЦИЯ ЗАИМСТВОВАННЫХ СЛОВ

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Аннотация: Maqolada ingliz tilidan olingan so'zlarning fonetik assimilyatsiyasi keltirilgan. Mashhur tilshunos Shuxard “Hech bir til mutlaqo sof emas”, degan edi, barcha tillar aralash. O‘zlashgan so‘zlar tilga ikki asosiy omilning ta’siri natijasida kirib keladi; lingvistik va ekstralingvistik.

Аннотация: В статье дается фонетическая ассимиляция заимствованных слов на английском языке. Известный лингвист Шухард сказал: «Нет языка полностью чист», что все языки смешаны. Заимствованные слова входят в язык в результате влияния двух основных причин факторов; лингвистической и внеязыковой.

Annotation: The article provides phonetic assimilation of borrowed words in English. The famous linguist Schuchard said, "No language is completely pure," that all languages are mixed. Borrowed words enter the language as a result of the influence of two main causes of factors; linguistic and extralinguistic.

Kalit so'zlar: o'zlashtirilgan so'zlar, fonetik assimilyatsiya, tillar, madaniyat, sivilizatsiya, ijtimoiy, siyosiy hayot, lingvistik va nolingvistik.

Ключевые слова: заимствованные слова, фонетическая ассимиляция, языки, культура, цивилизация, социальная, политическая жизнь, лингвистическая и внеязыковая.

Key words: borrowed words, phonetic assimilation, languages, culture, civilization, social, political life, linguistic and non-linguistic

The influence which English exerted on our language is seen in all aspects of life, social, political and hardly any walk of live was unaffected by it. The first point to be emphasized is that here we are not dealing with completely new ideas introduced from a different type of civilization and culture, but rather the imposing by a dominant race of their own terms for ideas which were already familiar to the subject race. Such a state of affairs obviously means that there will arise pairs of words the native and the foreign term for the same idea and a struggle for survival between the two, so that one of the words was eventually lost from the language, or survived only with some differentiation of meaning.

Borrowed words have been called «The milestones of philology» – said O. Jesperson – because they permit us (show us) to fix appreciatively the dates of linguistic changes. They show us the course of civilization and give us information of the nations». The well-known linguist Shuchard said «No language is entirely pure», that all the languages are mixed. Borrowed words enter the language as a result of influence of two main causes of factors; linguistic and extra-linguistic.

What changes borrowings have undergone in the English language and how they have adapted themselves to its peculiarities?

All the changes that borrowed elements undergo may be divided into two large groups.

On the one hand there are changes specific of borrowed words only. These changes aim at adapting words of foreign origin to the norms of the

borrowing language, e. g. the constant combinations [p n], [p s], [t p t] in the words «pneumatics», «psychology», «ptolomey» of Greek origin were simplified into [n], [s], [t], since the consonant combinations [p s], [pt], [p n] very frequent at the end of English words (as in «sleeps», «stopped») were never used in the initial position.

It is very important to discriminate between the two processes the adaptation of borrowed material to the norms of the language and the development of these words according to the laws of the language. This differentiation is not always easily discernible. In most cases we must resort to historical analysis before we can draw any definite conclusions. There is nothing in the form of the words «procession» and «progression» to show that the former was already used in England in the 11th century, the latter not till the 15th century. The history of these words reveals that the word procession has undergone a number of changes along side with other English words change in declension, accentuation, structure, sounds, whereas the word «progression» underwent some changes by analogy with the word «procession» and other similar words already at the time of its appearance in the language.

Since the process of assimilation of borrowings includes changes in sound-form, morphological structure, grammar characteristics, meaning and usage linguists distinguish phonetic, grammatical and lexical assimilation of borrowings.

Phonetic assimilation, comprising changes in sound-form and stress, is perhaps the most conspicuous. Sounds that were alien to the English language were fitted into its scheme of sounds. For instance, the long [e] and [E] in recent French borrowings, quite strange to English speech, are rendered with the help of [e i] (as in the words «communiqué», «chaussee», «café») Familiar sounds or sound combinations the position of which was strange to the English language, were replaced by other sounds or sound combinations to make the words conform to the norms of the language, e.g. German spits [spits] was turned into English [spits].

Substitution of native sounds for foreign ones usually takes place in the very act of borrowing. But some words retain their foreign pronunciation for a long time before the unfamiliar sounds are replaced by similar native sounds.

In words that were added to English from foreign sources, especially from French or Latin, the accent was gradually transferred to the first syllable. Thus

words like «honour», «reason» were accented on the same principle as the native «father», «mother».

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THE NATIONAL-REGIONAL COMPONENT IN FOREIGN LANGUAGE TEACHING (ENGLISH) AS AN INSTRUMENT FOR DEVELOPING SOCIO-CULTURAL COMPETENCE

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Annotation: The article is devoted to the main ways of developing the socio-cultural competence of secondary school students through the integration of the national-regional component in the process of teaching a foreign language (English). The author examined authentic materials such as translations of Uzbek fiction, foreign articles on Uzbek culture, and video material. The article offers practical recommendations for using these materials in teaching English, in particular, ways to work with proverbs of English, and Uzbek origin as one of the methods of sociocultural personality development of students.

Keywords: communication theory, sociocultural, global language, customs, traditions, attitudes, beliefs, thematic focus, poems, songs, dialogues, interviews.

Аннотация: Статья посвящена основным направлениям развития социокультурной компетентности старшеклассников через интеграцию нации л-региональный компонент в процессе обучения иностранному

языку (английскому). Автор рассмотрел аутентичные материалы, такие как переводы узбекской художественной литературы, зарубежные статьи об узбекской культуре, видеоматериалы. В статье предлагаются практические рекомендации по использованию данных материалов при обучении английскому языку, в частности, способы работы с пословицами английского, узбекского происхождения, как один из методов социокультурное развитие личности студентов.

Ключевые слова: теория коммуникации, социокультурный, мировой язык, обычаи, традиции, установки, верования, тематическая направленность, стихи, песни, диалоги, интервью.

Annotatsiya: Maqola chet tilini (ingliz tilini) o‘rgatish jarayonida millatning l-mintaqaviy komponentini integratsiyalash orqali o‘rta maktab o‘quvchilarining ijtimoiy-madaniy kompetensiyasini rivojlantirishning asosiy yo‘nalishlariga bag‘ishlangan. Muallif o‘zbek badiiy adabiyoti tarjimalari, o‘zbek madaniyatiga oid xorijiy maqolalar, videomateriallar kabi asl materiallarni o‘rganib chiqdi. Maqolada ingliz tilini o‘qitishda ushbu materiallardan foydalanish, xususan, o‘quvchilar shaxsini ijtimoiy-madaniy rivojlantirish usullaridan biri sifatida ingliz tili, o‘zbek tilidagi maqollar bilan ishlash yo‘llari bo‘yicha amaliy tavsiyalar berilgan.

Kalit so'zlar: aloqa nazariyasi, sotsial-madaniy, jahon tili, urf-odatlar, an'analar, qarashlar, e'tiqodlar, tematik yo'nalish, she'rlar, qo'shiqlar, dialoglar, suhbatlar.

Introduction: Foreign language teaching has become an essential part of education worldwide and learning English as a foreign language has become increasingly important in recent years. English has become the global language of communication, commerce, and culture, and proficiency in this language has become a requirement for success in the global marketplace. However, learning a language goes beyond the mere acquisition of grammatical structures and vocabulary; It is an instrument for developing sociocultural competence. Sociocultural competence is the ability to deal with cultural differences and to understand and appreciate different ways of thinking, communicating, and behaving. This skill is particularly relevant in a globalized world where people from different cultures interact regularly. The ability to communicate effectively in a second language, especially English, promotes cross-cultural understanding and promotes cross-cultural exchange.

In the modern world, the purpose of teaching a foreign language can not only be to teach language skills and develop students' language skills. In the context of global globalization and the integration of languages and cultures, the

socio-cultural component began to occupy a central place in foreign language teaching, which plays an important role in the development of the student's personality and broadening his horizons. Sociocultural competence, presented in the state standard of basic general education in a foreign language, is defined as a set of knowledge about the country in which the language is studied, the national and cultural peculiarities of its language behavior, and the ability to apply knowledge in the process of cultural dialogue [1]. However, as an important part of intercultural communication theory, sociocultural development also includes the ability to represent one's country, region, and culture. In this phase of sociocultural competence training, the teacher faces certain problems:

1. Low cognitive interest in local history. 2. Inability to represent the culture of the home country through the English language. 3. Inability to identify and compare the national and cultural characteristics of the region of residence and the countries of the language studied [2].

A possible way to solve these problems and thus increase the socio-cultural level of development of the students can be the implementation of national-regional components in English lessons. Since the new standards of state educational standards emphasize the need for personal and socio-cultural development of students, the national-regional educational content is emphasized, which implies the use of teaching tools and forms, taking into account the historical and cultural specifics of the region She is emphasized, she moves now in the foreground. After all, knowledge of the motherland helps to develop patriotism, respect for one's own culture and the cultures of other countries, tolerance, and a willingness to engage in intercultural communication and cooperation. The implementation of the national-regional component is inextricably linked with interdisciplinary integration since the lessons use materials on geography, history, literature, music, and other components of the culture of his native country. Due to its aimlessness as a teaching discipline, the foreign language is most susceptible to such content modifications [2]. In other words, the purpose of his teaching is not to impart knowledge about the objective world, but to carry out communication and language activities, the subject of which can change and be brought in from outside.

Foreign language teaching must therefore include a national-regional component to strengthen socio-cultural competence. Such a component introduces learners to various cultural, social, and linguistic aspects of English-speaking countries, including their customs, traditions, attitudes, beliefs, and values. This component also focuses on the diversity within English-speaking countries and takes into account the unique regional differences that exist in

each country. The national-regional component in foreign language teaching encourages the development of critical thinking skills as learners explore cultural differences and reflect on cultural biases and prejudices. This encourages tolerance and open-mindedness as learners become more aware of different perspectives and ways of thinking. In addition, such a component improves learners' communication skills as they understand how language use differs in different regions and they become better able to adapt their language use to different situations and contexts. In addition, the use of information on local history issues in English lessons allows for greater personalization of learning by bringing foreign language communication closer to students' personal experiences and allowing them to use information and facts from everyday language communication. It is important to note that, taking into account the national-regional component, the content of the teaching material must meet the following criteria:

1. Socio-cultural value means their support in raising the level of students' general cultural education, which forms the basis of national-cultural competence, a comprehensive knowledge system about the most important customs, traditions, and realities of the country of the language to be studied. 2. Country-specific value. 3. Relevance, the degree of its modernity and orientation to the surrounding reality. 4. The attractiveness of the educational material.

5. Functionality is the ability to be used in teaching all aspects of language activity [3]. The main material used in the process of teaching a foreign language for the formation of sociocultural competence is the pedagogical text, the texts with an artistic, regional, and thematic focus, poems, songs, dialogues, interviews, and video and audio cover materials. At the same time, the teaching text must be authentic, as this factor significantly increases student motivation. With the introduction of a national-regional component in teaching English at schools in the Republic of Uzbekistan, teachers have far-reaching prospects.

Conclusion: The inclusion of a national-regional component in foreign language teaching can also have a positive effect on learners' motivation and commitment. This component provides learners with a richer and more authentic language learning experience, increasing their motivation to learn and reducing the risk of dropping out. In summary, it can be said that foreign language teaching goes beyond just learning grammatical structures and vocabulary. It is a tool for developing socio-cultural competence, which is essential in a globalized world. The inclusion of a national-regional component in English lessons strengthens socio-cultural competence by introducing learners to the cultural diversity in English-speaking countries and by promoting open-mindedness,

communication skills, and critical thinking. This component makes the language learning experience richer and more authentic, increasing learner motivation and engagement. Ultimately, the national-regional component of foreign language teaching should be seen as an essential part of any English curriculum.

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МУҲАММАД ЮСУФ ШЕЪРИЯТИДА “ҚУШ” ТИМСОЛИНИНГ ИФОДАЛАНИШИ ҲАҚИДА

Дилноза ЮЛДАШЕВА – СамИСИ
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Аннотация. *Ушбу мақолада Ўзбекистон Халқ шоири Муҳаммад Юсуф шеъриятида қуш номлари (орнитонимлар)нинг қўлланиш хусусиятлари, тўти, булбул, қалдирғоч сингари қуш номларининг поэтик матнда даврнинг муҳим ижтимоий-сиёсий ва аҳлоқий масалаларини ёритиш воситаси сифатида иштирок этиши, уларнинг функционал-услубий хусусиятлари, ўзбек орнитологик тасаввур имкониятларини кенгайтиришдаги ўрни таҳлил қилинади.*

Аннотация. *В данной статье анализируются способы употребления названий птиц (орнитонимов) в лирике Народного поэта Узбекистана Мухаммада Юсуфа, раскрываются функционально-стилистические особенности таких орнитонимов, как птица, соловей, ласточка, воробей и др., определяется роль таких произведений поэта в расширении орнитологического воображения.*

Annotation. *This artiole analyses the ways of the usage of ornitation in lyries in the republic of Uzbekistan especially the usage of the parrot to help to explain functual and stylistical pecularities of ornitation inunpoetry.*

Калит сўзлар: *Муҳаммад Юсуф, поэтик матн, қуш номлари (орнитонимлар), функционал-услубий хусусиятлар, қуш, тўти, булбул, қалдирғоч каби орнитонимларнинг қўлланиш имкониятлари, орнитологик тасаввур.*

Ключевые слова: *Мухаммад Юсуф, поэтический текст, название птиц (орнитонимы), функционально-стилистические особенности, возможности употребления таких орнитонимов, как птица, соловей, воробей, ласточка и др., орнитологическое воображение.*

Key words: *The usage of ornitation in uzbek lyrics, the usage of the speech of the owl, the parrot, the swallow, to help to explain functual stykistical pecularities of ornitation.*

Агар биз биргина XX аср ўзбек шеъриятининг тараққиёт босқичларини кузатадиган бўлсак, айтайлик, 30-60-йиллар ёки 80-90-йиллар шоирлари фольклор образларидан ижодий фойдаланишда бир-биридан ажралиб туришини кўришимиз мумкин. Бу, аввало, ўша шоирларнинг бадиий-эстетик талқинларида ёрқин намоён бўлади. Хусусан, Ҳамид Олимжон ёки Миртемир, Эркин Воҳидов ёки Абдулла Орипов, Рауф Парфи ёки Муҳаммад Али, Шавкат Раҳмон ёки Муҳаммад Юсуф, Ҳалима Худойбердиева ёки Ойдин Ҳожиева, Омон Мухтор ёки Икром Отамурод, Усмон Азим ёки Азим Суюн, Маҳмуд Тойир ёки Иқбол Мирзо изланишларида фольклор образлари тизими анъаналар асоси сифатида юзага чиқади. *От, қуш, дарахт, аждар, пари* ва бошқа тимсоллар талқинида инсоннинг жамиятга, табиатга муносабати, руҳий дунёси манзаралари бетакрор маъноларда, ранг-бўёқларда, оҳангларда ифодаланади.

Ҳар қандай улкан истеъдод соҳиби бўлган шоирнинг бетакрор маҳорати, энг аввало, унинг асарларидаги поэтик образлар орқали ифодаланган эстетик, ахлоқий, фалсафий маънолар салмоғи ва индивидуаллиги билан белгиланади. Ана шу жараёнда нозик бир ҳолатни сезиш унчалик қийин эмас. Бу - бадиий образ табиатидаги умрбоқийлик ва замонавийликнинг уйғунликда, яхлит бирликда зоҳир бўлишидир. Шу маънода Муҳаммад Юсуф шеъриятидаги биргина *қуш* тисолининг қўлланиш хусусиятларини кўздан кечириш муҳим аҳамият касб этади. Бу тимсолнинг шоир ижодидаги устуворлиги шунда сезиладики, у айнан Муҳаммад Юсуф бадиий тафаккурини белгиловчи индивидуалликка, ўзига

хос маънолар тизимига эга. Қуш образи шоир шеърларининг маъно салмоғини, теранлигини белгилаш билан бирга шоир ижодининг бадиий-эстетик тароватини ҳам ўзида намоён этади. Буни шоир ижодининг тадқиқотчилари ҳам алоҳида таъкидлаб кўрсатган эдилар [1].

Шоирнинг *"Қушлар ҳам йиғлар", "Руҳ тўтиси", "Кузда кетган турна қайтгандек баҳор", "Кўкламойим", "Эркка кийик", "Тунда шеър айтишдик капалак билан", "Қалдирғоч", "Атиргулдан юмалади капалак", "Жонимда жон қолмас...", "Ўксимагин, о юрак", "Булбул", "Йиллар ҳам кўчманчи қалдирғочлардек", "Чўлоқ турна", "Турналар", "Булбул"* каби кўплаб шеърларида *оққуш, чумчуқ, қалдирғоч, булбул, тўти, турна, бургут, қумри, тўрғай, шунқор, лайлак, лочин, бедана, мусича, товус* каби тимсоллар яхлит мужассамлашган ҳолда *Қуш* тимсолини намоён этади. Тўғри, ҳозирги ўзбек шеъриятининг Муҳаммад Али, Рауф Парфи, Абдулла Шер, Омон Матжон, Ҳалима Худойбердиева, Шавкат Раҳмон, Матназар Абдулҳаким каби йирик вакиллари шеъриятида ҳам *Қуш* тимсоли билан боғлиқ мажозий маънодорлик алоҳида бир йўналишга эга. Бу ҳол шеъриятимизда бир хилликка, фикр қайтариқларига олиб келаётгани йўқ; аксинча, янги ўзбек шеъриятининг мавзу сарҳадларини кенгайтириш билан бирга унинг бадиий-эстетик талқин усуллари нечоғлиқ хилма-хиллигини тасдиқлашга ҳам хизмат қилмоқда. Муҳаммад Юсуфнинг *Қуш* тимсоли мавжуд ҳар бир шеъридаги ўзига хос маънодорлик ўз навбатида услубий индивидуалликни ҳамда бетакрорликни таъминлаш воситаси бўлиб хизмат қилади.

Аслида инсон онгида жуда азал-азалдан *Қуш* тимсоли билан алоқадор анъанавий тасаввур ва тушунчалар мавжуд. Хусусан, қуш тимсоли билан боғлиқ ҳолда мовий осмон, бепоён ям-яшил кенгликлар, парвозлар, гўзаллик, ғайрат-шижоат, яшаш шавқ-завқи ва иштиёқи кўз ўнгимизда яққол жонланади. Шоир Муҳаммад Юсуф ҳам ўз шеърларида *қуш* тимсоли ёрдамида бугунги куннинг муҳим ижтимоий, маънавий-ахлоқий масалаларига жавоб излайди. Хусусан, *"Мана шу - мен туғилган гўша"* номли шеърида лирик қаҳрамонни тириклик, воқелик шунчалар саволларга кўмиб ташлаганки, у бемажол, афтода ҳолатда. Ҳатто осмон тўла юлдузлар ҳам унга мўлтираб термулади. *"Ўлсам мени савол ўлдирар, Айвондаги қалдиргочдек Улар тизилишиб ўлтирар",* - дейди шоир [С., 37].

Шоир шеърларидаги *тўти, бургут, қумри, чумчуқ, булбул, қалдирғоч, лайлак, бедана, лочин* каби орнитонимларнинг барчаси умумий *қуш* тимсолининг серқирра маъно қатламларини акс эттиради. Яна шоир лирикасининг образлар системасини белгилайди. Агар, эътибор берсак,

улар ҳар бир шеърда маънавий-ахлоқий мазмунни ифодалаш баробарида лирик қаҳрамон ҳолати ва кайфиятини, ўйлари ва кечинмаларини англатиш воситаси сифатида намоён бўлади. Шу тариқа бундай орнитологик тимсоллар муаллифнинг воқеликка, жамият ҳаётининг у ёки бу кўринишига, муайян ҳолатига нисбатан эстетик йўналишини ҳам аниқ ифодалаш воситасига айланади.

Муҳаммад Юсуфнинг деярли ҳар бир шеърида ҳаётга ошуфталик, умрнинг қадрига етиш, кўнгил деб аталган олий маснадга мутелик даражасидаги меҳр-эъзоз, муҳаббат туйғуларининг рангин қирралари бадиий тадқиқ этилади. Кўнгил ҳуррияти, инсон шаъни ва қадри масаласи шоир асарлари орқали ифодаланган ҳаётсеварлик ғоясининг мағзини ташкил этади.

Жонимни чўқийди бир қуш келиб жим,
Мен сени билмайман, эй Қуш, сен ким?..
Сен менга ҳеч киммас, мен сенга ҳеч ким,
Сенга нима керак яна, эй кўнгил [С., 94].

Осмон қушларга, қушлар эса осмонга мансуб. Ҳар иккиси ҳам Муҳаммад Юсуф шеъриятида эркинлик, эрк иштиёқи, парвозлар рамзи сифатида намоён бўлади. Зангори кенгликлар, қанотлар, парвозлар - эркинликнинг зоҳирий аломатлари. Эрк - кўнгилни англашдан, инсон шаъни ва қадрини баланд тутишдан бошланади. Шоирнинг *"Қушлар ҳам йиғлайди"* шеърида кузатилганидек, одамлар табиатидаги худбинлик, ўз манфаати йўлида ҳар қандай нарсани оёқ ости қилиши, аввало, ўз қадри ва шаънини топташидир. Теракнинг қулаши шунчаки оддий ҳолат тасвири эмас, балки бу одамлар худбинлигининг оний ҳолати, ҳою ҳаваслари йўлида юзтубан кетиши, маънавий қашшоқликнинг бир кўриниши сифатида намоён бўлади. Буни ахлоқий ноқисликнинг шеъриятдаги ўзига хс бир шакли, дейиш ҳам мумкин.

Шоир асарларида ана шундай қиёслар туфайли *Қуш* тимсолга, поэтиканинг муҳим унсурига айланган эди. Шу билан бирга бундай қуш тимсоли мавжуд асарлар шоирнинг руҳиятидан, ички кечинмалари маданиятидан, воқеликни бадиий идрок этиш ва эстетик баҳолаш салоҳиятидан ҳам далолат беради. Аммо шуни ҳам унутмаслик лозимки, *Тўти, Чумчуқ, Булбул, Қалдирғоч, Бургут* каби орнитонимларнинг тимсоллари шоир шеърларида маънавий-ахлоқий масалаларга муносабат билдираётган маъноларнинг оддий йиғиндисига айланиб қолган эмас эди. Шоир шеъриятида *қуш* образи ҳолатларнинг рамзли ифодаси сифатида гавдаланади, шу асосда бундай шеърлар ҳаётийлик, ҳаётий мазмун касб

этиши билан қимматлидир. Муҳаммад Юсуф ижодида *қуш* тимсоли янги ижтимоий-ахлоқий маънолар ифодалаши билан ўзбек орнитологик образлар силсиласини бойитган эди [2, 7-8].

Шоир Муҳаммад Юсуфнинг кўпгина шеърларида (*"Чўлоқ турна", "Севгим менинг", "Руҳ тўтиси", "Мана шу мен туғилган гўша"* кабилар) қушларнинг қанотлари, парвоз асосий маъно ифодаловчи бадиий унсур сифатида китобхон кўз ўнгида намоён бўлади. Чўлоқ турна бир оёқлаб бўлса-да, лирик қаҳрамон уйини топиб келади. Ёвуз кимсалар унинг бир оёғига, қанотига шикаст етказишган. Лирик қаҳрамон чўлоқ турнага ҳамдардлик билдиради: *Бегонамас бу кўргилик,// Бошга тушган. // Менинг ҳам қоқ юрагимга // Тош отишган* [С., 185].

"Руҳ тўтиси", "Севгим менинг..." шеърларида эса кўнгил эрки масаласида ўзгача бадиий талқинларни кўришимиз мумкин. *«Бош бир кун тош ёстиққа етар, Руҳ тўтиси танни тарк этар,* - дейди лирик қаҳрамон "Руҳ тўтиси" шеърида [С., 47]. Агар эътибор берилса, шеърда тасвирланаётган қуш оддий булбул ёки бургут эмас, балки руҳ тўтиси. Ҳаётдаги бедодликлардан, кўз қарашларию овозини ҳам банди этишаверганидан руҳиятдаги Қуш ўз овозини йўқотиб, оддий тўтига айланиб қолган.

Шундай қилиб, ҳассос шоир Муҳаммад Юсуф лирикасида *қуш* тимсоли шоир тафаккурининг чексиз сарҳадларини ўқувчи хаёлида гавдалантиришга хизмат қилиб, воқеликни бадиий тасвирлашда бетакрор тимсол (образ) даражасига кўтарилган эди. Бу шеъриятдаги қуш тимсоли сара туйғуларни баъзан исёнкорлик, баъзан маҳзунлик билан ўз қанотларида хаёлот юксакликларига олиб чиққанлиги билан ўзбек шеъриятида ёрқин, такрорланмас из қолдириб, ўзбек бадиий нутқида орнитологик тасаввур доирасини кенгайтириш ва бойитиш учун хизмат қилиб келмоқда.

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QARDOSH BO‘LMAGAN TILLARNI O‘RGANISHDA KOGNITIV TILSHUNOSLIKNING TUTGAN O‘RNI

SamISI dosenti,. T.K.Mardiyev

Аннотаця; Основная идея статьи заключается в том, что различия и сходства неродственных языков в когнитивной лингвистике теоретически обоснованы по всем аспектам ведущими учеными в данной области. В когнитивном анализе основное место занимает исследование методов и средств, связанных с механизмами, обеспечивающими языковое выражение логических структур, возникающих в процессе познания мира.

Ключевые слова: языковое, культурное, понимание, когнитивное, центральное и периферическое, интеллектуальное, эмоциональное, неязыковое, дискурсивное, логическое.

Annotation: The main idea of the article is that the differences and similarities of unrelated languages in cognitive linguistics are theoretically substantiated in all aspects by leading scientists in this field. In cognitive analysis, the main place is occupied by the study of methods and means associated with the mechanisms that provide the linguistic expression of logical structures that arise in the process of knowing the world.

Key words: linguistic, cultural, understanding, cognitive, central and peripheral, intellectual, emotional, non-linguistic, discursive, logical.

Ma’lumki, qardosh bo‘lmagan tillarni o‘rganish o‘ziga xos bilim va tajribani talab etadi. Jumladan, ingliz va o‘zbek tillari til qurilish jihatidan bir-biriga o‘xshamasada ularni lingvomadaniy yoki kognitiv tilshunoslik jabhasidagi ba’zi o‘xshash tomonlari va farqli tomonlari zamonoviy tilshunoslikda qator yillardan buyon muxokamalarga sabab bo‘lib kelmoqda. Biz tadqiqotomizda kognitiv atamasining tilshunoslikda qanday mazmun-ma’noga ega ekanligi to‘g‘risida ham ma’lum bir fikrlarga tayanib o‘tmoqchimiz. Ba’zi tadqiqotlarda, jumladan Sh.Safarovning ishida kognitiv

tilshunoslik haqida bildirgan fikrlariga qo‘shilib, unda kognitiv atamasining mazmu ni va ta’rifi quyidagicha beriladi. Kognitiv tilshunoslik atamasining mazmuni inglizcha *“Cognitive – bilimga oid*” so‘zi bilan bog‘liq. (Qiyoslang:“*cognize* – bilmoq, anglamoq, tushunmoq”, “*Cognition* - bilish”). Ma’lumki, dunyoni, voqelikni bilish, uni idrok etish oddiy hodisa emas. Ayrim hollarda bilimni to‘g‘ridan-to‘g‘ri fahmlash, tushunish tushunchalari bilan bog‘lab qo‘yishadi. Ammo hayvonlarda ham qisman (oddiy shaklda bo‘lsa ham) fahmlash, tahlil qilish va umumlashtirish qobiliyati mavjudligi ma’lum. Shu sababli bilim faoliyati haqida gap ketganda, faqatgina cognitation (lotincha), ya’ni “aql, tafakkur” hodisasini tasavvur qilish bilan cheklanmasdan, balki Cogitatorium – tafakkur faoliyati shaxsini hamda bu faoliyat bilan bog‘liq bo‘lgan barcha turdagi nomental hodisalarni ham inobatga olish kerak bo‘ladi. Shuni unutmaslik lozimki, tafakkurning o‘zi insonning maqsadli faoliyati natijasida hosil bo‘lib, u insonlar o‘rtasidagi muloqot jarayonida voqelikka nisbatan bildirilayotgan faol munosabatning ifoda topishidir [8,10-53].

Kognitiv tilshunoslikning boshqa kognitiv fanlardan farqi uning tadqiqot ob’ektidadir, chunki u ongli bilishni til materiallari asosida o‘rganadi va o‘z metodlariga egadir. Kognitiv tahlilda olamni bilish jarayonida yuzaga keladigan mantiqiy strukturalarning lisoniy ifoda topishini ta’minlovchi mexanizmlarga bog‘liq metod va vositalar tadqiqi asosiy o‘rinni egallaydi.

Ingliz tilshunoslari kognitiv tilshunoslikning uch gipotezasini keltiradilar, ya’ni a) til—mustaqil bo‘lmagan kognitiv soha; b) grammatika konseptualizatsiya degani; v) til haqidagi bilim tilni qo‘llash natijasida yuzaga keladi [5,117].

Bu uch gipoteza kognitiv tilshunoslikdagi sintaksis va semantikaning generativ grammatika va mantiqiy semantika kabi yo‘nalishlariga asos soldi. Yuqorida keltirilgan tahminlarni sharhlab chiqish zarur. Birinchi tahminda generativ grammatikaga qarama-qarshi holda rivojlanuvchi, hamda nolisoniy kognitiv xususiyatlarni hodisa sifatida talqin qilinishini inkor etuvchi omillar o‘rganiladi.

Ikkinchi prinsipda esa semantik metatil haqiqat va yolg‘ondan kelib chiqadigan hodisa sifatida talqin qilinadigan haqiqat - borliqqa asoslangan semantikaga qarama-qarshi qo‘yiladi.

Uchinchi prinsip bir yo‘la generativ grammatika va haqiqatga asoslangan semantikada mavjud bo‘lgan yo‘nalishlarga asoslangan. Zamonaviy kognitiv tilshunoslik jahondagi etakchi ilmiy markazlarda o‘rganilmoqda va shu bilan

birga unga bo‘lgan yondashuvlar ham turlichadir. Turli yo‘nalishlar avvalo konseptlarni o‘rganishda har xil metodik usullarni qo‘llashda namoyon bo‘ladi.

Rus kognitiv tilshunosligida ikki asosiy yo‘nalish ajratib ko‘rsatiladi: lingvokognitiv va lingvomadaniy yo‘nalishlar.

Lingvokognitiv yo‘nalishda konseptni jamiyat tushunchalari birligi sifatida qarash, hamda uni markaziy va periferik qismlarga bo‘lib o‘rganish mavjud. Bunday qarash E.S.Kubryakova, Z.D.Popova, I.A.Sternin va boshqalarning tadqiqotlarida ko‘zga tashlanadi [3,78].

Z.D.Popova va I.A.Sterninlar kognitiv tilshunoslikning bugungi kundagi quyidagi yo‘nalishlarini ajratib ko‘rsatadilar:

1) madaniy yo‘nalish - turli fanlarga tayanib konseptlarni madaniy element sifatida o‘rganish (Yu.S.Stepanov). Bunda til konseptlar haqidagi bilim manbalaridan biri bo‘lib hisoblanadi (masalan, konseptlarni ta’riflashda so‘zning etimologiyasi haqidagi axborotlar qo‘llaniladi);

2) lingvomadaniy yo‘nalish - aniq bir madaniyatga tegishli bo‘lgan milliy qadriyatlar asosida konseptni milliy lingvokultura elementi sifatida o‘rganish: «tildan madaniyatga tomon bo‘lgan yo‘nalish»;

3) falsafiy-semiotik yo‘nalish - belgilarning asosini kognitiv jihatdan o‘rganish;

4) semantik-kognitiv yo‘nalish - tilning lisoniy va grammatik semantikasini konseptlar tarkibiga yo‘l ochib beruvchi vosita sifatida o‘rganish;

5) mantiqiy yo‘nalish - konseptlarni ularning lisoniy shaklidan mustaqil ravishda mantiqiy metodlar yordamida tahlil qilish [6,60].

X.B.Samigova kognitiv-semantik o‘rganishning asosiy xususiyatlari haqida fikr bildirib, antropotsentrizm tamoyillarini har tomonlama hisobga olib, til birliklarining semantikasini konseptlar asosida ko‘rib chiqadi. Ushbu muammo bo‘yicha fikrlarni O‘. Yusupov, D.Ashurova, A. Abduazizov, Sh.Safarov, N. Djusupov, A.Mamatov kabi bir kator o‘zbek olimlarining ishlarida ham kuzatishimiz mumkin. Konsept to‘g‘ridan-to‘g‘ri tildagi inson omiliga bog‘liq munosabatda bo‘ladi. U inson dunyoqarashining intellektual, emotsional, baholovchi va obrazli mahsulidir. Konseptning mazmuni bir umumiy ma’no bilan birlashgan leksik birliklar orqali ifoda qilinadi va ular leksik-semantik maydonni tashkil etadi. Tadqiqotchining fikricha, “Semantik maydon” termini birinchi marta G.Ipsen tomonidan qo‘llanilgan va hozirgi tilshunoslikda leksik-semantik birliklar yig‘indisini ifodalashda “maydon”, “guruh”, “paradigma” kabi terminlar bilan birga konsept “madaniy konsept”

atamalari keng tilga olinadi. Bunda maydon tushunchasida mohiyati bo‘yicha bir-biri bilan bevosita semantik jihatdan bog‘liq bo‘lgan ma’lum bir tildagi so‘zlar maydoni nazarda tutilgan [7,13-17].

D.U.Ashurovaning ta’kidlashicha, kognitiv tilshunoslikda xuddi lingvomadaniyatshunoslikdagidek asosiy tushuncha konsept tushunchasi hisoblanadi. Ushbu tushuncha tilshunoslikda keng ko‘lamda munozaralarga sabab bo‘lmoqda hamda ko‘plab turli tushuncha va atamalarning mavjudligi sababli keng miqyosda qo‘llanilmoqda. Eng avvalo, bu konsept, tushuncha va mazmunning nisbatida kuzatiladi. So‘zsiz, konsept tushunchaga mos keladi, zero, ular teng ma’noli atamalar bo‘lmasa ham, agar tushuncha ob’ektning asosiy belgilari yig‘indisi bo‘lsa, konsept esa milliy o‘ziga xos mental tuzilma hisoblanadi, ifoda jihatdan til birliklari (leksik, frazeologik, paremiologik) kabilarning majmuasi, mazmun jihatdan esa ushbu ob’ektda bor bo‘lgan bilimlar majmuasidan iborat bo‘ladi. Konseptlar har qanday tushunchalar emas, faqat jahon madaniyati yoki biror bir milliy madaniyat uchun muhim bo‘lgan tushunchalar hisoblanadi [1,11].

Konseptlarning lisoniy proeksiyalari nafaqat olam tasvirini lingvistik jihatdan tushunish, balki olamni o‘zlashtirish usulining o‘ziga xosligini ham ko‘rish imkonini beradi. Har qanday ma’lum bir konsept tafakkur sohibi konseptual sistemasining elementidir. U dunyoda narsalarning haqiqiy yoki mumkin bo‘lgan holatlari haqidagi informatsiya sifatida namoyon bo‘ladi va ana shunday ko‘rinishda dunyoga qarashlarni ifodalaydigan “fikr - mulohazalar sistemasi”, haqiqiy yoki aniq bo‘lishi mumkin bo‘lgan holatlar bilan aloqada bo‘ladi.

Konseptlar majmui o‘sha xalqning va tilning konseptosferasini yuzaga keltiradi. Bunda olamning lisoniy tavsifi bilan munosabatda shakllanadi. Milliy tilning konseptosferasi qancha boy bo‘lsa, millatning o‘ziga xos fani, madaniyati, jumladan, adabiyoti, folklori, tasviriy san’ati shunchalik boy bo‘ladi. U millatning tarixiy tajribasi bilan, ayniqsa, din bilan o‘zaro munosabatda bo‘ladi [4 ,25].

Lingvomadaniy konseptlar turli xil asoslarga qarab sinflarga ajratilishi mumkin. Mavzu nuqtai nazaridan konseptlar, masalan, emotsional, ta’limga oid, matnga oid va boshqa konseptosferalarni yuzaga keltiradi. O‘zlarining yo‘nalishlari bo‘yicha sinflarga bo‘lingan konseptlar individual, mikroguruhli, milliy madaniyat, umuminsoniy konseptosferalarni hosil qiladi [7,86].

Diskursning u yoki bu ko‘rinishida mavjud bo‘lgan konseptlarni quyidagi turlarga ajratish mumkin: masalan, pedagogik, diniy, siyosiy, tibbiy va boshqalar. Diskursning o‘zi esa bir vaqtning o‘zida murojaatlar majmui va til

sohiblari tafakkurida mavjud bo‘lgan konsept sifatida tadqiq qilinadi. Mentallikdagi lisoniy belgilarning mazmuni, ya’ni lingvomadaniy yo‘nalishlar va belgining mazmunli tomonlari sifatida (falsafiy va kognitiv yo‘nalish) aks etadi [2,85].

Xullas, har qanday holda ham egallangan bilimning shakllanishini va tizimlashtirilishining asosiy vositasi til tizimidir. Tafakkur birligi va mental hodisa sifatida yuzaga keladigan konseptning lisoniy voqelanishi ham nutqiy tafakkur faoliyati natijasidir.

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INGLIZ VA O‘ZBEK PAREMIOLOGIK BIRLIKLARIDA VATAN TUYG‘USINING IFODALANISHI

SamISI dotsenti,. T.K.Mardiyev

Аннотация; В статье паремиологические единицы двух неродственных языков, считающиеся национальным достоянием,

выражают уникальные аспекты чувства Родины через существующие в двух языках пословицы, анализируется наличие не только семантического сходства, но и структурная сочетаемость в данных пословицах. Таким образом, в обоих языках существуют пословицы, выражающие любовь к Родине и ее уникальность для человека, которые семантически имеют одинаковое значение в двух неродственных языках.

Ключевые слова; Любовь, уединенный, драгоценный, страна, обитель, родина, независимость, пейзаж, уникальный.

Annotation; In the article, the paremiological units of two unrelated languages, which are considered a national treasure, express the unique aspects of the feeling of the Motherland through the proverbs existing in the two languages, the presence of not only semantic similarity, but also structural compatibility in these proverbs is analyzed. Thus, in both languages there are proverbs expressing love for the Motherland and its uniqueness for a person, which semantically have the same meaning in two unrelated languages.

Keywords: Love, solitary, precious, country, abode, homeland, motherland, independence, landscape, unique.

Ma’lumki, etnospetsifik mentallik, madaniy dominantlar shakllanishi uchun ba’zaviy (tayanch) hisoblangan madaniyatning asosiy konseptlarini tadqiq etish favqulodda dolzarb muammoga aylangan. Har bir madaniyatda o‘zining asosiy konseptlari bor, ularni o‘rganish ustida hozirgi vaqtda faol ish olib borilmoqda. Olamning qadriyatli manzarasi tilda umuminsoniy va spetsifik qismlarni o‘z ichiga oladi, bunda ushbu qiyofaning spetsifik qismi ob’ektlarning xilma-xil nominativ zichligiga, ob’ektlarning turlicha baholash tasnifiga, qadriyatlarning har xil kombinatorligiga olib keladi. U o‘zaro bog‘langan baholashning turli ko‘rinishlarida rekonstruksiya qilinadi, ular huquqiy, diniy, axloqiy kodekslarga mos keladi. U yoki bu leksemaning madaniy dominanti asosiy so‘z sifatida tan olish uchun mentallik (verballik) matnlarda umumqo‘llanadigan frazeologizmlar tarkibida, maqol va matallar ichida bo‘ladi. Biz kuzatishlarimizda qator maqollarni ko‘rib tahlil qilganimizda shunga guvoh bo‘ldikki ikki qardosh bo‘lmagan ingliz va o‘zbek tillarida Vatan tuyg‘usini metoforik jihatdan ifodalanishi qator maqollar va paremiologik birliklar mavjud bo‘lib, ular semantik jihatdan o‘xshash va umumiyligi na’mayon bo‘ladi. Masalan **There is no place like home -O‘z uying o‘lan to‘shaging; Bulbul chamanni sevar odam Vatanni- Every bird lives its own nest; O‘z uyimning xushligi oyoq qo‘limning bo‘shligi- East or west home is best** [1,171]. Ushbu misollardan ko‘rinib turibdiki, xar ikki qardosh bo‘lmagan tillardagi maqollarda

nafaqat semantik o‘xshashlik qolaversa strukturaviy jihatdan xam moslik xolatlari mavjud.

Ma’lum lingvomadaniyat sohiblariga xos bo‘lgan spetsifik mantiqni ifodalaydigan konseptlar katta qiziqish uyg‘otadi. Bunday konseptlarda o‘ziga xos kod – bu madaniyat qadrini, kishilar yashash sharoitini, ular xulqidagi stereotiplarni tushuntiradigan kalit hisoblanadi. Obrazli, qadriyatli va tushuncha beruvchi tomonlardan tashkil topgan lingvomadaniy (Vatan) konseptni ko‘p qirrali tuzilma sifatida, Shuningdek, ularning paremiologik ma’no tomonini tahlil qilmay turib, milliy madaniyatlarning badiiy merosini chetlab o‘tib bo‘lmaydi. Zero ularning paremiologik tushunchali tomonlarini o‘rganish orqali qayd etilgan lingvokonseptlarning konseptual belgilari va ularning lisoniy aks etishini ko‘rsatish lozim bo‘ladi: bunda ularni – ifoda etish, tasvirlash, belgi strukturasi, definitsiya tomonlari, ushbu konseptlarning qiyosiy xarakteristikasi u yoki bu konseptlar qatoriga nisbatan qaralishi bilan ham belgilanadi. Eng avvalo, bu konseptlarning ingliz va o‘zbek tillarida kundalik lisoniy ko‘rinishini ifodalash nazarda tutiladi, shuningdek, ularga xos bo‘lgan lisoniy umumiylik uchun ularning dunyoqarash mazmunini ierarxiyalashga qarash lozim bo‘ladi. Bu inson tuyg‘ularini aks ettiruvchi konseptlarning kundalik tafakkurning ajralmas qismi sifatida xalq tilida va badiiy matnlarda hamda paremiologiyada aks etishi bilan bizni ma’naviy mavjudlikka yo‘naltiradi, eksplitsit tafakkurning etnospetsifik lisoniy dunyosiga kirishga imkon beradi, ular bizga lisoniy shaxs tomonidan atrof-muhitni tasavvur qilish manzarasini olishga imkon yaratadi. Bu masalani quyida birma-bir ham nazariy, ham amaliy jihatdan tahlil etamiz.

Yana shunday fikrlar borki zero, sevgisiz hayot hayot emas, shunchaki tirikchilik o‘tkazishdir. Sevgisiz yashash mumkin emas, ayni shu sevish uchun ham odamga yurak berilgan va insonlar o‘z yuragidagi bor iliq tuyg‘larni bazan oshkora aytishga qiynaladi. Shu tufayli ushbu nozik tuyg‘uni bazan she’riy misralar yoki boshqacha yo‘llar bilan izhor qilishga xarakat qilamiz. Umuman olganda sevgi va muhabbat tuyg‘ulariga ko‘plab ta’riflar berilganligini ko‘ramiz. Lekin halqmizda Vatanga sevgi va muhabbat to‘g‘risida shunday iliq fikrlar bor. Xar ikkala tilda Vatanga *muhabbat* uni *sevish* uning inson uchun tanho va yagonalagini ifodalovchi maqollar mavjud bo‘lib, ular semantik jihatdan ikki qardosh bo‘lmagan tillarda aynan bir xil manoni anglatadi. **Masalan, One who does not love his homeland can love nothing - Vatanni sevmagan hech narsani seva olmaydi; To survive a winter in your native land is better than to live ten years of spring in another land- O‘zga yurtda o‘n yil baxorada yashagandan ko‘ra o‘z yurtingda qishda yashagan maqul; The native land – is the past, the present and the future of a nation-**

Vatan halqning o‘tmishi buguni va kelajagi**; Each has only one native land and only one mother- Har kishining bitta ona yurti va faqat bitta onasi bor** [1,170-171].

Har ikki tilda keltirilgan misollarda paremiologik tushuncha lingvokonseptlarning konseptual belgilari va ularning lisoniy aks etishini, ifodalanishi, tasvirlashi, belgi strukturasi, definitsiya tomonlarining qiyosiy xarakteristikasi u yoki bu umumiylikka ega, ya’ni insondagi verbal his-tuyg‘ular birdek aks etadi.

Tadqiqot mobaynida shuning guvohi bo‘ldikki, Vatan tuyg‘usini ifodalashda biz yuqorida ushbu konseptning *yurt, maskan, ona yer, tug‘ulgan yer, uy* kabi sinonimlarning aynan ikki tilda maqollarda quyidagi manolarni ifodalab kelganligini ko‘ramiz. Masalan, **Kishi yurti sira yurtlik qilmaydi - A man`s country is not a country at all; Qush ham ketsa keladi- o‘z uyini sevadi- Every dog is a lion at home; Tug‘ilgan yerdan ko‘ngil uzilmas- the wider roam, the welcome home**[1,170-171] kabi maqollarda har ikki tilda Vatan tuyg‘usining naqadar kuchli qudratga ekanligini guvohi bo‘lamiz. Biz ushbu tadqitotimizda yana quyidagi metoforik o‘xshatishlar bilan misollarni davom ettiramiz. Kuzatishlarimizda ingliz tilida *Homeland, Matherland* leksemalaridan tashqari vatan konseptini turli **home, country, land** kabi so‘zlar orqali berilgan maqollarni ham ko‘rishimiz mumkin. Tadqiqotda Vatanga xiyonat, uning qadriga yetmagan vatan furushlarning oxiri voy bo‘lishligi, kerak bo‘lsa gadoy bo‘lib xoru-zor xolatlariga tushish barcha tillar kabi ingliz va o‘zbek tillarida mavjud bo‘lgan maqollar orqali ushbu salbiy munosabatni ko‘rsatishimiz mumkin. Masalan, **Vatan gadosi-kafan gadosi- Dry bread at home is better than roast meat abroad; Kishi yurti sira yurtlik qilmaydi- A man`s country is not a country at all; O‘lsang o‘l vataningda bo‘l - home is home though it`s never so** [1,156-171] kabi maqollarda insonning vatan oldidagi burchi va o‘zga yurt hech qachon yurt bo‘la olmasligi bayon etiladi. Biz o‘zbek halqida inson yordan ayrilsa ham, eldan ayrilmasligi lozimligini ifodalovchi metoforik o‘xshatishlarni tez-tez eshitamiz yoki nutqda qo‘llaymiz. Masalan, **Yordan ayrilsang ham, eldan ayrilma; Yoridan ayrilgan yetti yil yig‘lar, Yurtidan ayrilgan o‘lguncha yig‘lar; Yoringni gul orasidan izla, erkingni — el orasidan; Yigit g‘ami elida, elning g‘ami dilida.** Ko‘rinib turibdiki, ushbu maqollarda inson uchun ona yurtning, elning qadri qanchalik ahamiyat kasb etishi va muhimligi tengsiz baholanadi. Yana shunday maqollar borki faqat o‘zbek madaniyatiga urf odatlariga xos bo‘lib, inglizlarda bunday mental ma’noni anglatuvchi maqollar diyarli kuzatilmaydi. Masalan**, Ayrilmagin elingdan, Quvvat ketar belingdan; Vatanga kelgan — imonga**

kelar; Vatangado bo‘lguncha, Kafangado bo‘l; Vatandan yiroqlashgan — nomusdan o‘lar [4,162].

Shu o‘rinda yuqoridagi maqollarning mazmunidan kelib chiqib, Vatan xaqida quyidagi fikrlarimizni bayon etamiz. Axir, biz ota-onamizni biron manfaat kutmay sevamizku! Vatanni ham ana shunday sevishimiz, ardoqlashimiz kerak. “Musofir bo‘lmaguncha musulmon bo‘lmaysan” betakror maqol. Ko‘pincha Hazrati Boburning:

O‘z yurtni qo‘yib hind sari yuzlandim,

Yo rab, netay bu ne yuz qarolig‘ bo‘ldi...

Ko‘rinib turibdiki Bobur Hazratlari o‘z tug‘ilib o‘sgan vatanidan o‘zga yurtlarga ketishga majbur bo‘ldi. Shoh va shoirning qalbidagi armon bu. Mana shu ikki satrning o‘zida shoirning qalbini o‘rtagan dard, ya’ni Vatan sog‘inchini ilg‘aymiz. Shoir shohlik libosida o‘zga yurtda yaratuvchanlik va bunyodkorlik ishlarini amalga oshirsa-da, alal oqibat bari vatanning bir tilim qovuniga arzimas ekanligiga iqror bo‘laganligini biz adabiyotlarda o‘qiganmiz. Bolaligim buvimning yonida o‘tdi. Buvim so‘fi azon aytmasidan xamir qorib qo‘yardi. Non yopguncha hovlini supurardi. Ozoda va pazanda ayol edilar. Quyosh olamni yoritganda tandirdan nonlar uzardi. Menga kichkina kulcha berar, men uni ariq suviga botirib rohatlanib erdim. Hovlidan rayhon isi ufurib turardi. Buvimning uyi — mening vatanim edi. Vatan degani shu bir siqim tuproq, deya bolalarga xos fikrlardim. Keyinchalik ana shu bir siqim tuproqda hikmat ko‘pligini, buvimning hovlisiga hech narsani almashib bo‘lmasligini angladim deb yozadi shox va shoir ulug‘ bobokalonimiz Bobur. Ushbu satrlar orqali barchamiz shu narsaning guvoxi bo‘lamizki, O‘zbekiston atalmish ota yurtimizga, bizni ulg‘aytirgan vatanimizga xiyonat qilishga zarracha haqqimiz yo‘q! Vatan ostonadan boshlanishini bizga ota bobolarimiz takror va takror aytishadi.

Yana o‘ylasam, Vatanni bizga sevishni va ardoqlashni o‘rgatadigan atrofimizdagi mehridaryo odamlar ekan! Inson bolasi bir umr mehrga tashna. Ha deganda ko‘zga ko‘rinmas maydonga yaxshi insonlar bilan yonma-yon yashashga, mehnat qilishga, qaynoq va jo‘shqin hayot sari talpinishga chorlayveradi. Vatan ozodligi — davlat Mustaqilligidir. Istiqlol bizga nasib etgan eng buyuk ne’mat — bu Vatanimiz mustaqilligi. Ana shu buyuk ne’matni qo‘lga kiritish, el-ulusni o‘z erida erkin yashashini ta’minlash yo‘lida kurashgan ota-bobolarimizning maqsadi ham Vatanni ozod ko‘rish bo‘lgan. Mustaqillik — bu o‘z oring, shonu shavkating, erking, ona tiling, milliy tarixing, o‘z diningni,

o‘zligingni qaytarilishidir! Bu balandparvoz, shunchaki tilda takrorlanadigan so‘zlar emas. Bu shu yurtda tug‘ilib o‘sgan, shu yurtning nonini eb, suvini ichgan har bir insonning ongu shuurida kechadigan, ham qalban, ham aqlan mushohadaga chorlaydigan bir da’vatdir! Ehtimol, bu fikr-mulohazalarimizda hech bir yangi gap yo‘qdir, ammo mening nazarimda vatanni sevish hamisha shunday oddiy, lekin oson ish emas. Biroq eng ulug‘ saodat shudir.

Xulosa qilib aytganimizda, bizga ota-onalar, bolalar yaqin xesh aqrabolarimiz qimmatlidirlar; lekin muhabbat bobidagi barcha tasavvurlarimiz birgina “Vatan” otli so‘zda mujassamlashgandir. Vatanga nafi tekkudek bo‘lsa, axir qaysi vijdonli odam uning uchun jon bermoqqa ikkalanmas ekan degan fikrni barchamiz bemalol ayta olamiz.

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TALABALARGA INGLIZ TILINI O`QITISHDA AUDIO VOSITALARI VA FILMLARDAN FOYDALANISH

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Annotatsiya. Bu maqolada audio vositalar va kino filmlarning talabalarga xorijiy tillarni o'rganishda tutgan o’rni muhimligis yoritib berilgan. Xorijiy tillarni o’rgatishda bu vositalarning yuqori samara berishiga alohida e’tibor berilgan.

Kalit so’zlar. Film, video, ko’rmoq, tinglamoq, taasurot, ta’sirlanmoq, ifodalamoq, namoyish etmoq.

Аннотация. В данной статье подчеркивается важность аудиоматериалов и фильмов в обучении студентов иностранному языку. Особое внимание уделяется высокой эффективности этих средств при обучении иностранным языкам.

Ключевые слова. Фильм, видео, смотреть, слушать, впечатление, реагировать, выражение, показать.

Annotation. This article highlights the importance of audio materials and movies in foreign language learning for students. Special attention is paid to the high effectiveness of these tools in teaching foreign languages.

Key words. Film, video, to watch, to listen, impression, to react, expression, to show.

Yuqori bosqichda ingliz tilini o`rganayotgan talabalarni o`qitishda filmlardan foydalanish bir qancha foydali natijalar beryapti. Lekin bu metodni quyi bosqichda ta’lim olayotgan talabalarni o`qitishda foydalansa bo`ladimi? Yaqin vaqtlargacha men bu savolga “YO`Q” deb javob berish kerak deb o`ylardim. Chunki filmlar odatda juda uzoq, suhbat jarayoni juda tez va bu albatta “elementary” darajasidagi talabalar uchun qiyinchilik tug`dirar edi. Ammo yaqinda men quyi darajadagi talabalar ustidan tajriba o`tkazdim va men kutilmaganda katta natijaga erishdim. Mening talabalarim “pre-intermediate” darajasiga yaqin bo’lgan talabalar, kollej o`qituvchilari va shunga o`xshab ko`plab O`zbekistonlik talabalarda ingliz tilida ommaviy axborot vositalaridagi manbalarning kamligi bois ular ingliz tilida gapirish va eshitishda bir qancha muammolarga duch kelishayapti. Ular ingliz tilini o`rganishda an’anaviy usuldan foydalanilishi, kitoblar xali xam til o`ganishning asosiy manbai bo`lib xizmat qilganda, videolar menda talabalarni darsga qiziqtirish uchun muqobil manba bo`lib ko`rindi. Men tanlab olgan oddiy filmlar tamoshabop va hattoki tilni o`rganish qiyin bo`lib ko`rinsa xam u talabalarning o`zlariga ishonchini orttirmoqda. Men tanlab olgan filmlar samalyotlar, poyezdlar, avtomobillar va Amerikalik ikki fuqaroning Amerika bo`ylab qilgan sayohatiga oid kulgili filmlardan iborat edi. Filmdagi suhbatlar anchagina tez va bir qancha jarayonlardan iborat, ammo eng muhimi filmda nima ro`y berayotganini

tushinish qiyin emas. Yana rasmiy ingliz tilida foydalaniladigan jargonlarni talabalarning bilishi zararli bo'lmaydi. Bir hil texnikani ko'plab filmlar bilan birga foydalansa bo'ladi.

Tushunish mashqlari.

Men har xil joylardan tushuntirishni o'rniga asta sekinlik bilan ko'rsatishni boshladim va talabalarda nima sodir bo'layotganligi haqida tasavvur hosil bo'ldi. Boshlanishida ular nega eshitishga ruhsat berilmaganligi haqida o'ylanishdi, keyinchalik, ular shu joyda tilni o'rganishdi, ammo men ularga sababini tushuntirganimda ular dialogni eshitib, muammoni yechishga rozilik berdilar. Bu ularni nima ko'rganligi haqidagi ko'plab qiziqarli muzokaralarga sabab bo'ldi va ular suhbatni eshitishganida, ularda tushuntirishga arzigulik yaxshi fikrlar va nihoyat ularning eshitib tushunishga ishonchi paydo bo'ldi.

Lug'at mashqlari.

Film yangi so'zlarni o'rganish uchun katta imkoniyat yaratdi va filmdagi so'zlardan foydalanib lug'at boyligini oshirishga imkon beradi. Yechimlaridan yana biri bu video leksiyadan oldin talabalaning video haqidagi fikrlarini so'rashdir. Darsni samarali o'tkazish uchun, masalan his-tuyg'ularga oid so'zlarni yozishini va filmni tomosha qilish davomida bu so'zlarga duch kelsa belgilab borishini aytdim va yana anchagina muzokarali holatlar yuzaga keldi.

Yana bir qiziqarli tomoni shunda edi-ki, ular filmni tomosha qilish davomida aktiyorlar bajargan hatti harakatarni fe'llar orqali yozib borishadi va yangi so'zlarni bir-biridan so'rashadi.

Dialog.

Film davomidagi bir necha muzokaralarning o'zi-so'z bilan ishlashda yetarlicha bo'ladi. Har bir holatda talabalar, birinchi tomosha qilishdi va vaziyatni taxminan baholashdi yoki ular kalit so'zlarni eshitib va qayd etib borishdi. Keyin ular dialogning nusxasini ko'rib chiqishdi yoki yana bir xolatda men juft-juft talabalarni sheriklarini harakterlarini yozib chiqishini aytdim. Talabalar dialogni yana bir marotaba ro'rib chiqishadi va yangi so'zlarni o'rganishadi. Yana biz nutq ohangi va urg'u berish ustida ishlar olib bordik.

Davomiy mashqlar.

Davomiy mashqlar, asosan tushunishga va olti hafta davomida talabalarni darsga qiziqtirishda foydalanildi. Talabalar muntazam ravishda hikoyalarni og'zaki aytishi va muhokama qilish bular orasidagi aloqalarni mustahkamlaydi. Ular har bir bo'limga oid qisqa xulosalar yozish orqali hikoya haqida umumiy tushuncha hosil bo'ladi. Biz yana video darsdan tashqari o'rganilgan yangi so'zlarni qaytarish imkoni bo'ladi.

Madaniy yangiliklar.

Nihoyat, O`zbekistondan tashqariga chiqmagan o`zbek talabalar uchun bu juda ham yaxshi madaniy yangilik bo'ladi. Bu filmlarda "Thanksgiving" bayrami va uni Amerikaliklar qanday nishonlashi, Amerikadagi mehmonxonalar va taomlar haqidagi foydali ma'lumotlar joy olgan. Hech qachon airportda bo'lamagan va kredit kartochkadan foydalanmagan talabalar uchun bular nihoyatda foydali ya'ni Amerika airportni ko'rinishi va kredit kartochka tizimidan qanday foydalanish to`g`rida bir qancha ma'lumotlar berilgan.

Birga qo'yish.

Oxirida darslarda filmlarni alohida mashqlarni bajarishsiz tomosha qildik. Ular o'rgangan dialoglar va so'zlar filmni tushunishda ularga yordam berdi va talabalarni filmdan qoniqayotganini ko'rish mumkin edi. Ularning ko'pchiligini filmni tomosha qilayotganda dialoglar va kalit so'zlarni qaytadan o'zlashtirishdi.

Bu yerda talabalarni hammasini tushunishi uchun hech narsa kerak emas, filmdagi ko'plab dialoglar til o'rganuvchilar uchun tartib bilan berilgan va bir nechta mashqlar dialog va eshitishlarni o'z ichiga olgan emas. Film yangi so'zlar, fikrni oldindan taxmin qilish va mashqlar bajarishda kata ahamiyatga ega bo'ldi.

Haqiqatda bazi bir filmlar quyi darajadagi ingliz tili o'rganuvchilari uchun mos bo'lmadi, ammo filmdagi harakatlar, sirli janrlar va kulgili holatlar ingliz tilini o'rganuvchi talabalarda qiziqishni uyg'ota oldi.

Insho yozish jarayoni.

Agar til keng ijtimoiy ta'sir va xulq-atvorni bir qismi bo'lsa, biz tilni aloqa vositasi deb hisoblaymiz va sinf xonalarda o'zaro ta'sir jarayonida tanishamiz. Bu jarayonga yaqindan qaralsa, butunlay yozish jarayoni, tajriba va savol, yozishga oldindan tayyorlanish, yozuvlarni saqlab qo'yish, o'zgartirish kiritish va qayta yozish, o'quvchilardan javob qabul qilishga oid talablar diqqat markazida bo'ladi.

Bu keltirilgan protseduralar, mening talabalarimga yordam berdi va "Bruffee" yo'lini rivojlantirdi. Advanced darajasidagi talabalar hikoyalarni ingliz tilida bayon etish, tasvirlash va asosiysi yozish jarayonida bahslashadigan fikrlarni yozishga harakat qilishdi.

Sinf xonada bajariladigan ishlar.

Hamkorlikda ishlash. Taqqiqotlar shuni ko'rsatmoqdagi, guruh bo'lib ishlashda talabalarning intelektual salohiyati va darsga bo'lgan munosabatini oshiradi "Aloqaning eng samarali yo'li o'qituvchini sinf bilan birga moslashib ketishidir". Men odatda sinfni to'rt yoki besh guruhga bo'laman va har bir guruhda kamida besh yoki oltitadan talabalar bo'ladi. Har bir guruhdan bir nafar

talaba guruh a’zolari haqida xabar berib turadi. Muntazam ravishda har bir guruh vakillari o’zlarinig insholarini ovozini chiqarib o’qib berishadi va boshqa guruh a’zolari bu inshoga tanqidiy baho berishadi.

Inshoni ovozini chiqargan xolda o’qish.

Keyin har bir guruh bitta yoki ikkita talabaning inshosini namuna sifatida tanlaydi. Bu uch jarayonni o’z ichiga oladi.

1. Umumiy ta’assurot
2. Obyekriv tasvirlash
3. Vaziyatni muhokama qilish

Birinchi qadamda talabalar quyidagi savollarga javob berish orqali baholanadi:

- Talaba nima haqida yozgani.
- Bayon qilinganlar qiziqmi?
- Vaqtlar tartib bilan berilganmi?
- Mantiqiy bog’lanish bormi?
- Dalillar haqiqatga yaqinmi?
- Talaba bo’limlarni ta’sirli ruhda yoza olganmi?
- Inshoning salohiyatini qanday baholaysiz?

Keyingi bosqichda, talabalar texnik xatoliklar va gaplarning tuzilishi tashkilot tomonidan ritmik baholanadi. Bu yerda ikkinchi bosqich uchun tekshirish shakli.

Tashkilot.

- Inshoning maqsadi kirish qismda to’laqonli ko’rsatilganmi?
- Har bir bo’limdagi gaplar to’laqonli yozilganmi?
- Bo’limlar va fikrlar orasida bog’lanishlar bormi?
- Xulosa qismida maqsadga qayta urg’u berilganmi?
- Xulosani qabul qilsa bo’ladimi?

Gapning tuzilishi.

- Gapning tuzilishi va tinish belgilar ajratilganmi?
- Gaplar bir-biriga mantiqiy bo’langanmi?
- Gaplarning tuzilishi bir-biriga o’xshashmi?
- Gaplarda mantiqiy nuqsonlar va texnik xatolardan ozodmi?
- Gaplarning tuzilishi turlichami?

Diction.

- So’zlar to’g’rimi?
- So’zlardan to’g’ri foydalanilganmi?
- O’quvchini diqqatini o’ziga jalb qila oladimi?

Analogik baholash talabalarda inshoning sifatiga fikr bildirish, ularni xato va kamchiliklarini tasvirlash, asosiy muammolarga urg’u berish va o’zgartirish uchun takliflar beradi. Keltirilgan bosqichlar orqali talabalar inshoni mano mohiyatini muhokama qilishga tayyor bo’lishadi. Hozir ular faqat inshodagi fikrlar haqida suhbatlashishadi. Ular mavzuni muhokama qilishadi va bu yo’l bilan fikrlash qobiliyatini oshirishadi. Mulohazali topshiriqlar bir nechta savollardan tashkil topgan.

- Pul hamma narsani hal etadimi?
- Erkaklar ayollardan ustunmi?
- Faqat qonunlar qattiq bo’lsagina jinoyatlarning oldi olinadimi?
- Xordiq chiqaruvchi filmlar faqat hafta oxirida qo’yilishi kerakmi?
- Texnologiyalar odamgachilikdan muhimmi?

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INFLUENCE OF LINGUISTIC AND EXTRA-LINGUISTIC FACTORS EFFICIENCY AND ACCURACY OF COMMUNICATION

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Annotation. This article is aimed to anaylise the effects of linguistic and extra linguistic factors of speech. It also describes some features of the extra linguistic factors. As well as, analyzes the pragmatic aspect of the linguistic and nonlinguistic factors in speech.

Key words: context, extra-linguistic factor, gestures, pragmatic elements, personal capacities.

Annotatsiya. Ushbu maqola nutqning lingvistik va qo'shimcha lingvistik omillarning ta'sirini tahlil qilishga qaratilgan. Shuningdek, u qo'shimcha lingvistik omillarning ba'zi xususiyatlarini tavsiflaydi. Shuningdek, maqola nutqidagi lingvistik va nolingvistik omillarning pragmatik jihatini tahlil qiladi.

Kalit so'zlar: kontekst, ekstralingvistik omil, imo-ishoralar, pragmatik elementlar, shaxsiy imkoniyatlar.

Аннотация. Данная статья направлена на анализ влияния языковых и экстралингвистических факторов речи. Также описаны некоторые особенности внеязыковых факторов. А также, анализирует прагматический аспект языковых и нелингвистических факторов в речи.

Ключевые слова: контекст, экстралингвистический фактор, жесты, прагматические элементы, личностные качества.

The objective to emerge the lecturing strategies is to maintain interpersonal relationship among language learners so that they learn better. One of several ways to maintain that personal relationship is by involving politeness strategies in communicating. Moreover, it is beneficial to achieve the expected learning outcome interpretation that is adjusted to the context of situation and the participants' cultural context. The cooperative principles that underlie the interaction pattern develop an interaction between lecturers and undergraduates expressed in speech act state that the choice of communication strategy with various speech acts enables the participants to either keep the principles or

violate one of the principles based on the intention of using the speech act. Keeping or violating the principles emerge forms of politeness used by communication participants. [4,88] In order to comprehend the intention of a speech act, text and context should be taken into account. In this case, besides comprehending what is being uttered; the framework analyzes the time, place, and participants involved. Context is any shared background knowledge that helps the interlocutor to interpret the locutor's intention. In the same study, states that politeness is used to maintain social interaction. The lecturer tends to use positive and negative politeness. The use of politeness strategy will diminish social distance between lecturers and undergraduates and make the teaching learning process more interactive. For example in a certain condition, calling the undergraduates with their nicknames besides making them feel concerned, they also feel that their distance towards the lecturer shortens and their social status equal. That kind of interaction improves undergraduates' confidence. By doing so, they will feel comfortable in joining the teaching learning process. [1,42]

The extra linguistic elements are those that surround the communicative act; for example, the roles played by the interlocutors (the speakers), the place where they are, etc. All this also influences the way of saying things.

The context, that is, the time and space in which the conversation takes place and which can pose certain communication challenges or hinder the understanding of the message.

The gestures and pragmatic elements, which do not have to do with what is said but with how it is said, what face does it put on, what is done with the hands, how close it is said to the other, and a whole set of information that does not form part of the language, but significantly modifying the information transmitted. [2,61]

The personal capacities of each interlocutor, that is, their personal and particular ability to communicate: the functioning of their anatomy, their linguistic competence, their linguistic training, etc.

The intelligibility of non-native speakers depends on the extent to which their languages share phonological and grammatical features with English. There are many instances where distinct sounds in one language are interpreted as being the same by foreigners. For example Japanese speakers have difficulty detecting the difference between *"R"* and *"L"* sounds in English, and Dutch and Spanish speakers have trouble differentiating "S" and *"SH."* Native speakers of these languages must make a special effort to learn to differentiate between these sounds. Therefore, according to ICAO, native English speakers must familiarize themselves with the dangers of cross-cultural communications. All

parties must make a concerted effort to know the potential issues that can arise related to speech intelligibility. [3,167]. It is obviously necessary to try to explain what is meant by extra linguistic situation or factors. It is the sum total of factors which lie outside any possibility of signaling linguistic meaning. The analysis shows that any extra linguistic situation can be defined by three components, that is purpose, participants, setting. These components distinguish situation as the context within which interaction (communication) occurs. Words may be classified according to the concepts underlying their meaning. This classification is closely connected with the theory of conceptual or semantic fields. By the term "semantic fields" we understand closely knit sectors of vocabulary each characterised by a common concept. For example, the words blue, red, yellow, black, etc. may be described as making up the semantic field of colours, the words mother, father, brother, cousin.

The members of the semantic fields are not synonyms but all of them are joined together by some common semantic component — the concept of colours or the concept of kinship, etc. This semantic component common to all the members of the field is sometimes described as the common denominator of meaning. All members of the field are semantically interdependent as each member helps to delimit and determine the meaning of its neighbours and is semantically delimited and determined by them. It follows that the word-meaning is to a great extent determined by the place it occupies in its semantic field. Thus the semantic field may be viewed as a set of lexical items in which the meaning of each is determined by the co-presence of the others.

It is argued that we cannot possibly know the exact meaning of the word if we do not know the structure of the semantic field to which the word belongs, the number of the members and the concepts covered by them, etc. The meaning of the word captain, e.g., cannot be properly understood until we know the semantic field in which this term operates — the army, the navy, or the merchant service. It follows that the meaning of the word captain is determined by the place it occupies among the terms of the relevant rank system. In other words we know what captain means only if we know whether his subordinate is called mate or first officer (merchant service), commander ('navy') or lieutenant ('army'). Semantic dependence of the word on the structure of the field may be also illustrated by comparing members of analogous conceptual fields in different languages. Comparing, for example, kinship terms in Russian and in English we observe that the meaning of the English term mother-in-law is different from either the Russian *тёща* or *свекровь* as the English term covers the whole area which in Russian is divided between the two words. The same is

true of the members of the semantic field of colours (*blue — синий, голубой*), of human body (*hand, arm — рука*) and others.

The theory of semantic field is severely criticised by linguists mainly on philosophical grounds since some of the proponents of the semantic-field theory hold the idealistic view that language is a kind of self-contained entity standing between man and the world of reality (Zwischenwelt). The followers of this theory argue that semantic fields reveal the fact that human experience is analysed and elaborated in a unique way, differing from one language to another. Broadly speaking they assert that people speaking different languages actually have different concepts, as it is through language that we ‘"see” the real world around us. In short, they deny the primacy of matter forgetting that our concepts are formed not only through linguistic experience, but primarily through our actual contact with the real world. We know what hot means not only because we know the word hot, but also because we burn our fingers when we touch something very hot. A detailed critical analysis of the theory of semantic fields is the subject-matter of general linguistics. Here we are concerned with this theory only as a means of semantic classification of vocabulary items.

Another point should be discussed in this connection. Lexical groups described above may be very extensive and may cover big conceptual areas, e g. space, matter, intellect, etc.

Learning a foreign language the student, however, will often continue to interpret situations as he would in his own culture the result may be an inappropriate usage of intonation structure with the wrong meaning. For example, in Ukraine the leave-taking допобачення can be pronounced both with low rising and low falling tones, which sound neutral, while in English Good-bye! pronounced with a low falling tone sounds fairly rude, while rising tone makes it neutral Analyzing extra linguistic factors we should add some more to the above-mentioned ones. They are: the speaker’s individuality, temporal provenance, social provenance, range of intelligibility, sex and age of the speaker.

One of the most important style-modifying factors is the degree of spontaneity. So if we examine the situations in which people speak rather than write from the point of view of psychology we can distinguish between those in which they are speaking spontaneously as opposed to those in which they are speaking non-spontaneously as the actor and the lecturer are most often doing.

To conclude, the causes of semantic change can be both alteration in objective reality and internal system language changes. The connotation changes

as a result of redefinition of already existing objects or with the entrance of new ones and changing socially conscious attitudes towards them. If for some reason a word disappears from the language, its subject is redistributed among other vocabulary units.

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ПРАГМАТИК МАЗМУННИНГ МАТНДА ИФОДАСИ ВА ИШЛАТИЛИШИ

СамИСИ катта ўқитувчиси: Н.П.Имамов

Аннотация: Мазкур мақола прагматик мазмунини ифодаловчи лексик – фразеологик воситалар таҳлилига бағишланган. Нутқий актларни ўрганиш алоҳида фанлараро муаммо сифатида ажралиб туради ва у тилшунослик, социология, психология, этнография, маданиятшунослик, ижтимоий антропология, прагматик тилшунослик, социалингвистика, психолингвистика, амалий тилшунослик каби бир қатор гуманитар фанлар мутахассисларининг тадқиқотларида асосий мавзулардан бири. Ўзбек тилида прагматик мазмунини ифодаловчи лисоний бирликларнинг турли шароитларда, муайян тамойиллар асосида, ҳар хил вазиятларда турли мақсадлар билан семантик, прагматик хусусиятлари ўрганилган.

Annatation: This article is devoted to the analysis of lexical-phraseological tools expressing their pragmatic content. The study of speech acts stands out as a special interdisciplinary problem and it is one of the main topics in the research of specialists in a number of humanities, such as linguistics, sociology, psychology, ethnography, cultural studies, social anthropology, pragmatic linguistics, sociolinguistics, psycholinguistics, applied

linguistics. The semantic and pragmatic properties of linguistic units expressing their pragmatic content in the Uzbek language have been studied in different conditions, on the basis of certain principles, in different situations with different goals.

Аннотация: Данная статья посвящена анализу лексико-фразеологических средств, выражающих их прагматическое содержание. Изучение речевых актов выделяется как особая междисциплинарная проблема и является одной из основных тем в исследованиях специалистов ряда гуманитарных наук, таких как лингвистика, социология, психология, этнография, культурология, социальная антропология, прагматическая лингвистика, социолингвистика, психолингвистика, прикладная лингвистика. Семантические и прагматические свойства языковых единиц, выражающих свое прагматическое содержание, в узбекском языке изучались в разных условиях, на основе определенных принципов, в разных ситуациях с разными целями.

Калит сўзлар: *прагматика, семиотика, семантика, нутқий акт, матн.*

Ключевые слова: прагматика, семиотика, семантика, речевой акт, текст.

Key words: pragmatics, semiotics, semantics, speech act, text.

Ўзбекистон Республикаси Президентининг “Ўзбекистон Республикасида Хорижий тилларни ўрганишни оммалаштириш фаолиятини сифат жиҳатидан янги босқичга олиб чиқиш чора-тадбирлари тўғрисида” 2021-йил 19-майдаги ПҚ-5117-сон қарорига мувофиқ, шунингдек, хорижий тилларни ўрганишни оммалаштириш бўйича ташкилий чора-тадбирларни самарали амалга ошириш мақсадида Вазирлар Маҳкамаси қарор қилинди.

Тўғри айни пайтда ўзбек гуруҳида таълим олаётган талабаларим хорижий тилларни ўрганишдаги қийинчиликлар ҳам мавжуд. Зеро бунга бир қанча сабаблар ҳам бор айтайлик Инглиз ва Ўзбек тиллари бир-бирига қардош бўлган тиллар эмас. Шу туфайли уларнинг ўртасида грамматик, стилистик, прагматик фарқлар мавжуд.

Бу барча муаммолар мажмуасининг ҳал қилинишини тилшунослик тил материалининг ҳарактерига эга эканлиги, тил ва нутқ, матнда ифодаланиши уларнинг ўзаро муносабати ва вазифалари тил алоқалари ҳақидаги тушунча билан боғлиқдир. Тилшунослик ёки лингвистика тилларни у ёки бу кишилик жамиятида қабул қилинган ва муамола

жараёнларини амалга ошириш учун бундай жамиятларга хизмат қиладиган ишоралар (кодлар) тизимлари сифатида ўрганади. Кейинг пайтларда тилшунослик ўзининг янги соҳаси психолингвистика билан бирга нутқ фаолиятига тил кодлари (белгилари) ёрдамида маълумот узатиш ва қабул қилиш жараёни сифатида эътибор бера бошлади.

Матн доирасидаги боғликлик ўз навбатида вақт-замон ва макон боғлиқлигини таъминланишига эътибор қаратилади. Шу боғлиқлик матннинг грамматик семантик узвийлигини таъминлайди.

Тил компитенцияси гапларнинг грамматик тўғри қурилиши ва тушиниш имкониятини аниқлайди. Коммуникатив компитенция тушунчаси эса, маълум нутқ вазиятида турли типдаги матнларнинг тўғри қўлланилишига ўз эътиборини қаратади [1, 67]. Аниқланган “гап доирасидан юқори бирликлар”, “гапларнинг кетма-кетлиги” каби турлар ҳар доим ҳам матн тушунчасини аниқлашда тўғри йўл ҳисобланмайди. Улар фақатгина матннинг материал тизимини, қурилишини аниқлаш учун хизмат қилади. Ўз навбатида матннинг экстролингвистик кўрсатгичлари, мулоқат жараёнидаги қатнашувчиларнинг ўрни эътибордан четда қолади. Бундан ташқари матнннинг маъно таркибини “унутмаган” ҳолда матн гаплардан ташкил топади деган ғоядан кўра матн гапда амалга ошади деган фикр тўғрироқ туюлади [1, 9].

Ш.Сафаров эса прагматик назария сўзловчи ва тингловчиларнинг гап белгисининг матнга пропозиция билан мос келиши деб изоҳлайди [2, 43]. Демак, матндаги маълумот маълум даражада тугал, давомли ва шу каби хусусиятларда намаён бўлади. Муаллиф таъкидлашича “Воқеаликда кечаётган ҳодисалар баёнида ва улар ҳақида ахбарот узатишда унинг кечиш даври, пайтини кўрсатиш муҳимдир. Бундай кўрсатиш вазифасини замон (вақт) дейиксиси воситалари бажаради” [2, 174].Ушбу фикрга асосланадиган бўлсак, замон дейксиси воситалари нутқ вазиятидаги ҳодиса ва жараёнларнинг аниқ кечимига ишора вазифасини ўтайди.

Матн ўзининг микро ва макро семантикасига, шунингдек ўз навбатида микро ҳамда макро структурасига эга. Матн семантикаси маълумотнинг коммуникатив мақсади билан боғлиқ (матн-бир бутун маълумот сифатида); матн структураси матндаги бирликларнинг ички шаклий хусусиятлари ва мазкур бирликларнинг боғланишидаги қонуниятларида аниқланади.

Шундай қилиб, прагматика матн доирасидаги кўзланган маъноларни ўрганади. Қуйидаги мисола сўзловчи ва тингловчи орасидаги маъно тушунмовчилиги прагматик маънога мисол бўла олиши мумкин

A: I saw Mr X having dinner with a woman yesterday.

B: Really? Does his wife know about it?

A: Of course she does. She was the woman he was having dinner with.

Ушбу мисолдаги Внинг тушунмовчилиги прагматик импрлакатура ҳисобланади. Бунда, тингловчи дейктик рефренсни қўллайди. Қуйидаги мисолда эса, сўзловчининг ‘my’ дейктик бирлиги маънониг тингловчига етказилиши учун қўлланилган дейктик рефренс бўлиб хизмат қилган.

A: I didn’t sleep with my wife before we were married, did you?

B: I don’t know. What was her maiden name?

Матн ўзининг микро ва макро семантикасига, шунингдек ўз навбатида микро ҳамда макро структурасига эга. Матн семантикаси маълумотнинг коммуникатив мақсади билан боғлиқ (матн-бир бутун маълумот сифатида); матн структураси матндаги бирликларнинг ички шаклий хусусиятлари ва мазкур бирликларнинг боғланишидаги қонуниятларида аниқланади.

Хусусий боғланиш синтактик таркибни, тус-замон шаклларининг мослиги, лексик бирликларнинг такрорланиши, боғловчиларнинг вазифалари, сўз тартиби ва шу каби матн хусусиятларини аниқлайди.

She frowned. If it was a farm track she would go and knock at the door and ask whetherthey could give her some firm directions as to how to reach the nearest village. She nolonger expected to reach Bowness tonight.

Матннинг констркутив белгиларида бири, бу узвийлик ва бир бутунликдир. Ушбу хусусиятлар матннинг мазмун ва таркибий қисмларини акс эттиради. Бундан ташқари матн боғлиқлигида умумий ва хусусий турлари ҳам фарқланади. Умумий боғланиш матн мазмунини, бир бутун маъно сифатида ўрганса, хусусий боғланишда гаплар, фразаларнинг боғланиши назарда тутилади.

Умумий боғланиш маълум калит сўзлар, тематик ва консептуал мазмун орқали ифода планига кўчади.

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ТУРИЗМ ВА ХИЗМАТ КЎРСАТИШ СОҲАСИ МУТАХАССИСЛИКЛАРИНИ РИВОЖЛАНТИРИШДА КАСБИЙ ТЕРМИНОЛОГИЯНИНГ ЎРНИ

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Аннотация: Ушбу мақолада туризм ва хизмат кўрсатиш соҳасига оид мутахассис кадрларга дарс бериш жараёнида махсус изоҳли луғатлардан фойдаланиш, туристик терминларни лингвистик жиҳатдан таҳлил қилиш ва таълим жараёнига “Ҳамкорликда ишлаш” инновацион технологиясини тадбиқ этиш қонуниятлари ҳақида сўз боради. Мақолада сўзларни боғлаш ва терминларни калкалаш усулларидан ҳамда таҳлил ва синтездан фойдаланилган.

Аннотация: В данной статье рассказывается об использовании специальных толковых словарей, лингвистическом анализе туристских терминов и применении инновационной технологии «Работаем вместе» в образовательном процессе обучения специалистов туризма и сервиса. В статье используется метод анализа и синтеза, связывание слов и сопоставление терминов.

Annotation: This article describes the use of special explanatory dictionaries, the linguistic analysis of tourist terms and the application of the innovative technology "We work together" in the educational process of training tourism and service specialists. The article uses the method of analysis and synthesis, linking words and comparing terms.

Калит сўзлар: терминология, инновацион тизим, лингвистика, инновация, таълим, интеграция, туристик инновациялар, нутқ маданияти

Ключевые слова: терминология, инновационная система, лингвистика, инновация обучение, интеграция, туристические инновации, культура речи.

Key words: terminology, innovation system, linguistics, innovation training, integration, tourism innovations, culture of speech.

Туризм ва хизмат кўрсатиш соҳаси шарофати билан дунёнинг барча мамлакатларида иқтисодий ривожланишнинг юқори даражаси ва аҳолининг турмуш фаровонлиги қўллаб-қувватланиб турилади. Шу сабабли кўпгина мамлакатларда туризм ва хизмат кўрсатиш соҳасига мутахассис кадрларни тайёрлаш ишига алоҳида эътибор қаратиб

келинмоқда. Туризм ва хизмат кўрсатиш соҳасини изчил ўрганишга ҳам алоҳида эътибор бериб келинмоқда ва туризм соҳаси бўйича замонавий, рақобатбардош кадрларни тайёрлаш давр талаби бўлиб қолмоқда. Шунга қарамай, ҳозирги кунда туризм ва хизмат кўрсатиш соҳасида касбий таълимни ўрганиш жараёнида анчагина қийинчиликларга дуч келинмоқда.

Бунинг сабаби шундан иборатки, туризм ва хизмат кўрсатиш илм-фан, техника ва технологияларнинг ривожланиши натижасида кундалик хаётимизга кундан-кунга хорижий турли хил атамалар, иборалар кириб келмоқда ва уларнинг сони борган сари кўпайиб бормоқда, шу сабабли республикамиз олий ўқув юртларидаги ўқув жараёнларида ва халқимиз лексикасида хорижий тиллардаги атамалар ва иборалар сонининг ортиб бориши туризм ва хизмат кўрсатиш соҳасига оид мутахассис кадрларга дарс бериш жараёнида махсус изоҳли луғатлардан фойдаланиш ва мутахассислик терминлар билан ишлаш жараёнида инновацион технологияларни жорий қилиш мақсадга мувофиқдир.

Ҳозирги кунда бир қатор илмий мактаблар шаклланган бўлиб, улар когнитив лингвистика муаммолари билан шуғулланади. Ушбу мактабларнинг ҳар бири калит терминнинг ўзига хос талқини билан характерланади. Улардан Москва (Е.С Кубрякова, В.А. Виноградов, В.Ф. Новодранова,Э.В.Рахилина ва бошқалар), Иркутск (А.В. Кравченко ва унинг шогирдлари), Тамба (Н.Н. Болдрев, А.Л. Шарандин, Т.А.Фесенко ва бошқалар), Воронеж (З.Д.Попова, И.А. Стернин, А.П. Бабушкин ва бошқалар) мактабларини ажратиб кўрсатиш мумкин. Ушбу мактабда “Краткий словарь когнитивных терминов” нашр этилган [1, 97-99].

Термин ясалишидаги ички имкониятлар деганда, ҳар бир тилнинг мавжуд ифода воситаларидан ва материалларидан тўлиқ фойдаланиш назарда тутилади. Муайян тил терминологик тизими асосан ўша тилларнинг лисоний базасида сўз ясаш, сўзларнинг лексик маъносини ўзгартириш ва таълим тизимига инновацион технологияларни олиб кириш мақсадида, мақоламизда “Ҳамкорликда ишлаш” методи, таҳлил ва синтез, сўзларни боғлаш ва терминларни калкалаш усулларидан фойдаланилган.

Ўзбекистонда содир бўлаётган улкан ўзгаришлар, амалга оширилаётган туб ислоҳотлар, фан-техника тараққиёти, бошқа давлатлар билан олиб борилаётган яқин ижтимоий-иқтисодий алоқалар тилда ўз ифодасини топмоқда. Дарҳақиқат, жамият ҳаётида рўй берадиган ҳар қандай ўзгариш тилда ўз аксини топиши табиий. Бугунги кунни турли соҳаларни терминологиясисиз тасаввур қилиб бўлмайди. Жамиятдаги барча ўзгариш ва янгиланишлар аввало тилда акс этар экан,

жараёнлар тилшунослар олдига қатор вазифаларни қўяди. Ушбу вазифалардан бири лингвистик жиҳатдан таҳлил қилиш ва рус тилидан ўзбек тилига таржима қилиш масаласидир.

Олимларнинг аниқлашларича, бугунги кунда 500 дан ортиқ йирик соҳалар ва уларнинг ўнлаб йирик бўлимлари мавжудки, ҳар бири ўзига хос терминологик тизимга эга. Мамлакатимизда ҳам турли соҳалар шиддат билан ривожланиб бораётгани, бунинг натижасида терминологик тизимнинг ҳам бойиб бораётгани сир эмас. Терминологик тизимда туризм терминологияси ҳам салмоқли ўринни эгаллайди[2,78-80].

Термин ясалишидаги ички имкониятлар деганда, ҳар бир тилнинг мавжуд

ифода воситаларидан ва материалларидан тўлиқ фойдаланиш назарда тутилади. Кузатишлардан маълумки, муайян тил терминологик тизими асосан ўша тилларнинг лисоний базасида сўз ясаш, сўзларнинг лексик маъносини ўзгартириш, ушбу тилларнинг ички имкониятлари асосида сўзларни боғлаш, мавжуд терминларни калкалаш орқали ривожланади[3,17-19].

Ижтимоий психологик тадқиқотлар натижалари кўрсатишича, туризм ва сервис соҳасида мутахассислар фаолиятида мулоқот жуда муҳим ўрин тутади. Чунки, улар ўз фаолиятларини асосан мулоқот орқали амалга оширадилар. Одатда мулоқот деганда кишиларнинг ўзаро маълумот, мутахассислик терминларини билиш ва фикр алмашиш асосида бир-бирлари билан нутқли алоқалар ўрнатиш ва ривожлантириш жараёни тушунилади.

Демак, ўрганишлар асосида, таълим тизимига инновацион технологияларни қўллаш бир қадар мураккаб жараён бўлиб, мазкур жараёнда мутахассислик йўналишлари ҳамда уларнинг ўзига хос хусусиятларини инобатга олиш тақозо этилади.

Дарс жараёнида талабалар мутахассислик терминларини ўзлаштириш учун “Ҳамкорликда ишлаймиз” инновацион технологиясини тадбиқ қилиши мумкин. 4та кичик гуруҳ ташкил қилинади, ҳар бир гуруҳда 4-5 талаба иштирок этиши мумкин. Ҳар бир кичик гуруҳга бир хил топшириқ берилади: туризм терминологиясига оид глоссарий тузиш ёки жадвални тўлдириш керак бўлади [4, 101-102]. Мазкур технологияни тадбиқ этишда қуйидагиларга эътибор беради: ҳар бир гуруҳда актив ва пассив талабалар иштирок этиши керак, гуруҳ юқори балл тўплаши учун пассив талаба актив талабани фикрини эшитишга ҳаракат қилади ва терминларни (ўзбек, инглиз ва рус) тилларида ёзилиши, айтилиши ва

таърифига алоҳида эътибор беради ва эслаб қолади. Бу технология хамкорликда ишлашни талаб қилади, самарадорлиги ҳам шунда.

Шундай қилиб, туризм ва хизмат кўрсатиш соҳасига хос хусусиятларини инобатга олган холда матн, терминологик ва изоҳли луғатлар ўстида ишлашни такомиллаштириш зарур. Туризм ва хизмат кўрсатиш соҳасида касбий таълимни ўрганиш жараёнида педагог замонавий таълим асосларини ҳамда ўқитишнинг интерфаол, репродуктив ва муаммоли изланиш ноанъанавий таълим усулларини пухта ўзлаштириши ҳамда ўз фаолиятларида улардан самарали фойдаланиш малакаси (тажрибаси)га эга бўлиши керак ва таълим жараёнида таълим шаклига мос холда хоналарнинг жиҳозланиши, ноанъанавий таълим усулларини қўллаганда вақт чегарасини стандартлаштиришга ҳамда техник жиҳозлар билан таъминланганлик даражасига эътибор қаратиши керак.

Фойдаланилган адабиётлар

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A GLIMPSE INTO THE WORLD OF SPIRIT

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Annotation: In this article, the mental characteristics of a person, mental states, mental processes, mental characteristics, states, processes are

strongly interconnected, and the cases where one can turn into the other, pass, and complement each other are studied.

Key words: mental process, mental personality, theory, emotional experience, emotional reaction, simulation

Kalit so'zlar: ruhiy jarayon, ruhiy hususiyat, nazariya, hissiy kechinma, emotsional reaksiya, simulyatsiya

Ключевые слова: психический процесс, психическая личность, теория, эмоциональный опыт, эмоциональная реакция, симуляция..

Psychological science is a separate field of reality that studies mental phenomena and experiences. It is well known that our mental phenomena include our sensations, perceptions, imaginations, thoughts, feelings and aspirations. The word psychology is a combination of two Greek words: psycho (that is, soul, soul) and logos (word, science). So, if we translate the word "psychology" into Uzbek, it means soul, science. The whole set of mental phenomena is usually referred to by the word "psyche". Psyche is a reflection of reality in the brain. Psyche is not a separate world in itself, it is one of the higher forms of the organic world and is unique to animals and humans. The human psyche is qualitatively different from the animal psyche. A person has a higher form of mental life - consciousness. Psyche in humans is manifested as three types of mental phenomena.

1. Mental characteristics of a person are his temperament, character, abilities and stable features of mental processes, as well as inclinations, aspirations, knowledge, skills, qualifications and habits.

2. Mental states - although it does not last long, it is a very complicated process. This includes cheerfulness or sadness, activity or fatigue, restlessness, confusion, good and bad mood, and so on.

3. Mental processes are simple, elementary mental phenomena that belong to a more complex type of mental activity. They last a very short time.

Mental properties, states, processes are strongly interconnected, and one can turn into another, pass, fill.

Aristotle (384-322 BC) first explained the doctrine of the human psyche in his book "On the Soul". For this reason, Aristotle is considered the scientist who founded psychology as a separate discipline, or the "father" of psychology. He wrote several works in which he expressed his views on psychological issues. Aristotle believes that the soul is inextricably linked with the body. "Spirit," he says, "is by its nature the dominant base, and the body is subordinate." After Aristotle, Democritus, then Epicurus (342-271 years), Roman poet and philosopher Lucretius Carr (99-95 years) contributed to the

development of psychology with their theories. Lucretius substantiated the dependence of mental phenomena on the body in experience. He said, "the mind grows and fades together with the body, the mind is subject to disease like the body, it becomes dull as a result of drunkenness" and gave similar arguments. Ch. Darwin's evolutionary theory became extremely important in the development of psychology. The external environment has a decisive influence on the dynamics of evolutionary development of mental processes. E. Heckel said that none of the knowledgeable and thinking people should doubt that the foundations of psychology should be sought only from the physiology of the nervous system.

In order to prove that the influence of a person's mental state on the organism is related to the physiological basis of any mental process, Ibn Sina took two lambs and tied one of them near a hungry wolf, and kept the other one in a simple, peaceful environment without showing it to the wolf. He gave both of them the same amount of food, even measuring it on a scale. Soon after, the lamb, which was closely tied to the wolf, became very emaciated due to the long fear of the wolf's attacks, and despite being well fed, fell ill and died.

A lamb kept under normal conditions grew fatter and healthier every day. It is concluded that the influence of a person's mental state on the organism is related to the physiological basis of any mental process, and it has been proven that the influence of the external environment on the organism is great.

1. Related to a person's soul, mental mood, and inner experiences. Mental state. Spiritual upliftment. Mental oppression **"A person who suffers from constant mental suffering is always ready for new shocks".** *(Muttasil ruhiy azob chekkan odam hamisha yangi zarbalarga chog'lanib turadi)* S.Ahmad, **"Ufq"**. **"Hafiza came home disappointed. He was quiet and in a bad mood. Like some girls, she could not hide her inner state of mind - her sadness was immediately known."** *(Xafiza noumid uyga keldi. U so'nik, kayfi past edi. Ba'zi qizlarga o'xshab ichki ruhiy holatini yashira olmas-hafaligi darrov bilinib qolardi.)* Mirmukhsin **"Umid".**

Mental lightness (or refreshment) Good mood, cheerfulness, happiness. **"A mental lightness, like any person who wakes up from illness, filled his heart with joy."** *(Kasaldan turgan har qanday odamda bo'ladigan allanechuk bir ruhiy yengillik uning ham qalbiga quvonch to'ldirdi.)* O' Koshimov **"Yuragingga quloq sol". "Remembering the happy moments of yesterday gave Yodgor a great spiritual refreshment."** *(Kechagi bahtiyor damlarini eslashning o'ziyoq Yodgorga baland bir ruhiy tetiklik bergan edi.)*

O' Koshimov **" Yuragingga quloq sol ".**

2. Spiritual mental supply. **"Lullabies reflect a mother's love and dreams for her child."** *(Allalarda onaning dunyosi farzandga bo'lgan muhabbatini, orzu o'ylari aks etadi.)* **"Saodat".** It does not reflect the destruction of the ecology that is happening around us, but the destruction of the spiritual world.**"Mushtum".**

◆ [To Sunnatillo Makhsum Shukrullo:] **''You give them spiritual supply, I support them materially.''** *(Sen ularga ruhiy oziq berasan, men moddiy tomondan suyayman.)* Shukrullo, **"Javohirlar Sandig'i"**

Emotion is the process of reflecting in the mind the relationship to the surrounding world as a result of the existence of the ability to satisfy or not satisfy the higher needs of a person and the ability to create a mental image.

Throughout his life, a person expresses his positive or negative attitude to things, people, events and events in existence. These are his emotional experiences and he expresses them through emotions. There is no human without emotions, we all have emotions. Emotion enriches our daily lives and experiences. Emotions are one of the most important aspects of mental processes and characterize human perception of existence.

Emotions have two functions. These are signal and control. A signal acts as a stimulus to us from the external environment, and we receive the signal through our senses. Through this, we distinguish between impressions and communicate our emotions accordingly. Therefore, there is an emotional reaction, which is described as follows:

Emotional reactions are characterized by the dependence of the emerging experiences on the external circumstances that cause them. Such reactions depend on how we look at existence. Literature analysis and methodology are not indifferent to what people perceive (see, hear), do, think, and dream about. The same objects, persons, actions, events make us happy, others make us sad, and still others arouse our anger and hatred. We feel fear when we are in danger.

Victory over an enemy or overcoming a challenge gives us pleasure. Feelings (or emotions) are people's reactions to what they know and do. The source of emotions is the needs, aspirations, and desires that create the characteristics of the objects and events that we perceive and deal with. Our activities (work, study, play) and its success and defeat are also aroused by emotions. Emotion is a reflection of reality. At the same time, a person, being a living organism and a member of society, reflects in his brain the objective relations that he makes with certain objects as a separate person. Such a specific aspect of the reflection of the universe in the human brain is the emotional

sphere or the emotional aspect of the human personality. Emotion is a reflection of real relationships in the human brain, that is, relationships that are important to the subject of needs.

The concept of "emotion" can be used only in the brain of living beings when it comes to the reflection of the relationship between the objects that satisfy their needs and those that resist their satisfaction. Only the concrete form of the occurrence of a mental process, which consists of experiencing feelings, whose signs are particularly evident, is called an emotion. For example: feelings of patriotism, love, and responsibility cannot be called emotions. Because we cannot see them from the outside, we cannot feel them, because they are emotions, we can feel them only through the inner world. But in the affective state, we clearly feel the emotion. An affect is a short-term or negative emotion that appears in response to the influence of external or internal factors, manifested by somatovegative manifestations. Along with this, there is also "Pathological affect". Pathological affect is a concentration of traumatic experiences of the mind that occurs in response to a sudden, intense emotional trauma. An emotional-emotional state that is considered interesting and important for many people is stress.

Stress is a non-specific reaction of the body, a general adaptation syndrome in response to any unpleasant effect. Stress is a serious condition. Emotional states that arise due to an acute situation are called stress states of two seriousness. Stress is an action that occurs when various physical and mental activities become too much, when a dangerous situation arises, when it is necessary to quickly find the necessary measures. Knowing the psychological features of the emergence and transition of the stress state is also important for pilots, astronauts, power plant operators, dispatchers, drivers, judges, business managers, pedagogues who take exams from students, and others.

Stress levels:

Physiological/ Psychological/ Behavior

Stages of development of stress:

Worry/ Show resistance/ Weakness stage/ Research results

Simulation is the act of pretending to be sick without actually being sick.

In this case, a person creates symptoms of the disease on himself. It is associated with a state of mind, and people often use it to get out of a situation or save themselves. Fear is our lack of skill and experience with what we fear. Fear exists in us because we have full knowledge of the thing or situation we fear.

Fear is manifested by anticipation of a dangerous event and a feeling of tension.

Frustration - (deception, derailment of plans, frustration) is a state of mind that discourages action to solve problems or achieve goals.

Reasons that cause frustration are called frustrators. Coping with frustration is building resilience. Frustration is stable and transient in different people. Frustration mainly causes negative emotions.

Types of frustration:

Aggressive state/ Apathy/ Depression/ A feeling of sadness/ Self-doubt/ Weakness/ Disappointment

Practical feelings. Any field of practical life of a person becomes a field of a certain attitude of a person to mental activity in accordance with the purpose.

First of all, this is observed in labor activity, where a person not only realizes a goal, but also admits or denies it, evaluates the ways to achieve these goals, approves and disapproves of methods and tools of influence, doubts their correct selection, and finally feels a sense of success or failure.

Work is the basis of human life, and a person's emotional attitude to work occupies an important place among high feelings. Moral feelings. Moral feelings express a person's relationship to other people, the community and his social duties. When a person experiences these feelings, he evaluates the behavior or mental characteristics of other people and his own behavior based on a certain morality, that is, a set of social moral rules and norms.

One of the leading moral feelings of a person is a sense of duty. This feeling is also forgiven when a person realizes that he should act in the interests of the narrow community (family, school, production enterprise) in which he lives and works. A person not only knows and understands what his social duties are, but also feels the need to fulfill them. It is a friendship based on mutual assistance, solidarity, unity of aspirations and interests in people's lives and activities. Based on the above points, it can be said that it turned out that everything depends on the mental state of a person.

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THE SIGNIFICANCE OF COMMUNICATIVE LANGUAGE TEACHING IN SPEAKING SKILL

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Annotation. *The main purpose of this article is to rise reader's awareness of classroom interactions and the need of self-belief in speaking skill and to give several guidelines for the teachers which can be adopted in the course to implement CLT approach in the classroom and to help the students acquire communicative competence.*

Key words: *speaking-skill, pedogogy, communicative language teaching, communicative competence, learner-centered, teacher-centered.*

Аннотация. *Основная цель этой статьи состоит в том, чтобы повысить осведомленность читателей о взаимодействии в классе и необходимости веры в себя в навыках говорения, а также дать несколько рекомендаций для учителей, которые могут быть приняты в ходе курса для реализации подхода CLT в классе и помочь учащимся приобрести коммуникативную компетенцию.*

Ключевые слова: *педагогика, коммуникативное обучение языку, коммуникативная компетенция, личностно-ориентированный, педагогически-ориентированный.*

Speaking-skills pedagogy has been developing for years in second language teaching and learning. Such skills require constant practice through group activities. Therefore, Communicative Language Teaching (CLT) is perhaps the most commonly used approach used to help students communicate effectively with each other. EFL learners can be communicatively competent in the target language if they work hard on developing their communicative competence, which is the ability to communicate effectively using the target language within social happenings. It is because during learning process of CLT, students' are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students do not fall asleep during learning English. Learning activities in CLT focuses on

real oral communication with variety of language without too focus on form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English. In relation with CLT to teach speaking, research has shown that CLT can be used to improve students' speaking skill. [1,114]

There are several principles of CLT in the classroom procedures:

- Learners learn a language through using it to communicative.
- Authentic and meaningful communication should be the goal of class room activities. Fluency is an important dimension of communication.
- Communication involves the integration of different language skill.
- Learning is a process of creative construction and involves trial and error. [5,78]

According to Richard and Rogers's view, communicative language teaching refers to communicative. Teacher can gives the opportunity to talk about their reading in the classroom with real life context. The interactive behavior of ESL learners is influenced by a number of factors. To speak a language one must know how the language is used in a social context. The affective factors related to L2 learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Speaking a foreign language in public is often anxiety provoking. Sometimes, extreme anxiety occurs when ESL learners become tongue-tied or lost for words in an unexpected situation which often leads to discouragement and a sense of failure. The interference of L1 is very commonly seen among ESL learners. [2,19]

As a language teacher it is important to know what counts as speaking in learning and how to promote such skills. This part of the teaching tries to explore communicative activities, including challenges and benefits of their use, and the criteria for determining to what degree an activity is communicative. Communicative activities are always needed to encourage the learners to speak with and to listen to other learners, as well as with the people in society. Such activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. [3,34] Even when a lesson is focused on developing reading and writing skills, by integrating communicative activities, these skills can be best brought out among the students. This research on communication and spoken skill shows that more learning takes places when students are engaged in relevant tasks within a dynamic learning (learner-centered) environment rather than in traditional teacher led (teacher-centered) environment of learning. Here several guidelines for the teachers which can be

adopted in the course to implement CLT approach in the classroom and to help the students acquire communicative competence.[4,135]

Instructions for the teachers:

- *use language in authentic ways*
- *design activities with a purpose*
- *use activity based instructions*
- *encourage collaboration and interaction*
- *provide ample opportunities for learners to use the target language*

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ТЕРМИН — БУ МАХСУС МАҚСАДЛАР УЧУН МЎЛЖАЛЛАНГАН ТИЛДИР

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Аннотация: Мақолада туризм соҳасига оид терминлар бўйича терминологиянинг фан сифатидаги белгиланган мавқеи, «терминология» тушунчасининг эса истеъмол доирасининг чекланиши ва бошқа хорижий илмий манба, ўқув нашрларидаги маъносидан фарқли ўлароқ, муайян билимлар соҳасига оид терминларнинг йиғиндиси маъносини англатиши ҳақида сўз юритилган.

Калит сўзлар: Термин, терминология, терминосфера, терминосистема, синонимия ва полисемия муаммолари, гибрид терминлар ва соф терминлар.

Аннотация: В статье говорится об устоявшемся положении терминологии как науки в части терминов, относящихся к сфере туризма, а под понятием «терминология» понимается совокупность терминов, относящихся к конкретной области знаний, в отличие от ее значения в других областях. зарубежные научные источники и учебные издания.

Ключевые слова: терминология, терминосфера, терминосистема, проблемы синонимии и полисемии, гибридные термины и чистые термины.

Annotation: The article talks about the established position of terminology as a science in terms of terms related to the field of tourism, and the concept of "terminology" means a set of terms related to a specific field of knowledge, unlike its meaning in other foreign scientific sources and educational publications.

Key words: Terminology, terminosphere, terminosistem, problems of synonymy and polysemy, hybrid terms and pure terms.

Терминшунослик тарихининг 1960 йиллар бошларига қадар давом этган дастлабки даврида «терминосистема» (Д.С.Лотте), «терминологик майдон» (Л.А.Капанадзе) каби бир қатор асосий тушунчалар шакллантирилган. Чунончи, Д.Сагедер таъкидлаганидек: «Жадал тараққиёт ва технологияларнинг ривожи нафақат янги тушунчаларни

номлашни, балки терминларни қўллаш борасида келишувни ҳам талаб этарди. Амалий натижа
сифатида терминологик ишлар муайян бир ихтисослашган соҳалар (мутахассисликлар) доирасида ташкил қилина бошлади» [227;].

А.В.Суперанская эса қуйидагича таърифлайди: «Термин – бу муайян касбий профессионал фаолиятда қабул қилинган ва алоҳида соҳаларда, шароитларда ишлатиладиган махсус сўздир. Термин – бу профессионал билимларнинг муайян соҳаси тушунчалар тизимига кирувчи тушунча бўлиб, у сўз билан ифодаланади. Термин — бу махсус мақсадлар учун мўлжалланган тилнинг асосий тушунчавий элементидир. Ўз терминологик майдони ичида термин бир маънода қўлланилади. Турли майдонларнинг бир хил айтиладиган терминлари – омонимлардир. Ўзининг тўғри тушунилиши учун термин махсус дефиниция (аниқ илмий таъриф)ни талаб қилади»[143;-Б.56].

1969 йилда М.В Ломоносов номидаги Москва давлат университетида бўлиб ўтган илмий симпозиумда терминшунослик тушунчаси расман тан олинган ва истеъмолга киритилган эди [120;-Б.115]. Натижада терминологиянинг фан сифатидаги мавқеи белгиланди, «терминология» тушунчасининг эса истеъмол доираси чекланди ва бошқа хорижий илмий манба, ўқув нашрларидаги маъносидан фарқли ўлароқ, муайян билимлар соҳасига оид терминларнинг йиғиндиси маъносини англата бошлади. Баъзи хорижий илмий манбалар ва ўқув адабиётларида «терминология» фандаги бир йўналиш сифатида қўлланилади ёхуд терминологиянинг алоҳида илмий фан сифатидаги мақоми хусусида баҳс-мунозаралар юритилади. Терминология — бошқа соҳаларда мавжуд элементлардан модификацияланган, ихтисослаштирилган муайян соҳаларда қўлланадиган ва шундай соҳаларда юзага келган луғавий элементларни – терминларни ўрганишга йўналтирилган фандир. Терминологияда терминларнинг компиляцияси, тавсифланиши ва қайта яратилиши кузатилади. Айрим муаллифлар терминология ва терминографияни (лексикология ва лексикография тарзидаги фарқланиш каби) фарқлайдилар. Мазкур ҳолатда терминография «терминология»ларни «махсус луғатлар» яратиш санъати маъносидадир. Шундай қилиб, муаллифлар нуқтаи назарига кўра, терминология назарий компонент ҳамда терминологик назария ва амалиёт уйғунлиги натижасини (ихтисослаштирилган луғатларни) ўз ичига олади. Терминология мустақил соҳа бўлиб, тилнинг махсус луғат захираси бўйича хусусий назарияси ва методологиясига.

Терминологияни тушунишдаги хилма-хиллик (рус тилшунослигида) ўзбек тилшунослигида бўлгани каби, хорижий тил илмида ҳам мавжуд. Терминологиянинг моҳияти хусусидаги нуқтаи назарлар тафовути ҳақида Д.Сагедер шундай ёзади: Терминологияни илмий фан сифатида қарашга доир нуқтаи назарлар анча тарқоқ. Ҳозирги вақтда ушбу соҳа ва унга ёндош бўлган бир қатор мунозарали масалалар бўйича турли талқинлар мавжуд. Терминология фанми ёки фақат методми? Терминология ўз хусусий назариясига эга бўлган алоҳида гуманитар фан мақомига эгами ёки у ўзининг назарий имкониятлари учун нисбатан консолидацияланган фанлардан миннатдор бўлиши керакми назарий жиҳатдан нисбатан барқарор бирор фан таркибими? Терминология фанининг аҳамиятини камситиб бўлмайди. Уни ўз эволюцияси ва замонавий технологияларнинг тез ўзгарувчан оламида олдинга томон ҳаракатланиши туфайли тарихан муҳим куч сифатида кўриб чиқиш лозим.

Инглиз-америка тадқиқотчиларининг термин ва терминологияга бағишланган асарларининг батафсил шарҳи В.В.Касьяновнинг тадқиқотида ёритиб берилган. Муаллифнинг ёзишича, мазкур олимларнинг ишларидаги нуқтаи назарларнинг бир хиллиги ҳақидаги таъкидлар – изоҳ талаб; инглиз-америка тилшуносларининг назарий ва амалий материалларини чуқурроқ ўрганиш, таҳлил қилиш терминларнинг ўзига хослиги ҳамда уларнинг умумистеъмолдаги луғатдан фарқи юзасидан талқинларидаги назарий тафовутларни юзага чиқаради [81;].

В.В.Касьяновнинг хулосалари словак тилшунослиги вакилининг яқинда амалга оширилган тадқиқотида ўз тасдиғини топди: Кабре ва Кагеуранинг[217;] терминологияни ўрганишга бағишланган тадқиқотлари аниқ бир йўналтирилган мақсадга эга бўлиб, мазкур соҳа методологияси учун пойдевор вазифасини бажариши мумкин бўлган, унга мустақил фан мақомини олиш имконини берадиган назарий жихатдан асос бўлиб хизмат қиладиган хусусиятларини аниқлашдан иборат. Шунга қарамай, уларнинг ҳар иккаласи тегишли назарий моделнинг пайдо бўлишига имкон берадиган истиқболдаги тадқиқотлар ва ҳамкорликдаги саъй-ҳаракатларнинг зарурлигини таъкидлашади. Мутахассислар ўртасида коммуникациянинг етарлича эмаслиги, баҳс предметларининг турли йўллар билан ривожланиши ва вариатив идрок қилиниши туфайли бу вазифани бажариш осон кечмайди.

XX асрнинг 70-йиллари охирида В.П.Даниленко рус тилининг терминологик лексикасига бағишланган монографиясида терминшунослик масалаларини, хусусан, 40—70-йилларга оид қатор илмий ишларни таҳлил

қилади. В.П.Даниленко «термин» тушунчасининг 19 та таърифини келтиради. Рус тилшуносининг таъкидлашича, «термин тушунчасига келтирилган барча таърифлар махсус лексикага оид тадқиқотларнинг деярли ҳар бирида учрайдиган таърифларнинг кичик бир қисми, холос».

В.П.Даниленкодан кейин С.Д.Шелов терминнинг табиатини аниқлаштириш, «термин» тушунчасининг турлича таърифларини қиёслаш, баҳолаш мақсадида ўзининг «Еще раз об определении понятия термин» (Яна бир бор термин тушунчасининг таърифи хусусида) номли ишида мазкур тушунчанинг XX асрнинг 80—90 йиллари ва XXI аср бошида эълон қилинган тилшунослик ва терминшунослик бўйича илмий, луғат-маълумотнома, ўқув нашрларидан олинган 31 та таърифини келтиради.

С.Д.Шелов терминнинг моҳиятини очиб беришга қаратилган В.П.Даниленко, К.Я.Авербух, В.М.Лейчик ва бошқа мутахассисларнинг таърифларини таҳлил қилиб терминнинг умумлаштирувчи дефициясини таклиф қилди. Ушбу дефинцияга мувофиқ «агар тил белгиси (сўз бирикмаси, қўшма сўз, алоҳида символли сўз бирикмаси ва ҳ.к) билимнинг қайсидир соҳасига оид тушунчани ифодаласа, шу билан бирга, ушбу тил белгисини қўллаётганлар онгли равишда танлаган дефиниция (изоҳ, тушунтириш)га эга бўлса, у термин саналади».

Хулоса: 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.

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RECEPTIVE AND PRODUCTIVE LANGUAGE SKILLS AND WAYS TO DEVELOP WRITING IN TEACHING FOREIGN LANGUAGES

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Annotation *The article describes the interdependence of the four language skills considered to be the basis of foreign languages, as well as ways to develop language skills. It also contains suggestions and tips on choosing effective tasks related to the skills of writing an essay in the learning process, the effective use of copula words when linking sections to each other in the essay, as well as ways to check errors.*

Key words. *additional materials, language skills, reading, writing, listening and speaking, communication, productive skills, linking to each other, various sub-skills, stages of writing, editing, correction, text content, error checking, teaching methods.*

Аннотация. *В статье описывается взаимообусловленность четырех языковых навыков, считающихся основой иностранных языков, а также способы развития языковых навыков. В нем также изложены предложения и советы по выбору эффективных заданий, касающихся навыков написания сочинения в процессе обучения, эффективного использования слов-связок при связывании разделов друг с другом в сочинении, а также способов проверки ошибок.*

Ключевые слова: дополнительные материалы, языковые навыки, чтение, письмо, аудирование и разговорная речь, общение, продуктивные навыки, связывание к друг другу, различные поднавыки, этапы письма, редактирование, исправление, содержание текста, проверка ошибок, методы обучения.

Annotatsiya. Maqolada xorijiy tillarlning negizi hisoblangan to’rtala til ko’nikmalarining o’zaro bog’likligi hamda til ko’nikmalarini rivojlantirish yo’llari yoritilgan. Shuningdek, ta’lim jarayonida insho yozish ko’nikmasiga oid samarali topshiriqlarni tanlash, insho bo’limlarini bir-biri bilan bog’lashda bog’lovchi so’zlardan samarali foydalanish va xatolarni tekshirish yo’llari bo’yicha taklif va maslahatlar bayon etilgan.

Kalit so’zlar. qo‘shimcha materiallar,til ko'nikmalari, o'qish, yozish, tinglash va gapirish; muloqot qilish, samarali ko'nikmalar, bir-biriga bog'lash, turli quyi malakalar, yozish bosqichlari, tahrirlash, tuzatish, matn mazmuni, xatolarni tekshirish, o‘rgatish uslublari.

Spoken language is generally less planned and less well structured than written language. There are very good reasons for this. When we speak we usually don't have time to organize our thoughts and our language before, so we just say things as we think of them. Also, when we listen, we need to listen to simply structured messages. as spoken texts usually disappear as soon as they are said, they need to be simple enough for us to process and understand in the time that is available. We can see that written and spoken language have different features because. They are produced and understood in different types of circumstances. Their features respond to these circumstances.

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it, as in listening and reading. Very simply, we can say that writing involves communicating a message by making signs on a page. To write we need to have something to communicate, and usually someone to communicate it to. We also need to be able to form letters and words, to join these together to make sentences or a series of sentences that link together and to communicate our message in such a way as to get our message across. We will look at how we do this.

Literature review. Teachers of Cambridge University Mary Spratt [1], Alan Pulvernes[2], Melanie William [3] provide materials on receptive and productive skills and tips for developing them in their textbook “Teachers knowledge test”.

Tips for improving writing: Make a list of what you have written in your language in the past week. Maybe you haven't written anything in the past week! But perhaps you have written a shopping list, a postcard, a birthday card, some emails, your diary, some text messages, or maybe a story. If you are studying, perhaps you have written an essay. All of these are examples of written text types. You can see from this list that text types involve different kinds of writing, as each text type has different characteristics, e.g. single words only, short sentences or longer sentences; use or non-use of note form, addresses or paragraphs; different degrees of formality; different layouts; different ways of ordering information, i.e. structuring the text[4]. When we learn to write, we need to learn how to produce these characteristics for each text type we write and to know how to vary the characteristics within text types depending on who

we are writing to. For example, if you write a letter to a close friend, you will probably use a different layout, and different levels of complexity of grammar, register and range of vocabulary from those you use in a job application letter. Writing also involves using writing subskills. Some of these are related to accuracy, e.g. the correct forms of language. The others relate to communicating ideas.

The current condition of education in Uzbekistan has been analyzed by using methods. Statistics are made by the help of official statistic sites of Uzbekistan.

The writing subskills related to accuracy are spelling correctly, forming letters correctly, joining letters together correctly, writing legibly, punctuating correctly, choosing the right vocabulary, using grammar correctly, joining tenses correctly and correctly using paragraphs (a part of a longer piece of writing, each starts on a new line and usually focuses on one idea). The writing subskills related to communicating our ideas include using appropriate and organizing ideas in a helpful way, using the features typical of text type we are writing, joining our words and sentences clearly and using appropriate functions to express our meaning, e.g. narrating (telling a story), plaining, requesting, thanking, summarizing (expressing main points or ideas in writing clear words), concluding [5].

While doing a writing task students are exposed to focus on two aspects of cohesion: making use of linkers to link ideas and writing a paragraph. Other ways of making a text cohesive (linked together) include the use of reference words to confer backwards or forwards to other words in the text, the use of a logical way of organizing the information in a text and the use of paragraphs and topic sentences (a sentence that gives the main point or subject of a paragraph) [6].

A writer not only works various subskills when writing, but also goes through a number of stages of writing. these often evolve, particularly for longer or more imported pieces of writing, the stakes of:

• editing (correcting and improving the content of the text)

•proofreading (checking for mistakes in accuracy and correcting)

• re-drafting (writing a second/final version of your piece of writing). these stages form part of the writing process. we can see from them that writing in fact begins before we put pen to paper or start word processing, and that it makes the writer in crying out seven steps which reach lead in the next one and aim to improve the quality of the final product[7].

Recommendations. There are some tips which are most important for students.

• the subskills of writing that we choose to teach will vary, storing on our learners' age and needs. at primary level we may lend lot of time teaching learners how to form letters and words, how to join them together and how to write short texts of a few words or sentences, often by copying. learners at primary level are not just learning how to write in English but also how to write letters and words. this may also be true for learners who first language does not use the novel alphabet.

•at secondary level we may need to focus more on other types of attention and the communication skills required to write long texts such as letters, emails or compositions.

• before they start writing it is useful entourage learners to think about why they are writing (their reason for writing) and who they are writing to (their audition). this helps them focus on what they want to say (content) and how to say it (register and style).

• many activities exist to help learners practice accuracy in writing, e.g. labelling, copying, sentence completion, sentence-filling, sentence transformation exercises, dividend texts into paragraphs, putting punctuation into an unpunctuated text, proofreading exercises to correct errors in texts. Many activities exist to help learners practice communication through writing, e.g. story completion, jumbled picture stories, writing birthday cards, writing emails of invitation. We can support learners in their writing by moving on to writing after doing some listing, reading or speaking on a topic. In this way, learners have already worked on the language of the topic and may have developed ideas[8].

• teachers sometimes work with models (clear examples) of text types when teaching writing. models can show learners what patterns of language, vocabulary, register or layout to use, or how to structure their writing. they can also help learners get ideas about what to write.

Conclusion. We can guide or support learners in their writing through the use of a process writing approach. With this approach the teacher gives learners the opportunity to work through the stages in the writing process. They move from planning their work, to drafting it, and then on to editing, re-drafting and proofreading. this approach allows learners to focus on different aspects of writing at different times. At the planning stage they focus on developing ideas and organizing them. At the drafting stage they focus on finding the language to express themselves, and at the editing, re-drafting and proofreading stages they

focus on evaluating (looking at the strengths and weaknesses of) their ideas, the organization of their writing and the achievement of their language.

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ХИТОЙ ТИЛИДА ТАОМ ДИСКУРСИГА ОИД СИФАТЛАРНИ ЎҚИТИШДА ТАРЖИМА МУАММОЛАРИ

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Аннотация: мазкур илмий ишда хитой тилида таьм сифатининг лексик-семантик жиҳатдан таҳлил қилиниб, тажриба-синов тариқасида талабаларга тўйимли сифати иштирок этган бир қанча гаплар таржима қилиш учун берилди. Натижаларга кўра, талабалар бир қанча ҳатоликларга йўл қўйган.

Калит сўзлар: *热, 烫, 辣, 苦, сифати таъм-маза сифатлари, беш таъм, таржима муаммоси*

Аннотация: *в данной научной работе было проанализировано лексико-семантическое вкусовые прилагательные в китайском языке, и в качестве эксперимента учащимся был дан ряд предложений с качеством nutritious для перевода. По результатам студенты допустили несколько ошибок.*

Ключевые слова*: 热, 烫, 辣, 苦, вкусовые прилагательные, пять вкусов, проблема перевода.*

Abstract: *in this scientific work, the lexical-semantic adjectives of tastes in Chinese was analyzed, and as an experiment, students were given a number of sentences with the quality of nutritious to translate. According to the results, students made several mistakes.*

Key words*: 热, 烫, 辣, 苦, taste adjectives, five tastes, translation problem*

Жуда осон тайёрланадиган таом бу – товуқ шўрва, у одатда, иссиқ ҳолда истеъмол қилинади. Гапидаги *иссиқ* сифати 62.4 % талаба томонидан тўғри, 37.6 % талаба томонидан интерференция ҳодисаси натижасида лексик-семантик таржима қилинган. Қуйидаги уларни таҳлил қиламиз:

Таржимага берилган учинчи гапда 39 та талаба томонидан тўғри таржима қилинган 热rè сифати 1.Оддий ҳароратдан анча юқори бўлган даража: 我国北方的三伏天很热(Wǒguó běifāng de sān fútiān hěn rè) Юртимизнинг шимолида саратон жуда иссиқ бўлади.

2. Инсон ҳиссиётининг чуқурлиги, иссиқ маъноси: 妈妈是个热心肠的人 (Māmā shìgè rèxīncháng de rén)。- Она самимий инсон[1]. 热 rè сифатига берилган биринчи таърифда ҳароратнинг иссиқлигини билдириши таомнинг иссиқ ҳолатини англатишда ҳам қўлланилади. Таҳлилга тортилган таржима гапларида айнан 热 rè иссиқ сифатини қўллаш мақсадга мувофиқдир.

21 та талаба томонидан иссиқ сифатини таржимада 烫tàng қайноқ сўзи билан берган. 烫 tàng - иссиқ сифати қуйидагича изоҳланган –烫tàng сифати предметларнинг ҳарорат юқори эканлигини билдиради: 这是今天夏季里最热的一天，门口的柏油路晒得发烫，人踩上去觉得脚底下软乎乎的，好像就要被烈日晒化似的 (Zhè shì jīntiān xiàjì lǐ zuì rè de yītiān, ménkǒu de bóyóu lù shài dé fā tàng, rén cǎi shàngqù juédé jiǎodǐ xia ruǎn hū hū de, hǎoxiàng jiù yào bèi lièrì shài huà shì de) – Бугун ёзнинг энг

[1] 陶然，良岳中，张志东 现代汉语形容词辞典。- 中国国际广播出版社，1995 年。-北京，页179-180

жазирама куни. Эшикдан чиқсанг, асфальт йўл шунчалик иссиқки, уни боссанг оёқларинг ости юмшоқликни ҳис қилади, гўё жазирама қуёшда эриб кетмоқчи бўлгандек[1], гапига 烫 tàng қайноқ сифати ҳароратнинг юқори, куйдирадиган даражада эканлигини англатади. Яъни, 热 rè *иссиқ* сифатидан фарқли равишда 烫 tàng қайноқ сифатининг маъноси кучлироқ бўлиб, таом ҳолатининг иссиқлигини ифодалашда 热rè иссиқ сифати қўлланилади.

Хитойга ташриф буюрган ҳар бир сайёҳ аччиқ-нордон шўрва （酸辣汤）шўрвасидан таътиб кўриши керак. Чунки аччиқ-нордон шўрваси ўзининг аччиқ ва нордонлиги билан бошқа шўрвалардан фарқ қилади". Мазкур гапда қўлланилган таъм сифатларидан *нордон* сўзи экспериментда қатнашган ҳамма талабалар томонидан тўғри таржима қилинган, аммо аччиқ сўзи хитой тилида синоними мавжуд бўлганлиги учун 54 та талаба 辣 là сифатини тўғри қўллаган, 6 таси интерференция сабабли 苦 kǔ сифатидан фойдаланишган. Икки сифат ўртасидаги фарқлар қуйидагича: **辣 là**[2] аччиқ сифати онлайн луғатда берилган таърифга кўра, пиёз, саримсоқ, қалампир каби аччиқ таъмни билдиришда қўлланиладиган сўз. Ўзбек тилида кўпроқ бундай маҳсулотлар истеъмол қилинганда ёндирадиган, куйдирадиган даражада аччиқликни ифодалашда 辣 là аччиқ сифати тўғри келади. Хитой замонавий адабиётининг энг машҳур ёзувчиларидан бири Лу Сун "Ўзимдан холи" номли китобида (鲁迅《伪自由书》[3]) "辣椒虽辣，辣不死人 (Lǔxùn "wěi zìyóu shū") "làjiāo suī là, là bùsǐ rén) *Қалампир аччиқ бўлса-да, аммо одамни ўлдирар даражада аччиқ эмас"* гапида 辣 là сифати қалампирнинг аччиқлигини ифодалаб қўлланилмоқда.

Тўртинчи гапда 6 та талаба нотўғри таржима қилган 苦 kǔ[4] – *аччиқ* сифати қуйидагича таърифланган:

1. Хитой табобатидаги 黄连 huánglián[5] каби таъмга эга: 这瓜是苦的 (Zhè guā shì kǔ de) – Бу қовун аччиқ.

2. Оғриқ: 解放前，他家的生活很苦 (Jiěfàng qián, tā jiā de shēnghuó hěn kǔ) –Озодликка чиқишдан олдин, оиласининг аҳволи жуда оғир эди.

[1] 陶然，良岳中，张志东 现代汉语形容词辞典。- 中国国际广播出版社，1995 年。-北京，页209
[2] http://www.t086.com/zidian/%E8%BE%A3
[3] https://zidian.911cha.com/zi8fa3.html
[4] 陶然，良岳中，张志东 现代汉语形容词辞典。- 中国国际广播出版社，1995 年。-北京，页122
[5] Изоҳ: Хитой табобатидаги коптис деб номланувчи аччиқ дори номи

3. Бор кучи ва имконияти билан бирор ишни бажариш: 由于他勤学苦练，他的游泳成绩很出色(Yóuyú tā qínxué kǔ liàn, tā de yóuyǒng chéngjī hěn chūsè) –Бор кучи билан ўқиб-ўрганлиги сабабли, унинг сузиш кўрсаткичлари юқори.

Таҳлилга тортилган гапда**辣** là аччиқ сифати таржимага тўлиқ мос келади, чунки хитойликлар таомларни таърифлашда ҳамда уларни тайёрлаш жараёнида аччиқ гаримдоридан фойдаланиши ҳеч кимга сир эмас. **苦** kǔ аччиқ сифатида бу ўринда таржимага мос келмайди, сабаби хитойликлар севиб истеъмол қиладиган “аччиқ-нордон шўрва （**酸辣**汤）[1]” шўрвасининг номида ҳам айнан **辣** là аччиқ сўзи қўлланилган. (Албатта, таржима матнларига бу сўз иероглифлар билан берилмаган эди.)

Шунингдек, юқорида келтирилган гапдаги нордон таъм билдирувчи сифати бўлажак таржимонлар томонидан 100 % тўғри таржима қилинган.

Шу гапдаги *нордон* сифати таржимаси ҳам анча баҳс ва мунозараларни келтириб чиқаради. Масалан: **酸** suān сўзи – бир бўғиндан иборат пиктограмма, нордон таъмини англатади. Маънолари:

1. Сирка каби ҳид ёки таъмга эга: 酸菜 (suāncài) – тузланган карам.

2. Кимёвий жиҳатдан сувли эритмада водород ионларини ҳосил қила оладиган бирикма, уни икки тоифага бўлиш мумкин: "ноорганик кислота" ва "органик кислота": 盐酸 (yánsuān) – тузли кислота.

3. Халқ тилида истеҳзо билан камбағал, ночорликка ишора қилганда: 穷酸 (qióngsuān) – камбағал (жуда ночор).

4. Ғамгинлик, қайғуни ифодалаганда: 酸楚 (suānchǔ) – қайғу ва ғам[2].

5. Чарчоқ ёки касалликдан юзага келадиган енгил оғриқ ва заифлик ҳиссини: 酸痛 (suāntòng) – ачиб оғримоқ.

Сичуанликлар нордон таъмли шўрваларга бизор аччиқ қайла қўшиб истеъмол қилишади. Бу эса, шўрвага мазали таъм беради.

[1] https://www.google.com/url

[2] “汉字字源” 吉林文史出版社，2005 年，241页

Гапида *мазали* сўзи 好吃hào chī мазали таржимасини беради. Бу таржимадан фойдаланган талабалар 21 та ташкил қилади. 好味 hǎo wèi яхши таъм сифатидан 4 нафар талаба, 美味儿 měiwèi er сифатидан 7 та, 鲜美 xiānměi мазали сўзини 8 та, 味道可口wèidào kěkǒu таъми мазали 19 та, 香味xiāngwèi ёқимли ҳид сифати 1 та талаба томонидан қўлланилган. Ушбу сифатларни таҳлили қуйида берилган:

Бешинчи гапда 4 та талаба *мазали* сифатини**好味**hǎo wèi[1] яхши таъм шаклида хитой тилига ўгирилган бўлиб, бу сўз икки сўздан ташкил топган. **好**hǎo яхши таржимасини беради. **味**wèi - таъм маносини билдирувчи **味道** wèidào (таъм) нинг қисқартирилган шакли. **好味**hǎo wèi сўзма-сўз таржима қилинган бўлиб, *таъми яхши* маъносини англатади ҳамда мазали сифати таржимасига мос келмайди: 食物好味（shíwù hǎo wèi） *Яхши таъмга эга бўлган озиқ-овқат*.

19 та талаба бешинчи гапни ўзбек тилидан хитой тилига ўгириш жараёнида 味道可口[2] wèidào kěkǒu – таъми мазали сўз бирикмасини қўллаган. 味道 wèidào сўзи луғатда “инсон таъм билиш қобилиятлари асосида ҳис қила оладиган мавҳум ҳис ва маънони билдиради. Булар ширин, аччиқ, нордон, тузли каби таъмлар” деб изоҳланган. Бирикма таркибидаги可口的- kěkǒu de 汉语词典” (Hànyǔ cídiǎn Хитойча сўзлар луғати) луғатида *мазали, иштаҳа очар, ейишимли* маъноларида қўлланилиб, кўпроқ тез тайёрланадиган таомлар, қаҳва, пица ҳамда бошқа газаклар таъмининг мазали эканлигини ифодалайди:

他供应茶，咖啡和可口的小吃 (Tā gōngyìng chá, kāfēi hàn kěkǒu de xiǎochī)。- У чой, қаҳва ва мазали газак таклиф қилмоқда. 你知道...看起来满可口的 (Nǐ zhīdào... Kàn qǐlái mǎn kěkǒu de) – *Биласанми, кўринишидан ниҳоятда мазали*[3]. 可口 kěkǒu сифатини шўрванинг таъми мазалигини таърифлашда қўллаб бўлмайди. 味道可口wèidào kěkǒu – *таъми мазали* т сўз бирикмасини ҳосил қилади ва грамматик жиҳатдан бу шакл хитой тилида бироз нотўғри. Чунки хитой тилида сифат сўз туркумидан олдин даража билдирувчи **很** hěn

-жуда, **非常**fēicháng ўта, **真**zhēn жудаям, **太**tài жуда каби равишлар ишлатилиши лозим. Агар талаба 味道很可口 wèidào hěn kěkǒu –

[1] https://www.happycow.net/reviews/shi-guang-de-hao-wei-taipei-152882
[2] https://baike.baidu.com/item/味道
[3] https://www.almaany.com/en/dict/en-zh可口的

таъми жуда мазали – деб қўллаганда, таржима аслиятга семантик жиҳатдан яқин бўлар эди.

5-гап таржимаси жараёнида 8 нафар талаба мазали сифати ўрнига 香味xiāngwèi[1] ёқимли ҳид – сифатини ишлатган. Аслида эса, бу таъм эмас, нарса-буюмнинг, ўсимлик ва маҳсулотларнинг ифорини билдирувчи сифат бўлиб, таом таъми эмас ҳидини ижобий ифодалайди. Масалан: – 金黄的油菜花散发出一阵阵浓郁的味道 （Jīnhuáng de yóucài huā sànfà chū yīzhèn zhèn nóngyù de wèidào）[2] *Тилло рангли гулхайри гуллари атрофга жуда ёқимли ҳид тарагади* гапида ёқимли香味xiāngwèi ҳид маъносда қўлланилмоқда.

Фойдаланилган адабиётлар рўйхати:

1. 新HSK 5000 词分级词典。 (四-五级) 李禄兴主编。- 北京：北京语言大学出版社，2014.6- 第172 页
2. 陶然，良岳中，张志东 现代汉语形容词辞典。- 中国国际广播出版社，1995 年。-北京，页233-234
3. http://www.t086.com/zidian/%E8%BE%A3
4. https://zidian.911cha.com/zi8fa3.html
5. https://www.google.com/url
6. “汉字字源” 吉林文史出版社, 2005 年，241页
7. https://www.happycow.net/reviews/shi-guang-de-hao-wei-taipei-152882
8. https://baike.baidu.com/item/味道
9. https://www.almaany.com/en/dict/en-zh可口的

[1] https://baike.baidu.com/item、香味/22134561
[2] https://zaojv.com/7637744.html

ИНГЛИЗ ТИЛИДА “HEART” КОМПОНЕНТЛИ ПАРЕМИЯЛОГИК БИРЛИКЛАРНИНГ СЕМАНТИК ХУСУСИЯТЛАРИ

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Аннотация: *Мақола инглиз тили онгидаги “heart” лексик компонентли мақол ва маталларнинг семантик хусусиятларидан иборат. Ишнинг мақсади ана шу фразеологик бирликларни таҳлил қилиш, «heart лексемаси ҳақида тушунчани кенгайтириш, унинг қайта ўйланган маъносини ўрганишдан иборат. Таҳлил қилинаётган фразеологик бирликлар ўрганилаётган компонентнинг маъносига кўра она тилида сўзлашувчиларнинг сергаплик, қўрқоқлик, ўз-ўзидан шубҳаланиш, турли ҳис-туйғу ва туйғуларини тасвирлашда қўлланилишига қараб гуруҳларга бирлаштирилди.*

Калит сўзлар: *мақол, матал, фразеологик бирлик, комбинация, семантика, компонент, идиоматика, глобал.*

Abstract: *The article consists of semantic features of proverbs and sayings with the lexical component "heart" in the mind of the English language. The purpose of the work is to analyze these phraseological units, to expand the understanding of the lexeme "heart", to study its rethought meaning. The analyzed phraseological units were grouped according to the meaning of the studied component, depending on the use of the native speakers in the description of alertness, timidity, self-doubt, various feelings and emotions.*

Key words: *proverb, saying, phraseological unit, combination, semantics, component, idiomatic, global.*

Аннотация: *Статья состоит из семантических особенностей пословиц и поговорок с лексическим компонентом «сердце» в сознании английского языка. Цель работы - проанализировать данные фразеологизмы, расширить понимание лексемы «сердце», изучить ее переосмысленное значение. Анализируемые фразеологизмы были сгруппированы по значению изучаемого компонента в зависимости от*

употребления носителями языка в описании настороженности, боязливости, неуверенности в себе, различных чувств и эмоций.

Ключевые слова: пословица, поговорка, фразеологизм, сочетание, семантика, компонент, идиоматика, глобальный.

Ҳар қандай тилни ўрганиш унинг фразеологиясини, халқ амалий санъатини ўрганишни назарда тутади. Фразеологияни билиш турли жанрдаги ўқиладиган матнларни тушуниш, тилни ўзлаштириш жараёнини сезиларли даражада осонлаштиради. Фразеологик бирликларнинг ўринли ишлатилиши нутқни безатади, уни ёркинроқ, ифодали қилади. Фразеология тилшуносликнинг муҳим бўлимидир. Фразеологик бирликлардан фойдаланиш нутқни бойитади, уни янада ифодали ва ҳиссий қилади. Фразеологик бирликлар у ёки бу халқнинг турмуш тарзи ва маданиятини, урф-одатларини, одамлар ўртасидаги муносабатларни, динга, табиатга муносабатини ифодалайди. Ушбу барқарор комбинациялар ёрдамида сиз туйғуларингизни ва ҳисссиётларингизни ифода этишингиз, маслаҳат беришингиз, танқид қилишингиз, масхара қилишингиз мумкин. Фразеологизмлар барча тилларда, шу жумладан инглиз тилида ҳам кенг тарқалган. Ушбу мақола инглиз тилидаги "heart" лексик компонентли мақол ва маталларни ўрганишга бағишланган. Узлуксиз танлаб олиш усули “heart” компонентли 28 та фразеологик бирликни аниқлади. Ўтказилган семантик таҳлил инглиз тилидаги “heart” компонентли мақол ва маталларни тасниф-лаш, heart концептининг лингвомаданий жиҳатларини аниқлаш, ушбу фразеологик бирликларнинг семантик тузилишини яхлит тавсифлаш имконини берди.

Мақолларнинг ўзига хос хусусияти - уларнинг бир маънолилиги, уларнинг маъносини умумлаштириш даражаси ва матнлардаги доимийлигидир В.Л.Архангелский ўрганилаётган тил бирликларини фразеологик бирликлар доирасига кирадиган иккиламчи лингвистик белгилар деб ҳисоблайди Longman Dictionary of English Language and Culture мақолни “a shot well-known statement that contains advice about life in general” - умуман ҳаёт ҳақидаги маслаҳатларни ўз ичига олган таниқли баёнот сифатида белгилайди; мақол “a well-known wise statement”- машҳур ҳикматли гап сифатида таърифланади. М.И.Дубровин мақол ҳодисасининг концептуал мазмунини ўрганади. У уларнинг ихчамлиги ва қисқалигини таъкидлайди; мақолни гап, цитата сифатида белгилайди. Олимнинг фикрича, мақол ҳақиқий ҳодисаларни акс эттиради; у халқлар донолигининг омборидир. Ушбу фразеологик бирликлар энг қисқа ва тушунарли жумла бўлиб, ахлоқий насиҳат ёки ҳикмат сифатида

ишлатилади. Матал – рамзий ибора ёки ибора, мустаҳкам ўрнатилган образли ифода, метафора. Кўпинча маталлар тегишли мақолнинг бир қисмидир. Мақолнинг асосий хусусияти унинг тўлиқлиги ва синтактик яхлитлигидир. Матал, ўз навбатида, ҳукм-нинг тўлиқ эмаслиги билан ажралиб туради, у ибратли маънога эга эмас. Мақолларга қараганда, маталлар миллий, умуммиллий маъно ва хулосага кўпроқ хосдир. “Heart” лексик компонентли мақол ва маталларни тасниф-лаш учун қуйидаги манбалардан олинган маълумотлар таҳлил қилинди.

"Юрак" лексик компоненти кўп маъноли бўлиб, турли хил маъно тусларига эга (тирик мавжудотнинг қон айланишига сабабчи бўлган органи; шахсият; шахснинг ҳиссий, ахлоқий табиати; характер, туйғу), бу Merriam-Webster Dictionary изоҳли луғатида маълумотлар билан тасдиқланган:

1) умуртқали ҳайвонларнинг ичи бўш мушак органи бўлиб, у ўзининг ритмик қисқариши билан қон айланишини таъминлайдиган куч помпаси вазифасини бажаради; *a hollow muscular organ of vertebrate animals that by its rhythmic contraction acts as a force pump maintaining the circulation of the blood;*

2) шахсият, феъл-атвор; - *personality, disposition;*

3) интеллектуал табиатдан ажралиб турадиган ҳиссий ёки ахлоқий табиат; - *the emotional or moral nature as distinguished from the intellectual nature;*

4) инсоннинг ички характери, ҳис-туйғулари ёки мойиллиги; - *one’s innermost character, feelings, or inclinations;*

5) марказий ёки энг ички қисм - *the central or innermost part* [14].

Тадқиқот мақсадига мувофиқ “ heart ” лексик компонентли мақол ва маталлар қуйидаги семантик гуруҳларга ажратилди.

1-гуруҳ – “ heart” лексик компоненти меҳр, ҳамдардлик, раҳм-шафқатни ифодаловчи мақоллар ва маталлар. Бу гуруҳга қуйидаги мақол ва маталлар киради: 1) *Kind hearts are more than coronets*;- Меҳрибон қалблар тождан кўпроқ; 2) *It is a sad (poor) heart that never rejoices.* Ҳеч қачон шодланмайдиган ғамгин (бечора) юрак. Бу фразеологик бирликларнинг компонентлари “меҳрибонлик”, “ҳамдардлик”, “раҳмдиллик” маъносига эга бўлиб, бу қуйидаги сўзларнинг қўлланиши билан тасдиқланади: *kind* – меҳрибон; *poor* - камбағал, бахтсиз, бечора. 2-гуруҳ – “ heart ” лексик компоненти қўрқоқлик, тортинчоқлик, ўз-ўзидан шубҳаланиш билан ифодаланган фразеологик бирликлар. Бу семантик гуруҳга қуйидаги фразеологик бирликлар киради: 1) *Faint heart never won*

fair lady;-Заиф юрак хеч қачон адолатли аёлни забт эта олмайди 2) *Bring smb.'s heart into his mouth (make smb.'s heart leap out of his mouth)*- бировнинг юрагини оғзига олиб кирмоқ (оғзидан бировнинг юрагини отмоқ); 3) *His heart was in his boots;* - Унинг юраги этигида эди; 4) *Have one's heart at one's heels* -юраги товонига тушмоқ. Юқоридаги матал ва маталларда "қўрқоқлик", "тортинчоқлик" маъноларини ўзида мужассам этган компонентлар мавжуд бўлиб, улар қуйидаги лексик бирликларнинг идиоматик маъносини қўлланиши билан ифодаланади: faint – заиф; heel - товон.

1) What the heart thinks the tongue speaks; 2) Out is the fullness of the heart the mouth speaks; 3) The heart of the wise is in the house of mourning; but the heart of fools is in the house of mirth; 4) Some one who is always thinking about happiness is a fool; a wise person think about death. В данной семантической группе глупость, мудрость, болтливость представлены такими лексическими единицами, как: fool – глупец, дурак; wise – мудрый.

"Юрак" лексик компоненти тақдим этилган фразеологик бирликларнинг 3-гуруҳида ҳис-туйғулар, севги, қувонч билан боғлиқ. Бу гуруҳ қуйидаги мақол ва маталлардан иборат: 1) *The heart that once truly loves never forgets* -Бир марта чин дилдан севган юрак ҳеч қачон унутмайди; 2) *What the eye doesn't see the heart doesn't grieve over;* -Кўз кўрмаганга юрак ачинмайди; 3) *Love cannot be forced;* - Севгини мажбурлаб бўлмайди; 4) *...every heart knows its own bitterness;* - ...ҳар бир юрак ўз аччиқлигини билади; 5) *One ' s heart is broken* - Бирор кишининг юраги синган. Юқоридаги фразеологик бирликларда кечинма, қайғу, ташвиш ифодаловчи бирликлар мавжуд. Булар қуйидаги лексемалар билан ифодаланади: *bitterness* - аччиқ; *grieve* дан *grief* - ғам, қайғу. 4-гуруҳга сергаплик, лақмалик, аҳмоқлик ёки аксинча, донолик билан боғлиқ бўлган фразеологик бирликлар киради. Юмшоқ ифодаланган ифодали рангга эга ушбу мақоллар орқали инглизлар глобал муаммоларга бефарқ бўлган одамларга ўзларининг муносабатини кўрсатадилар: 1) *What the heart thinks the tongue speaks;* - Юрак нимани ўйласа, тил ўшани гапиради; 2) *Out is the fullness of the heart the mouth speaks* -Оғизнинг гапириши, юракнинг тўлиб кетганидан; 3) *The heart of the wise is in the house of mourning; but the heart of fools is in the house of mirth;* - Донишманднинг юраги мотам уйидадир; лекин аҳмоқларнинг юраги шодлик уйидадир; 4) *Some one who is always thinking about happiness is a fool; a wise person think about death* - Доим бахт ҳақида ўйлайдиган одам аҳмоқдир; доно одам ўлим ҳақида ўйлайди. Бу

семантик гуруҳда аҳмоқлик, донишмандлик, сергаплик каби лексик бирликлар билан ифодаланади: *fool* –тентак; *wise* - доно.

5-гуруҳ “heart” лексик компоненти “оғир” ёки “енгил” юракка мос келадиган мақол ва маталлардан иборат (булар молиявий аҳвол билан боғлиқ кечинмалар): 1) *A light purse makes a heavy heart;* - енгил ҳамён юракни оғирлаштиради; 2) *A heavy purse makes a light heart* - Оғир ҳамён юракни енгил қилади. Маблағ этишмаслиги туфайли хаяжон ҳиссини ифодаловчи асосий компонент *heavy heart* - оғир юрак иборасидир. 6-гуруҳга инсон меҳрини қозониш, мақсадга эришиш йўли билан боғлиқ бўлган “heart” лексик компонентли мақол ва маталлар киради. Бу гуруҳга қуйидаги фразеологик бирликлар берилган: 1) *The way to a man’s heart is through his stomach* -Эркакнинг юрагига йўл унинг ошқозонидан ўтади; 2) *Nothing is impossible to a willing heart* - Хохловчи юрак учун имконсиз нарса йўқ. 7-гуруҳга “heart” лексик компоненти моддий таъминланмаган оилаларда фарзандлар тарбияси билан боғлиқ бўлган мақол ва маталлар киради. Тўлиқ бўлмаган оилаларда, шунингдек, моддий имконияти чекланган, меҳнатга алоҳида эътибор қаратиладиган оилаларда ўсган болалар ғамхўр, ўз яқинларини севадиган, мустақил, мақсадли, тежамкор, одамларга кўпроқ эътибор беришлари узоқ вақтдан бери кузатилган: 1)) *Absence makes the heart grow fonder* - Йўқлик юракни ишқибоз қилади; 2) ЙЎҚЛИКни кўрган юрак ўсаверади.

8-гуруҳ умидга боғланган фразеологик бирликлар билан ифодаланади: 1) *Hope deferred makes the heart sick* -Кечиктирилган умид юракни касал қилади; 2) *If it were not for hope, the heart would break* - Агар умид бўлмаганида, юрак ёрилиб кетарди.

9-гуруҳ мақол ва маталлардан иборат бўлиб, унинг таркибий қисмлари шахснинг маълум бир жойга (уйга, маконга) боғлиқлигини ифодалайди: 1) *Home is where the heart is* - Юрак – кўнгил бор жойда; 2) Heart without joy that house is empty – қувнамаган юрак- бўм-бўш уй каби.

Шунингдек, санаб ўтилган гуруҳларнинг бирортасига ҳам тегишли бўлмаган фразеологик бирликларни топдик. Демак, “Out of sight , out of mind” мақоли бирор нарсанинг ёки кимнингдир номақбуллигини билдириш, салбий ҳис-туйғулардан халос бўлиш учун қўлланади, бу эса *out* предлогнинг қўлланиши билан тасдиқланади. *A honey tongue, a heart of gall* деган мақол шуни кўрсатадики, ҳар бир ширин гапга ишониб бўлмайди: уни айтган одам, аслида, ҳасадгўй, ғаразли бўлиб чиқиши мумкин. Фразеологик бирлик *Yet every heart contains perfection’s ger*m да “ҳар бир инсоннинг қалбида комиллик, ўзига хослик бор” маъноси

мавжуд. Шундай қилиб, “юрак” лексик компонентини ўз ичига олган 28 та мақол ва маталлар таҳлил қилинди. Инглиз тилидаги ушбу компонент нафақат алоҳида сўз сифатида ишлатилади, балки фразеологик бирликларнинг таркибий қисмидир. Ўрганилаётган мақол ва маталларда юрак лексемаси асосан кўчма маънога эга, ҳиссий бойликка эга, кўп маънолидир. Қалбнинг мазмун режаси, бир томондан, "қувонч-қайғу", "донолик-аҳмоқлик", "севги-ёқтирмаслик", "жасорат-қўрқоқлик" иккилик компонентларидан иборат юрак бирор нарсанинг маркази сифатида”, масалан, “юрак севги, ғамхўрлик, ватан туйғулари маркази” ва ҳоказо. Мақол ва маталлар халқ оғзаки ижодининг кенг тарқалган жанридир. Улар кучли маънога эга, эслаб қолиш осон ва инглиз тилида сўзлашувчи маданият вакилларининг нутқида зарурдир.

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INGLIZ VA O‘ZBEK TILLARI TOPONIMLARI TARKIBINING QIYOSIY-ANTROPOTSENTRIK TAHLILI

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Аннотация: В данной статье проводится сравнительно-антропоцентрический анализ состава топонимов двух неродственных языков, английского и узбекского, с примерами на основе двух языков. Также неотъемлемая связь цвета и топонимии в статье способствует полному раскрытию темы. Хотя есть явные доказательства того, что человеческое мышление в любом случае может сохранять общность, неудивительно, что цвета по-разному воспринимаются носителями разных языков. Ведь цвета рассматриваются как особый объект исследования в различных областях социальных наук.

Ключевые слова: Человеческое мышление, топонимы, сравнительно-антропоцентрические, топонимы - цвето-топонимы, воображение, этнография, формы.

Annotation: This article provides a comparative anthropocentric analysis of the composition of toponyms in two unrelated languages, English and Uzbek, with examples based on two languages. Also, the integral connection of color and toponymy in the article contributes to the full disclosure of the topic. While there is clear evidence that human thinking can retain generality anyway, it is not surprising that colors are perceived differently by speakers of different languages. After all, colors are considered as a special object of study in various areas of the social sciences.

Key words: Human thinking, troponins, comparative anthropocentric, toponyms - color-toponyms, imagination, ethnography, forms.

Ingliz va o‘zbek tillaridagi toponimlarining tarkibi qiyosiy-antroposentrik tahlili, umuman, har ikkala xalqning joy nomi ijodkorligining o‘zaro umumiy va xususiy jihatlarini yoritishda rang tarkibli joy nomlari – kolorotoponimlar qiyosi bir qadar boy faktlar taqdim qila oladi. Tadqiqotda biz masalaning mohiyatan barcha tiplari xususiyatlarini jamlay oladigan jihat – insoniyat tafakkurining qadim qatlamlarini aks ettira oladigan ranglarga qaratdik. Zero, ranglar ijtimoiy fanlarning turli sohalarida o‘ziga xos tadqiqot obyekti sifatida qaraladi. Mazkur masala tadqiqiga jahon lingvistikasida, xususan, rus tilshunosligida kirishilgan [2; 151; 42].

Toponimlarda rang ifodalovchi so‘zlar obyekt xususiyatiga ko‘ra uning tom rangini yoki nominatorlar tasavvuridagi rangni anglatishi mumkin. L.Davletkulova keltirgan Chelyabinsk viloyatidagi a*k* “oq”, *altын* “oltin rang”, *kara* “qora”, *kызыl* “qizil”, *kγk* “ko‘k”, *harы, sarы* “sariq” kabi komponentli joy nomlari o‘zbek, shuningdek, boshqa turkiy xalqlar toponimikasida ham kuzatiladi. *Ak-Biik* tog‘i “oq tepalik”, *Ak-Tashtы tog‘i* “oq toshli tog‘”, *Aktyube* – “oq tusda ko‘rinadigan tepalik”; *Altын-Kul* – “oltin rangda ko‘rinadigan ko‘l”, *Kokuy* – “ko‘kish”; *Korotыsh* – “qora cho‘qqi” o‘rkach nomi; *Kugryak-Tash* tog‘i – “ko‘kimtir tog‘”, *Kызыl-Yar* ko‘li – “qizil sohil”; *Kizil-Tash tog‘i* – “qizil tosh”; *Sarы-Yelga* daryosi – “sariq daryo”, *Sarы-Kul* ko‘li – “sariq ko‘l”, *Sarы-Tyube* tog‘i – “sariq tepalik” [3, 62; 115] ma’nolarini anglatadiki, o‘zbekchadagi (yoki O‘zbekistondagi) *Oqtepa, Oqtosh, Talisafed, Ko‘ktepa, Ko‘kcha, Qoratosh, Qoratepa, Qizilyor, Qiziltepa, Sariqqamish, Sariqo‘zak* kabi nomlar xususida ayni shu fikrlarni bildirish mumkin.

Dunyoning turli mintaqalarida tillarining qarindosh yoki qarindosh emasligi, irqi, tabiiy va ijtimoiy muhitlari turlicha bo‘lgan xalqlar tillari, adabiyoti, etnografiyasida ranglar xususiyligidan umumiylik ko‘proq ko‘zga tashlanadi. Xususan, ingliz toponimikasida koloronimlar ramzlari talqini e’tiborga molik [6, 224]. Fikrimizni ingliz va o‘zbek tillarida ayrim rang-tus bildiruvchi leksemalar, xususan, ularning toponimik komponent sifatidagi o‘rinlarini qiyoslash orqali ham ko‘rishimiz mumkin. Masalan, *oq* so‘zi va u orqali ifoda etilgan tushunchaga e’tibor qaratsak, bu so‘z turli turkiy tillarda bir-biriga yaqin shakl hamda ma’noga ega. Jumladan, tatar, no‘g‘oy, oltoy, qirg‘iz, turk, gagauz, tuva tillarida *ak*, qaraim tilida *ak* / *aq,* qozoq, qoraqalpoq, qabardin-balkar, qumiq, sibir tatar, to‘fa, uyg‘ur, sho‘r tillarida *aq;* ozarbayjon tilida *aγ*, o‘zbekchada *åq,* xakas tilida *ax*, turkmanchada *āk* [7, 421] shakllariga ega.

A.S.Stepanova va M.V. Gorskayalar tomonidan tayyorlangan “Inglizcha-ruscha va ruscha-inglizcha geografik nomlar lug‘ati” [8; 86]dan joy olgan koloronim tarkibli 64 toponimni tahlil qiladi. Tahlillar ingliz toponimiyasida *red* / qizil, *green* / ko‘k, *blue* / moviy, *black* / qora, *white* / oq ranglari asosiy o‘rinni egallab, kam miqdorda *pistachio green* / ko‘m-ko‘k, *khaki* / mosh rang, *light blue* / yorqin ko‘k, tim ko‘k ranglari ham ishlatilganini ko‘rsatadi [8, 112].

Inson tafakkuri har qanday holatda umumiylikni saqlab qolishi yaqqol isbotlarga ega bo‘lsa ham, albatta, turli til sohiblari nigohida ranglar bir-biridan farqli ravishda jilolanishi ham ajablanarli emas. Afsuski, o‘zbek toponimiyasida qaysi ranglar joy nomlari tarkibida qanday ulushga egaligi haqida aniq ma’lumot shakllanmagan. A.S.Stepanovaning qayd etilgan manba asosidagi xulosasiga

ko‘ra, ingliz toponimlarida eng keng tarqalgan leksema *green* – ko‘k bo‘lib, rang anglatuvchi komponent tarkibli joy nomlarining 25% i tashkil etadi. Shuningdek, *white* – oq 12%, *black* – qora 16% ko‘rsatkichga ega [8, 117]. Ushbu statistik tahlilga sariq, moviy, to‘q sariq, oltinrang, qizil, kamalak ranglarni anglatuvchi leksemalar hamda “yorqin”, “ko‘zga tashlanauvchi rang” ma’nosidagi *colourful* so‘zi tarkibli toponimlar topilgan.

Avvalo, ingliz toponimiyasida ham, o‘zbek toponimiyasida ham quyidagi jihatlar umumiyligi kuzatiladi:

1. Har ikkala xalq kolorotoponimlar tizimi bir-biriga juda yaqin, umumiy nominatsiya tamoyillari asosida shakllangan.

2. Har ikkala xalq toponimlarida rang anglatuvchi leksemalar tom va xos ma’nolarida ishlatiladi. Leksemaning real rang anglatishini *tom ma’no*; joy nomi tarkibidagi boshqa har qanday ma’nosini *xos ma’no* atamalari bilan ifodalash, bizningcha, asosli hamda masala mohiyatini aniq va ixcham ifodalay oladi.

3. Ingliz va o‘zbek kolorotoponimlari umumiy qiyosi o‘zbek joy nomlarida ingliz toponimlariga qaraganda xos ma’no ko‘lami kengroq ekani ko‘rinadi. Bu, albatta, Sharq xalqlarining o‘zgacha tafakkur tarzi, olamni anglash qobiliyati bilan bog‘liq.

4. O‘zbek kolorotoponimlarida *oq, qora, qizil* ranglari yetakchilik qilsa, ingliz kolorotoponimlarida, asosan, *green*, *white, black* ranglari keng tarqalgan.

5. Har ikkala xalq kolorotoponimlarida bir guruhni noodatiy (rus tilidagi adabiyotlarda “нетипичные”) ranglar tashkil qiladi. Bu tip kolorotoponimlar, odatda, mahalliy koloritni ham bera oladi. Masalan, Xorazm vohasidagi tarixiy *Yittiqizil* toponimini mana shu guruhga kiritish mumkin. Mazkur kolorotoponimning apellyativi “tim qizil” ma’nosini anglatadi. Ushbu toponim Muhammad Rizo Ogahiy tarixiy asarlarida uchraydi. Masalan, “*Yittiqizil* otlig‘ qum pushtasi avjidin mehri duraxshon yanglig‘ tobon bo‘ldi” [9, 203]. *Yitti*ning lug‘aviy ma’nosi ingliz kolorotoponimlari tarkibida keluvchi *colourful* leksemasi ifodasiga mos keladi. Tarixiy asarlarda ushbu koloronim tarkibli boshqa joy nomlarini ham uchratishimiz mumkin. Masalan, “Chahorshanba kuni ul hazrat mazkur makondin inontob bo‘lub, *Yittichaga* (quyoshda ko‘zni qamashtiradigan darajada yorqin qum, qum barxanlari – R.J.) otlig‘ qum pushtasin muxayyami xiyomi farog‘at va mavze’i borgohi istirohat qilib nuzul etti” [9, 293].

R.A.Ageyeva yozishicha, umumovroosiyo muhitida shimol – qora, g‘arb – oq, janub – qizil, sharq esa sariq yoki ko‘k ranglari bilan ifodalanadi [1, 182-183]. E.M.Murzayev bergan ma’lumotlarga ko‘ra, xitoy toponimlarida qora rang – *xey* shimolni, qizil rang – *xu* janubni, oq rang *bay* – g‘arbni, ko‘k rang *lyuy* –

sharqni ifodalaydi. Ushbu tizim Vetnam toponimiyasida ham amal qiladi [5, 41]. Turkiy toponimlar esa o‘ziga xos bo‘lib, qora – shimol, oq – janub, sharq yoki g‘arbni anglatadi. Bu borada turli mualliflarning turli turkiy xalqlar materiallari asosida bergan ma’lumotlari bir-biridan farq qiladi. Masalan, ko‘k sharqni, sariq g‘arbni bildirishi kabi.

Quyida ingliz va o‘zbek kolorotoponimning umumiy va xususiy jihatlarini namoyon qiluvchi ayrim misollar va faktlarga murojaat qilamiz:

Oq – White ingliz toponimlarida tom rangdan tashqari bir qancha ma’no anglatadi. Masalan, *Whitehaven* yarimoroli nomida hudud qismi ma’nosini beradi. Toponimni apellyativlari anglatgan ma’noga asosan o‘zbekchaga “tarjima” qilsak, *Oqbandar*dir.

Shuningdek, *Whitburn, Whitwell* irmog‘i, *Whiteford* kechuvi nomida *ford wade, passing* so‘zlari ma’nodosh sanaladi. Bu holda unga o‘zbek toponimiyasidagi *Oqko‘prik* (Xorazmda *Oqko‘pir*), *Safedpul* // *Pulisafed* toponimlari muqobil bo‘la oladi.

– obyekt relyefini anglatadi: *Whittle-le-Woods* tepaligi. Tepalik nomi aynan “oq yalanglik” ma’nosini anglatadi. Ingliz tilida *Wood*ning “o‘rmon” ma’nosi mavjudligi ma’lum. Shuning uchun koloronim *Whitefield, Whitewood* nomlari tarkibida o‘rmon nomlari hosil qilmoqda. Bunda oq rang daraxt po‘stlog‘i rangini anglatadi;

– tabiiy obyektlar nomi tarkibida *white* koloronimini uchratish mumkin: *Whitestone, Whiston, Whitstone, Whitestaunton* kabi toshloq nomlari yoki *Whitestable* mayog‘i nomi;

– shu bilan birga *Whitton* – ishlab chiqarish maqsadida ihota qilib olingan yer; *Whitland* – ishlov berib qo‘yilgan yer; *Whitwick* – sut fermasi; *Whitby* – ferma, *Whitburn* – omborxonasi; *White Notley* – yertut ekiladigan maydon. Bunda koloronim tom va xos ma’nolari bilan qatnashayotganini kuzatishimiz mumkin.

Ingliz tilining tarixiy leksikasida wite “aziz, avliyo, taqvodor odam” ma’nosini ham anglatadi va *honourable* so‘ziga sinonim sanaladi. O‘zbek tilida ham oq so‘zining ko‘plab ma’nolaridan biri “ezgu”, “aziz”dir. Buni *oq fotiha, oq yo‘l* kabi birikmalardan tashqari *Oqmaktab, Oqmachit, Oqmullo* (tarixiy-geografik nomlar) kabi atoqli otlar tarkibida ham ko‘rishimiz mumkin. Markaziy Osiyo xalqlarida oq koloronimining “ezgu, aziz” ma’nolari bilan semantik bog‘liqlik ildizlari juda qadimiy.

Xullas, har ikkala xalq tafakkurida ko‘k rangning qabul qilinishi va ilg‘anishida qator umumiyliklar kuzatiladi. Yuqorida o‘rganilgan toponimlarning gap tarkibidagi o‘rni va differensial sintaktik-semantik

belgilarini keyingi boblarda tadqiq qilish dissertatsiyamizning asosiy maqsadi hisoblanadi.

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НЕВЕРБАЛЬНЫЕ ЗНАКИ В ХУДОЖЕСТВЕННОМ ТЕКСТЕ (НА ПРИМЕРЕ ПРОИЗВЕДЕНИЙ А.БАРИККО)

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Annotatsiya. *Chet tilini o'rganishda muhim element noverbal belgilarni bilishdir. Xususan, italyan tili jestikulyatsiya kuchayishi bilan birga keladi. Ushbu maqolada imo-ishora, pauza, yuz ifodalari kabi noverbal belgilar dialogik fragmentlarning kommunikativ jihatdan muhim tarkibiy qismlari sifatida ko'rib chiqiladi. Ularni talqin qilish orqali siz qahramonlar haqida muhim ma'lumotlar olishingiz, ularning hissiy va psixologik holatini ochib berishingiz mumkin. Tadqiqot materiali A. Barikkoning "Dengiz-Okean" romanidir.*

Kalit so'zlar: *matn, og'zaki bo'lmagan muloqot, talqin, pauza, imo-ishora, muloqot, italyan adabiyoti*

Аннотация. *При изучении иностранного языка важным элементом является знание невербальных знаков. В особенности, итальянский язык сопровождается повышенной жестикуляцией. В данной статье рассматриваются такие невербальные знаки, как жест, пауза, мимика, как коммуникативно значимые компоненты диалогических фрагментов. Интерпретируя их, можно получить важную дополнительную информацию о персонажах, раскрыть их эмоционально-психологическое состояние. Материалом исследования выступает роман А.Барикко «Море-океан».*

Ключевые слова: *текст, невербальная коммуникация, интерпретация, пауза, жест, коммуникация, итальянская литература*

Annotation. *When learning a foreign language, an important element is the knowledge of non-verbal signs. In particular, the Italian language is accompanied by increased gesticulation. This article discusses such non-verbal signs as gesture, pause, facial expressions as communicatively significant components of dialogic fragments. By interpreting them, you can get important additional information about the characters, reveal their emotional and psychological state. The material of the study is A. Barikko's novel "Sea-Ocean".*

Keywords: *text, nonverbal communication, interpretation, pause, gesture, communication, Italian literature*

При анализе художественного произведения особое значение имеют такие невербальные знаки, как жест, пауза, мимика, так как они передают большое количество информации. Согласимся с профессором психологии Альбертом Мейерабианом, который установил, что информации передается за счет вербальных средств на 7 %, за счет звуковых средств (включая тон голоса, интонацию звука) на 38%, и за счет невербальных средств на 55% [Аллан Пиз, с. 2].

Среди видов несловесной экспрессии в произведениях А.Барикко особо выделяются жест, пауза, интонация. В рамках данной статьи интересно проанализировать роль невербальных знаков в романе «Море-океан».

Пауза используется как оригинальный художественный прием для обозначения зон содержательного молчания. Наличие или отсутствие паузы в диалогах одинаково несут смысловую нагрузку, формируют подтекст романа, определяют систему персонажей, типологизируя ее. Основная роль паузы — раскрыть внутренние намерения коммуникантов, обличить подлинность или мнимость их интереса в диалоге и собеседнике.

Жестикулярное поведение также несет важную информацию. По мнению Аллана Риза, «большинство жестов невербального поведения являются приобретенными, и значение многих движений и жестов культурно обусловлено» [Барикко, с.4]. Пауза также является невербальным эквивалентом скрытых душевных порывов и переживаний героев.

В большинстве случаев в произведении «Море-океан» невербальные згаки сопряжены друг с другом, используются совместно. Основная цель паузы и жестов в романе Барикко – раскрыть эмоционально-психологическое состояние персонажа. Рассмотрим первую ситуацию, в которой происходит диалог между бароном Керволом и падре Плюшом. Автору нет необходимости описывать персонажей, участвующих в диалоге, так как данная ситуация создается из предыстории.

Реакцией падре Плюша на слова барона являются односложные слова или *молчание*. Это связано с тем, что барон использует риторические фразы, истины, повторяющиеся день ото дня, которые падре, воспитывающий дочь барона Элизевин на протяжении 15 лет, прекрасно знает.

После слов барона также имеется небольшая *пауза.* Можно понять, что барон хочет поговорить с падре о чем-то важном, но ему нужно собраться с мыслями, решить, с чего начать диалог:

– Падре Плюш…

– Да, барон.

– Завтра моей дочери исполняется пятнадцать лет.

– …

– Прошло восемь лет, как я отдал ее на ваше попечение.

– …

– И вы не излечили ее.

– Нет.

Интересно проследить далее за развитием диалога. Реакцией падре Плюша на слова барона является лишь *молчание.* Он не отвечает на реплики барона, так как, имея низкий социальный статус, не смеет ему возразить. В репликах барона продолжаются риторические фразы:

– Ей предстоит выйти замуж.

– …

– Ей предстоит покинуть этот замок и увидеть мир.

– …[Барикко, с.23]

Второй раз во время диалога барон делает *паузу.* В данной ситуации можно заметить эмоциональный подъем:

– Ей предстоит рожать детей и…

– …

– Рано или поздно ей наконец предстоит начать самостоятельную жизнь.

Далее автор применяет прием *паузы*, оба персонажа *молчат,* эмоциональный подъем усиливается:

– …

– …

– …

Пауза необходима, чтоб барон наконец сказал те слова, которые являются самыми важными для него:

–Падре Плюш, моя дочь должна выздороветь.

– Да.

– Найдите того, кто сумеет ее вылечить. И приведите сюда [Барикко, с.23].

Рассмотрим вторую ситуацию, которая происходит на приеме у доктора Аттерделя. В ней происходит диалог, в котором участвуют барон Кэрвол и доктор. Доктор выполняет свои обязанности и дает указания для лечения девушки:

–Повезете ее в Дашенбах, там идеальный пляж для купания в волне. Три дня. Одно погружение утром, одно – днем. Спросите доктора Тавернера, он обо всем позаботится. Вот рекомендательное письмо. Возьмите.

Интересна реакция барона, его *жест*: «Барон взял письмо, даже не взглянув на него». Данный жест дает нам понять, что барону не важно содержание письма, он против такого лечения его дочери.

– Это ее погубит, – сказал он.

Следующая реплика доктора является его лингвистической самохарактеристикой: она отличается от реплик падре Плюша. Доктор может ответить и даже возразить барону, так как его социальный статус, его положение весьма высокое, он уверен в себе:

– Возможно. Но маловероятно.

Далее автор использует прием *паузы*: барон не отвечает на слова доктора, так как ему нужно время на раздумье.

Об этом свидетельствует также авторская речь: «Только великие лекари бывают так цинично точны. Аттердель был самым великим». Барон не доверяет доктору лечение своей дочери таким способом, но это лучший врач.

После недолгой *паузы*, доктор Аттердель продолжает диалог. Его интонация решительная:

– Судите сами, барон: вы вольны удерживать вашу девочку здесь годами; она вечно будет ходить по белым коврам и спать среди летающих людей. Но настанет день, и чувство, которое вы не сможете предугадать, унесет ее прочь. И тогда – аминь. Либо вы идете на риск, следуете моим предписаниям и уповаете на Господа. Море вернет вам дочь. Не исключено, что мертвую. Но если живую, то действительно живую.

Реакцией барона на слово «мертвую» служит *жест*: «Барон замер с письмом в руке, на полпути между самим собой и черным доктором». При помощи *паузы* автор дает понять психологическое состояние барона: смятение, тревогу, горе, отчаяние. Его ответ доктору подчеркивает его душевное состояние: отец, воспитывающий дочь на протяжении 15 лет, не готов ее потерять, в отличие от доктора:

–У вас нет детей.

–Это не имеет значения.

–Однако их нет.

При помощи *жеста* можно понять решение барона относительно дочери, он не согласен подвергать ее опасности: «Он глянул на письмо и положил его на стол».

– Элизевин останется дома.

Далее А.Барикко использует прием *паузы,* которая длится недолго: «На миг стало тихо, лишь на миг».

Следующая реплика принадлежит падре Плюшу. Его *интонация* решительная, энергичная:

–Ни за что на свете.

Авторская речь помогает понять психологическое состояние падре Плюша, который «впервые за шестнадцать лет падре Плюш осмелился возразить барону в том, что касалось жизни Элизевин. Он ощутил пьянящий восторг, словно только что выбросился из окна. В нем всегда билась своего рода практическая жилка, и, оказавшись в воздухе, он решил поучиться летать».

Затем диалог переходит в монолог, так как все последующие реплики принадлежат лишь падре. В них нет пауз. Отсутствие паузы также помогает осмыслить внутреннее душевное состояние героя. Автор дает нам понять, с какой *интонацией* говорит падре Плюш: решительной, убедительной, энергичной:

–Элизевин поедет к морю. Я сам ее повезу. Мы проведем там столько времени, сколько понадобится: месяцы, годы, – пока девочка не совладает с собой. И она вернется – живой. Всякое другое решение было бы глупостью, хуже того – трусостью. Да, Элизевин боится, но мы не должны бояться, не убоюсь и я. Элизевин нет никакого дела до смерти. Она хочет жить. И ее желание сбудется [Барикко, с.50].

Цель монолога падре Плюша была достигнута: барон согласился отправить дочь на лечение.

Итак, сравнивая две ситуации, можно заметить, что А.Барикко мастерски создает перспективу их развития благодаря использованию таких невербальных знаков, как пауза, жест, интонация. Жесты барона свидетельствуют о его намерении не отправлять дочь на море. Если в первой ситуации А.Барикко создает образ Плюша, как человека скромного, не смеющего перечить барону, в репликах которого содержится много пауз, то во второй ситуации меняется его эмоциональное состояние: в его речи не содержатся паузы, интонация становится решительной.

Таким образом, невербальные знаки являются коммуникативно значимыми при интерпретации художественного текста. Основная их роль в романе А.Барикко «Море-океан» - дать дополнительную характеристику портрету персонажа, раскрыть его психологически-эмоциональное состояние, глубокие душевные переживания, а также определить отношения между персонажами.

Практические рекомендации:

Знание и умение интерпретировать невербальные знаки имеет большое значение в изучении иностранного языка. Оно необходимо для понимания содержания и смысла художественного текста, а также для понимания культурных особенностей носителей итальянского языка.

Поэтому при изучении иностранного языка, при анализе художественных произведений на изучаемом языке следует обращать внимание на невербальные знаки и интерпретировать их.

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COHERENCE AND COHESION

SamISI katta o‘qituvchisi N.P.Imamov

Key words: cohesion, coherence, special characteristics, phraseological units, comparative analysis, phenomena

Kalit so‘zlar: muvofiqlik, maxsus belgilar, frazeologik birliklar, qiyosiy tahlil, hodisalar.

Ключевые слова: согласованность, особенности, фразеологизмы, компаративистский анализ, явления.

Like cohesion, coherence is a network of relations which organize and create atext: cohesion is the network of surface relations which link words andexpressions to other words and expressions in a text, and coherence is thenetwork of conceptual relations which underlie the surface text. Both concernthe way stretches of language are connected to each other. In the case ofcohesion, stretches of language are connected to each other by virtue oflexical and grammatical dependencies. In the case of coherence, they areconnected by virtue of conceptual or meaning dependencies as perceived bylanguage users. Labovsums up the difference between cohesion and coherenceas follows:it will be assumed that cohesion is a property of the text and that coherencc is afacet of the reader's evaluation of a text. In other words, cohesion is objective,capable in principle of automatic recognition, while coherence is subjective andjudgements concerning it may vary from reader to reader [34, 43].

We could say that cohesion is the surface expression of coherence relations, that itis a device for making conceptual relations explicit. For instance,

a conjunctionsuch as ***therefore*** may express a conceptual notion of reason or consequence.

However, if the reader cannot perceive an underlying semantic relation of reasonor consequence between the propositions connected by ***therefore,*** she or he willnot be able to make sense of the text in question; in other words, the text will not'cohere' for this particular reader. Generally speaking, the mere presence ofcohesive markers cannot create a coherent text; cohesive markers have to reflectconceptual relations which make sense.

The possibility of creating a semblance of cohesion which is not supported byunderlying semantic relations is sometimes exploited in a few restricted genres, forinstance in comedy. However, the fact that we cannot normally make sense ofstretches of language like the one quoted above, in spite of the presence of anumber of cohesive markers, suggests that what actually gives texture to a stretchof language is not the presence of "cohesive markers but our ability to recognizeunderlying semantic relations which establish continuity of sense. The main valueof cohesive markers seems to be that they can be used to facilitate and possiblycontrol the interpretation of underlying semantic relations.

No text is inherently coherent or incoherent. In the end, it all depends on thereceiver, and on his ability to interpret the indications present in the discourse sothat, finally, he manages to understand it in a way which seems coherent to him -in a way which corresponds with his idea of what it is that makes a series ofactions into an integrated whole.

The ability to make sense of a stretch of language depends on the hearer's orreader's expectations and experience of the world. Different societies, and indeeddifferent individuals and groups of individuals within the same society, havedifferent experiences of the world and different views on the way events andsituations are organized or related to each other. A network of relations which isvalid and makes sense in one society may not be valid in another. This is not just aquestion of agreeing or disagreeing with a certain view of the world but of beingable to make sense of it in the first place. Whether a text is judged as acceptable ornot does not depend on how closely it corresponds to some state of affairs in theworld, but rather on whether the reader finds the presented version of reality believable, homogeneous, or relevant. The coherence of a text is a result of theinteraction between knowledge presented in the text and the reader's own [20, 71-90] knowledge and experience of the world, the latter being influenced by a variety offactors such as age, sex, race, nationality, education, occupation, and political andreligious affiliations. Even a simple cohesive

relation of co-reference cannot berecognized, and therefore cannot be said to contribute to the coherence of a text, ifit does not fit in with a reader's prior knowledge of the world. Consider, forinstance, the following extract from ***A Hero from Zero*** where Tiny Rowland givesan account of how he lost control of the House of Fraser:

The purchasing power of the proposed fifteen hundred shop outlets would havemeant excellent price reductions to customers across Britain and the United States.The flagship, Harrods, had never been integrated with the rest and would demergeto retain its particular character and choice.

"It's often written, as a handy journalist's tag, that I suffered from an obsession tocontrol the splendid Knightsbridge store. It would be a very static and limited aim,I think. For Lonrho's purpose, it could have been any well-spread stores groupThere is no explicit cohesive relation in the above extract which tells us that***Harrods*** and ***the splendid Knightsbridge store*** refer to the same thing, exceptperhaps the use of the definite article in ***the splendid Knightsbridge store*** and thesynonymy between ***shop outlets*** and ***store*** (but even that depends for itsinterpretation on recognizing that ***Harrods*** is a shop or store of some sort). There isno pronominal reference, for instance, or direct repetition. The relation betweenthe two, and therefore the continuity of sense between the two paragraphs, is, ofcourse, perfectly accessible to any British reader as well as to anyone who isfamiliar with the famous Harrods store and knows that it is in Knightsbridge. Intranslating a document like this, however, one cannot take it for granted that thetarget reader will have the necessary background knowledge to interpret the coreferencesuccessfully, unless, of course, the translation is aimed at expatriate orimmigrant communities in Britain. The Russian translation provides an explicitlink through repetition of store'. This makes it clear that Harrods is a store and alsoestablishes continuity of sense in the mind of the target reader by linking ***Harrods***in the first paragraph and ***the splendid Knightsbridge store*** in the second;The combined purchasing power of 1500 stores meant excellent reductions inprices for buyers in all parts of Britain and the United States. As for the main storeHarrods, it was not integrated with the rest of the stores and was kept separate fromthe rest in order to retain its distinctive character and the areas of choice availablein it" [27].

It has often been written about me in journalistic circles that I suffer from a sickobsession which pushes me to try and control the splendid Knightsbridge store . . .

We could perhaps say that texts are neither coherent nor incoherent by themselves,that whether a text coheres or not depends on the ability of the reader

to makesense of it by relating it to what s/he already knows or to a familiar world, whetherthis world is real or fictional. A text which coheres for one reader may thereforenot cohere for another. Different linguists have different views as to whether thisphenomenon implies that meaning is a property of a text or a property of acommunicative situation involving participants and settings in addition to a text.

Riemer's definition of coherence as 'a covert potential meaning relationshipamong parts of a text, made overt by the reader or listener through processes ofinterpretation' implies that she sees meaning, or coherence, as a property of a text,even though it is only accessible through processes of interpretation. Sinclair(personal communication) similarly states that processes such as 'the recall of pastexperience and knowledge of the world ... are not part of the meaning of a text,but part of the human apparatus for working out the meaning of a text', whichagain suggests that meaning exists in texts but can only be accessed throughvarious processes of interpretation on the part of the reader. By contrast, Firthasserts that '"meaning" is a property of the mutually relevant people, things, eventsin the situation', and Kirsten Malmkjaer (personal communication) does not acceptthe view that meaning is ***in*** text and suggests instead that 'meanings arise insituations involving language'[42, 308].

Whether one holds the view that meaning exists in text or in situations involvingtext in addition to other variables such as participants and settings, one cannotdeny that a reader's cultural and intellectual background determine how muchsense she gets out of a text. In the final analysis, a reader can only make sense of atext by analyzing the linguistic elements which constitute it against the backdropof his/her own knowledge and experience. It therefore seems reasonable to suggestthat, regardless of whether meaning is a property of text or situation, coherence isnot a feature of text as such but of the judgement made by a reader on a text. As faras translation is concerned, this means that the range and type of difficultiesencountered will not so much depend on the source text itself as 'on thesignificance of the translated text for its readers as members of a certain culture, orof a sub-group within that culture, with the constellation of knowledge, judgementand perception they have developed from it. Even when addressing members oftheir own linguistic community, writers will word their messages differentlydepending on the nature of the audience they have in mind, whether it consists ofadults or children, specialists or non-specialists, and so on.

Like any writer, a translator has to take account of the range of knowledgeavailable to his/her target readers and of the expectations they are likely to haveabout such things as the organization of the world, the organization

of language ingeneral, the organization and conventions of particular text types, the structure ofsocial relations, and the appropriateness or inappropriateness of certain kinds oflinguistic and non-linguistic behaviour, among other things. These are all factorswhich affect the coherenceof a text in varying degrees because, as human beings, we can only make sense ofnew information in terms of our own knowledge, beliefs, and previous experienceof both linguistic and non-linguistic events.

Coherence

Generally, what language users have most in mind is an assumption of **coherence,** that what is said or written will make sense in terms of their normal experience of things. That 'normal' experience will be locally interpreted by each individual and hence will be tied to the familiar and the expected. In the neighborhood where I live, the notice in [ia.] means that someone is selling plants, but the notice in [ib.] does not mean that someone is selling garages.

a. Plant Sale b. Garage Sale

Although these notices have an identical structure, they are interpreted differently. Indeed, the interpretation of [a], that someone is selling household items from their garage, is one that requires some familiarity with suburban life.

This emphasis on familiarity and knowledge as the basis of coherence is necessary because of evidence that we tend to makeinstant interpretations of familiar material and tend not to see possible alternatives. For example, the question presented in [b] is easily answered by many people.

b. How many animals of each type did Moses take on the Ark?

If you immediately thought of 'two', then you accessed some common cultural knowledge, perhaps even without noticing that the name used ('Moses') was inappropriate. We actually create a coherent interpretation for a text that potentially does not have it. We are also unlikely to stop and puzzle over 'a male and a female (what?)' as we read about the accident reported in [c].

c. A motor vehicle accident was reported in front of Kennedy Theatre involving a male and a female.

We automatically 'fill in' details (for example, a male person driving one of the motor vehicles) to create coherence. We also construct familiar scenarios in order to make sense of what might first appear to be odd events, as in the newspaper headline in [d].

d. Man Robs Hotel with Sandwich

If you created an interpretation for [d] that had the sandwich (perhaps in a bag) being used as if it was a gun, then you activated the kind of background

knowledge expected by the writer (as confirmed by the rest of the newspaper article). You may, of course, have created a quite different kind of interpretation (for example, the man was eating the sandwich while robbing the hotel).

PARADIGMATIC RELATIONS OF PHRASEOLOGICAL UNITS EXPRESSING THE HUMAN SPIRIT IN ENGLISH AND UZBEKI

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Key words: Paradigmatic issues, special characteristics, phraseological units, comparative analysis, phenomena

Kalit so‘zlar: Paradigmatik masalalar, maxsus belgilar, frazeologik birliklar, qiyosiy tahlil, hodisalar.

Ключевые слова: парадигматические проблемы, особенности, фразеологизмы, компаративистский анализ, явления.

Annotation: Paradigmatic issues of phraseological units have recently attracted more and more attention of phraseologist researchers. Along with the problems of the general theory of phraseological paradigmatic, a number of issues related to paradigmatic categories of phraseological units, including the problem of organization of paradigmatic of phraseological units, are being solved. Estimating and measuring the paradigmatic complexity of phraseological units is an underdeveloped problem.

Аннотация: Парадигматические проблемы фразеологических единиц в последнее время привлекают все большее внимание исследователей фразеологов. Наряду с проблемами общей теории фразеологической парадигматики решается ряд вопросов, связанных с парадигматическими категориями фразеологизмов, в том числе проблема организации парадигматики фразеологизмов. Оценка и измерение парадигматической сложности фразеологизмов является малоразработанной проблемой.

Annotatsiya: Frazeologik birliklarning paradigmatik masalalari so'nggi paytlarda frazeolog tadqiqotchilarning e'tiborini tobora ko'proq jalb qilmoqda. Frazeologik paradigmatikaning umumiy nazariyasi muammolari bilan bir qatorda frazeologik birliklarning paradigmatik kategoriyalariga oid qator masalalar, jumladan, frazeologik birliklar paradigmatikligini tashkil etish muammosi ham hal etilmoqda. Frazeologik birliklarning paradigmatik murakkabligini baholash va o‘lchash yetarlicha ishlab chiqilmagan muammodir.

Phraseological meaning is a very complex phenomenon that cannot be considered as a mechanical sum of its components. The paradigmatic structure of a phraseological unit can be expressed as a microsystem. All its elements are closely related and interconnected. The paradigmatic uniqueness of phraseological units lies in the uniqueness of the sema combination. So, sema acts not only as a part of the main paradigmatic components of phraseological units, but also as a link between them.

1. They phraseological units are minimal units of paradigmatic and perform a paradigmatic or paradigmatic task. If the distribution of minimal paradigmatic components comes to the fore when comparing phraseological units, paradigms are taken into account phraseological-paradigmatically when comparing phraseological subgroups. Integrated schemes are common to those who determine the possibility of including this or that phraseological unit in a certain phraseological-paradigmatic subgroup, and serve as a basis for combining and comparing the meanings of the considered phraseological units.

Differential schemes are defined only on the basis of comparison of phraseological units that belong to one phraseological-paradigmatic subgroup and have special characteristics. The phraseological meaning of the studied units in English and Uzbek languages, the comparative analysis is aimed at determining the fundamental similarities or differences in the structure of the language.

Now let's move on to defining the denotative and connotative components of phraseologies. Under the denotative component, a part of the meaning of a sign that reflects the objects and events of reality in linguistics in a generalized form is understood and understood. The denotative component includes the basis of the concept describing the object in linguistics.

2. So, the definition of denotation itself clearly shows the relationship between two complex and opposite phenomena, meaning and meaning. (The issue of their interdependence and differentiation is still being studied by a number of scientists).

3. According to this definition, the denotative component of the meaning is connected with reality in linguistics through the concept. In turn, an important component of value is associated with a set of features, components of the content of the concept.

4. Next, it should be noted that the concept does not include all the countless signs of objects of the specified type, but only those recognized as important and generalized by society.

5. In this context, a more detailed review is of interest. Phraseological units are connected with some phraseological-paradigmatic subgroups of phraseological units in order to determine the uniqueness and differences of the phrases they represent.

English and Uzbek languages, due to purely linguistic factors, determine the sign-denotative component of the phraseological meaning, it should be noted that according to modern ideas, it reflects the complexity of the phrase expressed by the phraseological unit, and includes both integral and differential schemes. This is the connotative meaning of phraseological units; "The formation of phraseological units in the language system is primarily related to their performance of the function of expression. The act of indirect nomination is complicated by the assumed properties of the object of nomination.

6. In other words, the unity of rationality and emotionality in thought and language is directly manifested in the sign-denotative and connotative components of meaning. The high importance of the connotative-pragmatic aspect in phraseological semantics is largely related to the two-dimensionality of the semantic structure of all phraseological units, and it is built on the basis of figurative rethinking. To the extent that this interaction and evaluation is the corresponding measure of expressivity, the two plans are at odds with each other.

7. For phraseological units that are semantically focused on a person, the connotative meaning is of particular importance based on the specific characteristics of the studied object, as a rule, what is characteristic of a person - his character, behavior, external appearance, actions, relationships between people, etc. are evaluative categories that evoke an emotionally evaluative attitude. So, connotation can be seen as additional information to sign-denotative meaning, as a set of semantic meanings, including evaluative, expressive, emotional and functional-semantic components.

Combinations with each other - evaluation component, that is, approval or rejection in the meaning of the phraseological unit, the evaluation is considered the main one in the connotative meaning of the phraseological units according to

its sociolinguistic character. "Good and bad, negative and positive concepts were thought differently in different civilizations and in different eras.

In some cases, the emotional component of the meaning is indicated by vocabulary stylistic signs (such as swearing, rude, caressing), but the creators of some dictionaries are very careful to distribute such signs; for example, using the "Phraseological dictionary of the Uzbek language". On the other hand, the emotional component of the phraseological meaning can be recognized as a stasis in the language only when it is independent of the context. Many researchers divide phraseological units into 3 classes based on their main scope of application: artistic, colloquial and neutral. Artistic phraseological units include phraseological units used mainly in written speech, that is, poetic, journalistic, scientific, officially, business spheres of communication, etc., for example: towards eternity, artistic. - meaning. "to die"; the world, the flash and the devil "desire for pleasure, sensual pleasures, evil inclinations"; serve God and Mammon, artistic, "to worship God".

"The semantic structure of a multi-valued phraseological unit should be considered not as a mechanical and random combination of two or more meanings, but as a fully organized, ordered unit with separate meanings (semas). "interdependent and interdependent". All individual meanings of multivalued phraseological units are equivalent and occupy an equal place in the semantic structure.

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IMPORTANCE OF ANALYSING LEXIS AND PHONOLOGY IN LEARNING ENGLISH

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Annotation. This article provides information about the role and importance of learning phonology in language teaching and learning. It discusses the use of the sound features used in a language to communicate meaning. The article also highlights the features include phonemes, word stress, sentence stress and intonation.

Key words. chart groups, sounds, vowels, diphthongs, phonemes, phonology, sound features, communicate meaning, word stress, sentence stress and intonation, phonemic symbols, connected speech, connected stream of sounds.

Annotatsiya. Ushbu maqolada til o‘rgatish va o‘rganishda fonologiyani o‘rganishning o‘rni va ahamiyati haqida ma’lumot berilgan. Unda ma'noni bildirish uchun tilda qo'llaniladigan tovush xususiyatlaridan foydalanish muhokama qilinadi. Maqolada fonemalar, so'z urg'usi, jumla urg'usi va intonatsiyатштп xususiyatlari ham ta'kidlangan.

Kalit so’zlar. jadval guruhlari, tovushlar, unlilar, diftonglar, fonemalar, fonologiya, tovush xususiyatlari, aloqa ma'nosi, so'z urg'usi, gap urg'usi va

intonatsiyasi, fonematik belgilar, bog'langan nutq, tovushlarning bog'langan oqimi.

Аннотация. В этой статье представлена информация о роли и важности изучения фонологии в преподавании и изучении языка. В нем обсуждается использование звуковых характеристик, используемых в языке для передачи смысла. В статье также выделяются такие особенности, как фонемы, ударение в слове, ударение в предложении и интонация.

Ключевые слова. группы диаграмм, звуки, гласные, дифтонги, фонемы, фонология, особенности звука, значение сообщения, ударение в слове, ударение в предложении и интонация, фонематические символы, связная речь, связный поток звуков.

Phonology is the study of the sound features used in a language to communicate meaning. In English these features include phonemes, word stress, sentence stress and intonation. All these symbols represent phonemes. A phoneme is the smallest unit of sound that can make a difference to meaning in a language. For example, the s in books in English shows that something is plural, so the sound /s/ has meaning and is a phoneme. Different languages use a different range of sounds and not all of them have meaning in other languages. For example, the distinction between /s/ and /sh/ is an important one in English, where it helps distinguish (notice or understand the difference between two things) between words such as so and show, sock and shock, sore and shore, etc. But in Cantonese, you can use either the /s/ or /sh/ sound in words without changing their meaning,

The phonemes of a language are represented in writing by phonemic symbols, such as /i:/. /ai/ and /S/. Each phonemic symbol represents only one phoneme, unlike the letters of the alphabet in English where, for example, the letter a in written English can represent the // sound in hat, the /et/ sound in made and the /a/ sound in usually. Phonemic symbols help the reader know exactly what the correct pronunciation is. The phonemic script is a set of phonemic symbols which show in writing how words or sounds are pronounced, e.g. beautiful is written /bjutifl/, television is telivign/ and yellow is jelou. When the symbols are written one after the other to represent a word or group of words they make a phonemic transcription. The phonemes of English are often shown in a chart, called the phonemic chart.

The chart groups the sounds into vowels (sounds made with the mouth partly open and where the air is not stopped by the tongue, lips or teeth. The vowel sound in make /meik/ or in to /sau/) in the top right-hand corner.

Dictionaries always give phonemic transcriptions or words to show their pronunciation. They usually have a list of all the phonemic symbols at the beginning or end of the book, together with an example of the sound each symbol represents.

In the transcription of the word /s;jw4ant/ you can see phonemic symbols and also another sign. Dictionary entries for words also use this symbol. The symbol is used to show word stress. Sometimes you see word stress marked in other ways. When we give word stress to a syllable we say it with greater energy and usually higher. We pronounce the other syllables with less energy. especially the unstressed or weak syllables, whose vowels get shortened or sometimes even disappear, e.g. the vowel sound in the last syllable of important, which is pronounced as a schwa /a/. There are many languages which, like English. give especially strong stress to one syllable in a word, e.g. the Portuguese spoken in Portugal. Other languages give equal length to all the syllables.

Lexical stress is phonemic in English. For example, the noun ***in****crease* and the verb *in****crease*** are distinguished by the positioning of the stress on the first syllable in the former, and on the second syllable in the latter. (See initial-stress-derived noun.) Stressed syllables in English are louder than non-stressed syllables, as well as being longer and having a higher pitch.

In traditional approaches, in any English word consisting of more than one syllable, each syllable is ascribed one of three degrees of stress: *primary*, *secondary* or *unstressed*. Ordinarily, in each such word there will be exactly one syllable with primary stress, possibly one syllable having secondary stress, and the remainder are unstressed (unusually-long words may have multiple syllables with secondary stress). For example, the word *am****a****z**ing* has primary stress on the second syllable, while the first and third syllables are unstressed, whereas the word ***or****ganiz**a**tion* has primary stress on the fourth syllable, secondary stress on the first, and the second, third, and fifth unstressed. This is often shown in pronunciation keys using the IPA symbols for primary and secondary stress (which are ˈ and respectively), placed before the syllables to which they apply. The two words just given may therefore be represented as /əˈmeɪzɪŋ/ and /ˌɔːgənaɪˈzeɪʃən/. Some analysts identify an

additional level of stress (*tertiary* stress). This is generally ascribed to syllables that are pronounced with less force than those with secondary stress, but nonetheless contain a "full" or "unreduced" vowel (vowels that are considered to be reduced are listed under English phonology § Unstressed syllables above). Hence the third syllable of *organization*, if pronounced with /aɪ/ as shown above (rather than being reduced to /ɪ/ or /ə/), might be said to have tertiary stress. (The precise identification of secondary and tertiary stress differs between analyses; dictionaries do not generally show tertiary stress, although some have taken the approach of marking all syllables with unreduced vowels as having at least secondary stress.)

In English, stress also influences how sentences and groups of words are pronounced. We say different parts of the sentence with more or less stress, i.e. slower and louder, or quicker and more softly. This is called sentence stress. Normally one word in the sentence has primary or main stress. This is the word which the speaker thinks is most important to the meaning of the sentence. Other words can have secondary stress. This is not so strong as main stress and falls on words which are not so important to the meaning of the sentence as the word with main stress. Other words in the sentence are unstressed. Content words are nouns, verbs, adverbs or adjectives, for example words that give information. Structural words are prepositions, articles, pronouns or determiners, for example words we use to build the grammar of the sentence. It is possible to stress any word in a sentence if the speaker thlnks it is important. Putting the stress on an unexpected word in a sentence is called contrastive stress. For example, “The girl ran to the sea and jumped in quickly” This stress that she ran towards the sea and not, for example, away from it. Changing the stress of a sentence changes its meaning. Look at these examples:

The gill ran to the sea and jumped in quickly. (the girl, not another person)

The girl ran to the sea and jumped in quickly. (to the sea, not to any other place)

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BLENDED LEARNING IN TEACHING ENGLISH LANGUAGE

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Annotation: The article is devoted to the consideration of the possibilities of using the blended learning format in the course of teaching.

Key words :*English language teaching methodology, blended learning, Self-study, distance learning course, Moodle.*

Annotasiya: Maqola o'qitish jarayonida aralash ta'lim usulidan foydalanish imkoniyatlarini ko'rib chiqishga bag'ishlangan.

Kalit so'zlar : *Ingliz tilini o'qitish metodikasi, aralash ta'lim, Self-study, masofaviy ta'lim kursi, Moodle.* Modern education cannot be imagined without information technology.

A little more time will pass, and such tools as e-courses, e-libraries, the latest teaching aids and knowledge transfer technologies. Established approaches and methods are changing and, most importantly, the needs of modern students are changing. It is obvious not to respond to these

Teachers cannot be changed. In the context of the development of the modern information society, these changes are quite natural, and the introduction of innovations in education is necessary process. Distance learning is a type of learning based on the educational interaction between teachers and students remote from each other, which is realized with the help of telecommunication technologies and Internet resources.

The widespread introduction of e-learning (e-learning) should not replace a classroom lesson with a teacher, but only expand educational opportunities and classroom load. At the same time, distance learning is part of blended learning, which has become increasingly used in teaching full-time students. Blended learning is a fairly new teaching method that is indispensable for full-time education.

It is a learning/teaching system that combines the best aspects and benefits of classroom teaching and online or distance learning and creates accessible and motivating courses for learners. It is a kind of system consisting of different parts that function in constant relationship with each other, forming a kind of whole.

With a shortage of study time, the teacher faces the difficult task of teaching a foreign language in a short time. At the same time, one has to take into account the fact that the mass of students who entered the university do not have good language training, and often the teacher has to start almost from the very beginning. For graduates to acquire the necessary knowledge and skills, the classroom load is significantly expanded due to the involvement of a virtual environment and information technology. It follows from this that this type of education is especially indispensable in teaching part-time students, whose educational work itself by itself implies a large percentage of self-preparation for classes and the training sessions themselves: each two-hour classroom lesson corresponds to six hours of independent work of students.

Blended learning is the system in which the components of the full-time and distance learning process harmoniously interact. Provided that this interaction is methodically competently organized, its result is a high level of knowledge of students. Thus, the model of blended learning is not just the use of ICT in the independent work of students at home or in the media library after classes, but also a single, holistic educational process, suggesting that part of the students' cognitive activity is carried out in class under the direct supervision of the teacher, and part of the students' activities taken out on a remote form, with a predominance of independent types of work individually or together with partners in a small collaboration group.

It is obvious that such a model requires from us, teachers, a certain preparation, in particular, to work in virtual environment. Blended language learning combines elements of the main European educational models:

- distance learning - distance learning;
- classroom training – face-to-face learning;
- training via the Internet – online learning.

Traditionally, in foreign practice, there are six models of blended learning:

1. Face to Face Driver model. A significant part of the curriculum is studied at school with direct interaction with the teacher. E-learning is being

used as additions to the main program, most often work with electronic resources is organized for computers during the lesson.

2. Rotation model. Study time is distributed between individual electronic teaching and learning in the classroom together with the teacher. The teacher who works full-time in the classroom also provides remote support for e-learning.

3. Model "Flex". Most of the curriculum is mastered in an electronic learning. The teacher accompanies each student remotely, to work out topics that are difficult to understanding, he organizes face-to-face consultations with small groups or individually.

4. Model "Online Lab". The curriculum is mastered in the conditions of e-learning, which is organized within the walls of schools, as a rule, in classrooms equipped with a computer technique. Online learning is accompanied by teachers. Students, in addition to online courses, can be trained in the traditional form in the class-lesson system.

5. Model "Self blend". The model is traditional for higher educational institutions in America.

Students independently choose additional courses to the main education.

Educational content providers can be different schools and educational institutions.

6. Model "Online Driver". Most of the curriculum is mastered through electronic resources of information and educational environment. Face-to-face meetings with the teacher are Periodical.

Conclusion: Blended learning is a teaching strategy that combines both traditional face-to-face and online teaching in one setting. It is a growing trend in the age of technological development. Blended learning is a promising idea that has linked together many significant fields such as teaching methodology, educational technology, online teaching, and learning. The use of blended learning in the ESL/EFL context has received much attention as a way to teach and learn English. Research has shown that using blended learning instead of traditional teaching or online teaching approaches alone results in many benefits not only on students' learning but also on the learning environment. Some of these benefits include enhancing the English learning process, developing language skills, and improving the English learning environment. Despite these benefits, the use of blended learning can be associated with some challenges. However, there is a dearth of literature that examines the issues that face teachers when using a blended learning approach in the ESL/EFL context. More research has to be done to explore ESL/EFL teachers' perspectives regarding the

challenges that they encounter when using blended learning in English teaching and learning.

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AN OVERVIEW OF THE AMERICAN SHORT STORY

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Key words: short story, span of time, single emotion, genre in fiction, non-fiction, situation, episode, characterization, narrative in effective

Kalit so‘zlar: qisqa hikoya, vaqt oralig‘i, yagona tuyg‘u, badiiy adabiyotdagi janr, badiiy bo‘lmagan, vaziyat, epizod, xarakteristika, ta’sirchan hikoya

Ключевые слова: рассказ, отрезок времени, единичная эмоция, жанр в художественной литературе, нехудожественная литература, ситуация, эпизод, характеристика, повествование в действии.

Annotation: The short story is an important genre in fiction but usually misunderstood form of writing; therefore it is helpful to understand what a short story is and how it differs from non-fiction, such as the essay; as well as other forms of fiction, such as the novel. Ridout and Stuart (1968) share the idea that the short story has often been associated with the idea of oneness of impression. This impression is attained by developing a single incident in one locale, with a small group of characters and covering a single, relatively short span of time.

Аннотация: Рассказ — важный жанр художественной литературы, но обычно неправильно понимаемая форма письма; поэтому полезно понимать, что такое рассказ и чем он отличается от документальной литературы, такой как эссе; а также другие формы художественной литературы, такие как роман. Ридаут и Стюарт (1968) разделяют идею о том, что короткий рассказ часто ассоциировался с идеей единства впечатления. Это впечатление достигается путем развития одного инцидента в одном месте, с небольшой группой персонажей и охватывающего один относительно короткий промежуток времени.

Anotatsiya: Qisqa hikoya badiiy adabiyotda muhim janrdir, lekin odatda noto'g'ri tushuniladigan yozuv shaklidir; shuning uchun qisqa hikoya nima ekanligini va uning badiiy bo'lmagan, masalan, inshodan qanday farq qilishini tushunish foydalidir; shuningdek, roman kabi badiiy adabiyotning boshqa shakllari. Ridout va Styuart (1968) qisqa hikoya ko'pincha taassurotning birligi g'oyasi bilan bog'liq degan fikrni baham ko'radi. Bunday taassurot bitta mahalliy sharoitda, kichik qahramonlar guruhi bilan bitta hodisani ishlab chiqish va nisbatan qisqa vaqt oralig'ini qamrab olish orqali erishiladi.

However, they feel that such definition of the short story may not be always applicable to short story. They, therefore, add that the short story is prose writing rather than verse. Although the short story is neither verse nor poetry, it may have a rhythmic pattern. It has no fixed limits, but the short story generally is fictitious prose not exceeding ten thousand words. A story running to about thirty five thousand words may be referred to as a novella or novelette; anything in excess of that is referred to as a novel conclude in their definition of the short story, as “a unified work in prose usually no longer than ten thousand words containing elements of fictitious - dealing in a dramatic manner with a character who is faced with a problem about which he must make a decision”. Fowler defines the short fiction as “Probably the most ancient of all literary terms; the terms cover everything from the fable, folktale or fairy-story, to such sophisticated and highly developed structures as the German Novella, via the stories of the Decameron, and Cervantes’ exemplary tales. Like the epic, short

fiction goes back in time far beyond the art of writing, and it was not until relatively recently in the history of literature that stories arose from anything but a common stock". It was only at the beginning of the nineteenth century that the short story, because of the requirement of magazines of ever widening circulation, came into its own and attracted great writers to practice it; like Pushkin, Edgar Allan Poe, Henry James, Anton Chekhov, James Joyce, Thomas Mann, Franz Kafka and D.H. Lawrence, as well as Maupassant who excelled in this particular genre. Ibid makes reference to Poe's definition as one of the earliest in two reviews 1842-1847 of Nathaniel Hawthorne's Tale "Short Prose narrative requiring from a half -hour to one or two hours in its perusal; working towards a single effect, created by incident chosen with economy and a rigorous sense of necessity". Other critics, most of them in fact, are practitioners of the art, such as H.E. Bates, Sean 0. Faolain and V.S. Pritchett have stressed that fact that short fiction must be exemplary and representative, a world in brief compass; that it establishes unity of impression and a feeling of totality, by concentrating on a single character, event or emotion, and by compression and avoidance of digression or a repetition, that it satisfies our craving for paradox and shape our longing to perceive a dramatic pattern and significance in experience. Bill expresses his admiration of the effect the short story yields: "I like ambiguity and mystery, and the short story lends itself to that more tentative experience of life. The novel, by its very size, needs to include wisdom and overall vision. I prefer the vividness and the immediacy of the story, its ability to appear before the reader, be intensely alive for a brief moment, then return to darkness—and yet leave itself with the reader, lodge itself in his memory". In another definition, Beachcroft (1968) also states that a short story may take only a few minutes to read. It may be written in unobtrusive prose - yet in those few minutes it may enter into the reader's mind. Iheakaram says "the short story deals with a single incident; the fruit of a single moment of time; a single perception, a single emotion, or a series of emotions called forth by a single situation". It has individuality, compression and completeness" He provides more elaboration when he states that It may range from the short story of five thousand words to the long story of twelve to fifteen thousand words. It is an imaginative narrative, unfolding a single predominating incident and a single chief character. It contains a plot, the details of which are so compressed, and the whole treatment organized as to produce a single impression. The short story can be anything the author decides it shall be. A death of a horse could be regarded as a story as well as a young girl's affair. The whole thing lies on what appeals to the authors. Bates writes that "a story should be a story: a record of

things happening, full of incident and accidents, swift movement, unexpected development leading through suspense to climax and satisfying denouement" On his part, Brien, to whom the short story in Britain and America owes an unpayable debt, holds that "the first text of a short, story, in any qualitative analysis, is the measure of how vitally compelling the writer makes his selected fact or incident. So it is that the short story has come to mean all sort of things, situation, episode, characterization, or narrative in effective a vehicle for every man's talent.[11, 61]

It is also clear that there is one thing which many varied definitions all have incommon. All omit to point out the advantages of elasticity, in both choice ofcharacter and use of time, which the short story holds over the novel. Of the earliest stalwarts of American short story, the major ones are Washington Irving (1 783-1 859), Edgar Allan Poe (1 809-1 849) and Nathaniel Hawthorne (1 805-1 864). They were contemporaries, and largely wrote in the first half of the nineteenth century. Washington Irving, living in England for most part of his creative period, was encouraged by the reception accorded to his Sketch Book (1819-20), and issued three additional volumes of stories and sketches before 1832.

However. although his "Rip Van Winkle" and "The Legend of Sleepy Hollow" belong to the classics of American short story, his mode of writing was rather "too leisurely" and the stories therefore often lacked "dramatic tension". Nonetheless, Irving was perhaps the first American to clearly recognize that the short story was a distinct form of literature which required, he wrote to his brother-in-law, " a constant activity of thought and nicety of execution." The key word 'constant' in this phrase chives the sense of an 'unceasing' and 'persistent' application of mind and art in writing a story and relates, however faintly, to the latter-day definitions of short story as a highly organized, intense and complete genre of literature. It was however Edgar Allan Poe who for the first time formulated a set of principles governing the compassion of a short story.

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ЛИЧНОСТНО-ОРИЕНТИРОВАННЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. В статье рассматривается проблема обучения иностранному языку и показано, что применение личностно-ориентированного подхода на уроках иностранного языка является одной из основных проблем современного образования.

Ключевые слова: личностно-ориентированный подход, личность, студент, оценка, метод.

Аннотация. Ушбу ишда чет тилларини ўқитиш масаласи қаралган бўлиб, чет тили дарсларида шахсга йўналтирилган ёндашувни қўллаш замонавий таълимнинг асосий муаммоларидан бири эканлиги кўрсатилган.

Калит сўзлар: шахсга йўналтирилган ёндашув, шахсият, талаба, баҳолаш, усул.

Annotation. This paper addresses the issue of foreign language teaching and shows that the application of a person-centered approach in foreign language lessons is one of the main problems of modern education.

Keywords: person-centered approach, personality, student, assessment, method.

Современное общество переживает экономические, социальные и культурные изменения, которые не могут не затронуть ни систему образования в целом, ни высшее образование в частности. Переход современного общества к новой экономической форме также влияет на деятельность высшего образования. В сфере обучения иностранным языкам, в частности, приоритетным является образование, ориентированное на учащихся. Обучение может быть сосредоточено на подходе, ориентированном на учителя или ученика, или на их комбинации. На протяжении веков учитель был главным звеном и лидером всего образовательного процесса, предпочтение отдавалось педагогически-ориентированному образованию.

Действующая система обучения иностранному языку во многом традиционна, но от преподавателей часто требуется использование методов, ориентированных на учащихся. Чаще всего учебная программа курса "иностранный язык" принимается учебно-методическим отделом высших учебных заведений, в которой описывается содержание, расписание, условия обучения, политика посещаемости и процесс оценки. Не учитывается специфика обучения иностранному языку. Учителю дается строгая инструкция, которая наглядно показывает, за что отвечает учитель. Например, учителям предоставляется фиксированное количество часов фиксированного курса, который они должны пройти в течение фиксированного и заранее определенного периода времени. Arap если курс не пройден в установленные сроки, учителя должны объяснить причины невыполнения учебной программы. Таким образом, с одной стороны, учителя обязаны использовать методы, ориентированные на учащихся, а с другой стороны, они вынуждены этого не делать, ограничивая свою свободу выбора и предписывая освещать определенные темы учебной программы и делать это. В этих условиях, чтобы будущий специалист был конкурентоспособным, необходимо изменить авторитаризм, гуманизм и традиционный процесс обучения, в котором учитель играет ключевую роль, образование, в котором ученик находится в центре. Однако следует

уточнить, что этот переход может быть осуществлен на всех уровнях системы образования только при участии всех специалистов.

Учителя должны обладать достаточной квалификацией для применения ученическо-ориентированного подхода; одна из основных задач учителя должна заключаться в том, чтобы мотивировать и мотивировать учащихся к упорному труду, активному участию в обучении; учащиеся, в свою очередь, должны быть готовы к изменению своей роли в учебном процессе; учителя должны стремиться к тому, чтобы используемый учебный материал соответствовал требованиям ученическо-ориентированного подхода; Они должны начать применять методы оценки, ориентированные на учащихся, которые при правильном использовании дают объективную картину успеваемости учащихся. Учитель должен использовать различные средства (средства массовой информации, социальные сети, ИКТ-технологии) для поддержания стабильной мотивации учащихся к изучению иностранного языка;

Отсутствие учебной мотивации наблюдается у многих учащихся. К этому должны серьезно относиться все заинтересованные стороны: администраторы, учителя, политики в области образования, учителя, родители и широкая общественность. Исследования необходимы для выявления недостатков всей системы образования в связи с ориентированным на учащихся подходом. Для того чтобы узнать о состоянии реализации студенто-ориентированного подхода, необходимо комплексное исследование, включающее большее количество учащихся.

Другие системные трудности-это оценка и строгая учебная программа, большое количество учащихся в классе и т. д. Все это создает серьезные препятствия для реального развития ориентированного на учащихся образования.

Оценка учащихся с помощью студенто-ориентированных методик различна и включает в себя мышление, критическое и творческое, глубокое понимание материала и т.д.к. измеряет различные навыки и компетенции, такие как:

Ориентированное на учащихся образование означает, что и они, и преподаватели должны иметь достаточное количество готовых и доступных ресурсов, из которых обе стороны учебного процесса могут выбирать, давать задания, организовывать деятельность и т. д.к. Это не всегда возможно. Кроме того, хорошо оборудованные и современные библиотеки еще далеко не везде.

Когда учитель пытается применять или использовать методы, ориентированные на учащихся, он сталкивается с такими трудностями, как соблюдение установленного учебного плана и выполнение его в определенное время или преподавание определенных предметов по своему выбору.

Обучение, основанное на ученическом подходе, требует небольшого количества учащихся в группах, чтобы учитель мог использовать различные виды групповой работы.

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METHODS OF IMPROVING WRITING SKILLS IN ENGLISH LANGUAGE CLASSES

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Annotation. This article is intended to enhance writing skills in English language classes, improve students' writing skills in English, and develop the skills of writing in any field of English. This article analyzes the process of

learning and teaching the writing mechanism of English language development in primary classes of general secondary schools, which requires mastering many different teaching techniques.

Keywords: grammatical structure, coherence, cohesion,literacy,note-taking, summarizing, narrating, reporting

Introduction. It is obviously believed that teaching writing skills can be one of the most difficult tasks for English language teachers. Moreover, it is difficult for students to gain a good grasp of writing skills due to its complexity in terms of spelling, grammatical structure, usage, coherence, and so on. “The teachers should understand the student's level and seek to implement appropriate teaching strategies that enhance their writing skills that are more appropriate for them,” as Rao P.S. says. Ells should also know the tasks they choose for this purpose and should spark curiosity among them.' Therefore, teachers should always think of alternative approaches, methods, and approaches to present them in the classrooms in order to help the students comprehend the skills effectively. To achieve this, the teachers should always use simple, useful, and needful materials for the students that spark more interest among them. Literacy is often defined as being able to read and write because it is so fundamental to the theory of education that it is so fundamental to the concept of education. Before going to school, healthy and normal children learn to speak and understand written words. However, only a few of them learn to read and write before that stage; at best, the skills a child brings into school that relate to writing are unintelligible scribbling rough drawings that they alone can comprehend; as such, teachers of pupils have the responsibility of noticing and correcting them in the most appropriate way. The teacher should use as many teaching materials as possible, which will enable the child to handle writing materials and be creative while writing. They must also be alert to try new methods of teaching.

We ,first and foremost ,need to determine what kind of writing students should do in order to develop writing skills. The forms of writing that students receive will vary according to their age, interests, and ability, as in many other aspects of english language instruction. We can encourage beginners to write simple poems, but we will most likely not give them a detailed analysis of town planning to do. When we set goals for elementary students, we want to make sure that the students have or can acquire enough vocabulary to complete the assignment. Such students can write a simple story, but they are unable to write a complex story. It's all about what language the students have in their group and what can be achieved with this language. Students should be able to apply the

models we give them to their own abilities. In general, we will try to get students to write in a variety of common everyday languages.

Research materials and methodology. The main objective of the study is to look into and describe the methodological aspects of the formation of "writing ability," which are a component of the activity of writing section in a foreign language.To achieve this aim, research of the following tasks is required:

- describe the role of the teacher in this process, from demonstrating to evaluating students' writing;
- describe the nature of writing and its component and stages;
- discuss how to develop this ability in foreign language classrooms by using collaborative and cooperative writing techniques.

Research results. The task of enhancing students' writing skills includes a number of special tasks:

- explain the importance of spelling , sentence structure and grammar, as well as content;
- enquire students to determine the main features of effective writing and intoduce all features of writing process;

When we talk about writing, it is important to remember that there are three distinct aspects to it: writing as a medium of a foreign language (FL) is the use of it alongside listening, speaking, and reading in the process of acquiring important elements of the language; writing as a part of a FL learning program is the practice of writing; writing with cohesion is the use of various linguistic techniques to achieve such tasks as: note-taking, summarizing, narrating, reporting.In our times, there is an increasing emphasis on presenting information rather than the traditional usage of linguistic terms. We must be careful, though, because texts are made up of sentences that are put together for communication purposes. You can't make bricks without straw and you can't build houses without bricks, that is, you can't make bricks without straw. To begin writing, it is important to understand its purpose, such as advising, reporting, etc.

In the present work, it is obviously accepted that we should mention dictation as one of the writing activities to practice writing, although it also improves listening-understanding ability. It has usually been thought a boring teaching activity by many people, but we ought to see it as an encouraging exercise. We need to brainstorm a new methodology for dictation.

Conclusion. Teaching foreign languages requires much more hard work than we think , as well as learning . Nowadays , learning and teaching foreign languages are becoming more common in our country and teachers are trying to

find out the best methods to gain knowledge of foreign language ,sometimes they prefer to compare with their native language.Four skills of new language are taken in consideration while teaching and learning , all of them have their own strategies and features to learn and to enhance .However , writing is still the most difficult aspect of language owing to being expert in a language.This article shows some useful recommendations to improve students' writing ability and teachers should be facilitators and are responsible of creating the best possible conditions for learning.It is very important to teach pronunciation in English of the different signs of punctuations (e.g. comma, period, brackets, quotations, semi colon, etc) in order to identify them when taking dictation.Teachers have their pupils do exercises of different types using connectors, the use of them are indispensable for a right coherence,develop writing competitions on board: words, sentences, etc.Moreover, the English teachers have to adopt some more new techniques to improve the EFL/ESL learners' writing skills.The teachers have to guide the learners properly in order to involve them in the activities with a lot of motivation and encouragement.

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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: Kommunikativ xulq-atvor, Lingvomadaniy yo'nalish, Kommunikativ-diskursiv yo'nalish, Gender xususiyatlar, Lingvokulturologik metodologiya.

Bugungi kunda aynan ikkala jinsni o'rganadigan gender tadqiqotlari mavjudligi haqida bemalol gapirish mumkin hamda ushbu tadqiqotlar, umumiy nuqtai nazardan qaralganda, aniqroq qilib aytganda jins vakillari o'rtasidagi farqlarning ijtimoiy shakllanish jarayonini ham tadqiq qiladi. Olib borilgan mazkur tadqiqotlar doirasida aytishimiz mumkinki, gender shaxsning ijtimoiy o'ziga xosligining parametrlaridan biridir hamda bu parametrlarni institutsionallashtirilgan va marosimlashtirilgan sotsial-madaniy tuzilma sifatida ham qabul qilishimiz mumkin.

Armiya, maktab kabi ijtimoiy institutlarda mazkur gender farqlar qo'llab-quvvatlanadi. Bu tuzilmalarda ko'pchilik tomonidan jins vakillariga munosib deb hisoblanadigan gender farqlarga normalar maqomini beriladi. Shu sababdan ular tabiiy shartli deb talqin qilinadi. Jamiyatdagi ijtimoiy marosimlar ham gender nosimmetrikligini vujudga keltiradi hamda ular kiyimda, kundalik kiyinishda va ramziy ma'nolarda kuzatiladi. Gender xususiyatlar madaniyatning bir mahsuli yoki o'ziga xosligi sifatida xalq og'zaki ijodi, ertak va an'analarda qayd etilgan ayollik va erkaklik haqidagi jamiyat tasavvurlarini namoyon etadi. Kollektiv ongda gender stereotiplari mavjud - boshqa jinsdagi shaxslarning xususiyatlari va fazilatlari haqidagi soddalashtirilgan va o'tkir g'oyalar.

Eng umumiy ma'noda tilshunoslikda genderni o'rganish **ikkita muammo** bilan shug'ullanadi.

Birinchi muammo til va unda jinsning aks etishidir. Ushbu yondashuvning maqsadi jins vakillarining mavjudligi tilda qanday namoyon bo‘lishini batafsil tushuntirishdan iborat. Bu yondashuv doirasida tildagi nominativ tizim, leksika, sintaksis, gender toifasini tadqiq qilish birinchi o‘rindagi masalalar qatorida turadi. Bundan tashqari qaysi baholar erkaklar va ayollarga tegishli ekanligi hamda qaysi semantik sohalarda ushbu baholar sezilarli darajada ifodalanganligi ham joriy yondashuv maqsadiga kiradi.

Ikkinchi muammo erkaklar va ayollarning nutqi va umuman kommunikativ xulq-atvori hamda uni tadqiq qilishdir. Bu yondashuvda bir qator ajralib turuvchi omillar bor hamda ular jumlasiga tipik strategiya va taktikalar, leksik birliklarining jinsga xos tanlovi, muloqotda muvaffaqiyatga erishish yo‘llari hamda uning gender farqlanish xususiyatlari, lug‘at tanlashda afzalliklar, sintaktik tuzilmalar - ya’ni erkak va ayol nutqining o‘ziga xosligi kiradi. Mazkur yondashuv nuqtai nazaridan nutqni va umuman, kommunikativ xulq-atvorni o‘rganishda gender tushunchasi so‘zlovchining ijtimoiy o‘ziga xosligi hamda muloqotda namoyon bo‘ladigan parametrlardan biri sifatida ko‘rib chiqiladi. Bu parameter tabiiy ravishda boshqa parametrlar: maqom, yosh, ijtimoiy guruh kabi parametrlarga ta’sir qiladi yoki ular bilan birgalikda o‘zaro farqli bo‘lgan bir qator boshqa xususiyatlarni ham namoyon qiladi. Mazkur soha doirasidagi eng ko‘zga tashlanadigan asarlardan biri bu Debora Tannenning “Sen meni shunchaki tushunmaysan. Ayollar va erkaklar muloqotda” asaridir. D.Tannen turli jins vakillari o‘rtasidagi muloqotda uchraydigan aloqa kamchiliklarini tahlil qiladi. Olim o‘zi tadqiq qilayotgan ushbu kamchiliklarni jamiyat tomonidan erkaklar va ayollarga nisbatan qo‘yiladigan turli talablar bilan, bundan tashqari, muloqoti asosan bir jinsli guruhlarda sodir bo‘lgan bolalik va o‘smirlik davridagi ijtimoiylashuv jarayonining o‘ziga xos hamda farqli xususiyatlari bilan izohlaydi.[1]

Yuqoridagilardan kelib chiqib aytishimiz mumkinki, genderning barcha lingvistik tadqiqotlari bir-biriga bog‘liq va bir-birini to‘ldiradi, ammo shunga qaramay, ko‘pchilik davlatlarning, jumladan, o‘zbek tilshunosligida lingvistik genderologiya rivojlanishining bir nechta asosiy yo‘nalishlari quyidagicha ajratib ko‘rsatilishi mumkin:

1) ijtimoiy va psixolingvistik;
2) lingvomadaniy;
3) kommunikativ-diskursiv.

[1] Deborah Tannen. You Just Don't Understand Women and Men in Conversation. – 1990,

Ijtimoiy va psixolingvistik yo‘nalish doirasida o‘zbek lingvistik ongini, yozma va og‘zaki matnlarni amaliy jihatdan jadal tadqiq qilish davom etmoqdadir.

Lingvokulturologik yo‘nalish doirasida bugungi kunda bir qator olimlar tomonidan o‘zbek tilidagi ayollik va erkaklik stereotiplarining o‘ziga xos xususiyatlarini va ularning tilda ishlatilishini o‘rganish, “erkalik” va “ayollik” madaniy tushunchalarining o‘zbek tilida aks ettirish xususiyatlarini o‘rganish va gender metaforasi (bu erkaklik yoki ayollik madaniyati bilan bog‘liq bo‘lgan barcha xususiyatlarni jinsga bog‘liq bo‘lmagan narsalar va hodisalarga o‘tkazishni anglatadi), madaniyatlararo muloqot, shuningdek, o‘zbek va boshqa tillardagi materiallar bo‘yicha qiyosiy tadqiqot ishlari olib borilmoqda.

Buning uchun esa rus va ba’zi boshqa tillarni o‘rganish tufayli imkoniyat paydo bo‘ldi. So‘nggi yillardagi milliy tilshunoslik va madaniyatshunosligimiz o‘zbek tilshunosligi mentalitetini, etnik-madaniy xususiyatlarini kengroq o‘rganish nuqtai nazaridan geder masalasiga qiziqish bildirayotganini ko‘rsatadi.

Jinsning lingvistik konstruktsiyasi kommunikativ-diskursiv yo‘nalish doirasida shaxslarning kommunikativ o‘zaro ta’sirida, erkaklar va ayollarning nutq xatti-harakatlarida o‘rganilar ekan, jinsning lingvistik tuzilishi ijtimoiy o‘ziga xoslik, kommunikativ moslashuv va interaktsionizm nuqtai nazaridan tahlil qilinadi. Ammo shuni ta’kidlashimiiz kerakki, o‘zbek tilshunosligidagi gender yondashuv o‘zining rivojlanish bosqichlari davomida asosan g‘arb tilshunosligidagi gendershunoslik maktabidan katta ta’sir oldi. Keyinchalik esa o‘zbek gender tilshunosligi milliy mentalitetimiz asosida milliylik kasb etib bordi. G‘arb gendershunosligidagi uchta asosiy yondashuv o‘zbek tilshunosligining gender yo‘nalishi rivojlanishiga jiddiy turtki berdi. Aynan ushbu ta’sir zamonaviy o‘zbek gender lingvistikasining shakllanishi va bugungi kunda yangi ko‘rinishlari hosil bo‘lishida asosiy omil sifatida baholanmoqda.

Shuni alohida ta’kidlash joizki, zamonaviy ilmiy tadqiqotlarda uchala yondashuvlar ham bir-birini to‘ldiruvchi deb qabul qilinmoqda. Aynan shu sababdan ham ular umumiylikdagina tushuntiruvchi kuchga ega deb hisoblanadi.

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INKLYUZIV TA’LIM. DARS JARAYONIDA NUQSONI BOR O’QUVCHILAR BILAN ISHLASH

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Annotatsiya: *Ushbu maqolada inklyuziv ta'lim madaniyati, uning maqsadlari; jinsi, irqi, madaniyati, ijtimoiy millati, dini, individual imkoniyati va qobiliyatidan qat’iy nazar ta’lim olish haqida so’z ketadi*

Kalit so’zlar: *inklyuziv, tarbiya, nuqson, nogironlik, kompetensiya, yondashuv, muhit, muvozanat*

Аннотация*: В данной статье культура инклюзивного образования, его цели; Речь идет о получении образования независимо от пола, расы, культуры, социального происхождения, религии, личных возможностей и способностей.*

Ключевые слова: *инклюзивное, образование, дефект, инвалидность, компетентность, подход, среда, баланс*

Imkoniyati cheklangan bolalarni tarbiyalash masalasi bugungi kunda eng dolzarb masalalardan biriga aylanib bormoqda. Hozirgi kunda Respublikamizda alohida yordamga muhtoj bolalarning rivojlanish darajasi, imkoniyatlari, xususiyatlari va qobiliyatlariga ko'ra maxsus yoki umumiy ta'lim tizimida ta'limni amalga oshirish maqsadida inklyuziv ta'lim tizimi amalga oshirilmoqda. Inklyuziv ta'lim madaniyati Uning maqsadlari jinsi, irqi, madaniyati, ijtimoiy

millati, dini, individual imkoniyati va qobiliyati farqlar sabab ijtimoiy segregatsiya oldini olish uchun emas. Biroq, kontseptsiya universal foydalanish uchun yaroqsiz bo'lib chiqdi. Dunyo tajribasiga ko'ra, maktablarda kiritish ko'pincha tengdoshlari bilan birga o'rta maktablarda nogironlar ta'lim sifatida qaraladi (Judi Kugel'mas) biroq, inklyuziv ta'lim mohiyati bilim va bilim hali jamiyatda yetarli emas. "Inklyuziv "va" integrallashgan " terminlari ko'pincha bir xil ma'noda ishlatiladi.

"Maxsus ehtiyojlar" ko'plab ta'riflarga ega bo'lgan atamadir. Bu ibora odatda bola qila olmaydigan narsa sifatida aniqlanadi. Maxsus ehtiyoji bo'lgan bolalarda ba'zi o'rganishda nuqsonlar yoki jiddiy idrok etish buzilishi, ba'zi oziq-ovqat allergiyalari yoki davolab bo'lmaydigan kasalliklar, tasodifiy hujumlar yoki jiddiy psixiatrik muammolar bo'lishi mumkin. Nogironlik yoki nogironlikning kombinatsiyasi bo'lgan bolalar o'rganish yoki boshqa faoliyat bilan shug'ullanishda qiyinchiliklarga duch kelishadi. Ota-onalar bolaning qanday o'sishini tushunishlari va individual ehtiyojlarni tan olishga va darhol yordam so'rashga tayyor bo'lishlari kerak. To'g'ri g'amxo'rlik va ta'lim bilan bola to'liq salohiyatga ega bo'lishi mumkin.

Nogironlar uchun ta'lim to'g'risidagi qonun tomonidan aniqlangan o'n uchta maxsus ta'lim toifasi mavjud.

- Autizm
- Karlik
- Eshitish qobiliyatining buzilishi
- Ko'rlik
- Intellektual nogironlik
- Emotsional buzilish
- Ortopedik buzilishlar
- Bir nechta nogironlik
- Muayyan o'rganishda nuqson
- Nutq yoki til buzilishi
- Bosh miya shikastlanishi
- Koʻrishning buzilishi
- Boshqa sog'lig'i buzilgan

Maxsus ehtiyojli talabalar bilan ishlash qiyin bo'lishi mumkin va nogironlarga maxsus yordam beradigan maxsus treningni talab qiladi. Maxsus ehtiyojli talabalar bilan ishlaydigan maxsus o'qituvchining ishi juda qiyin, ammo strategiyalar va to'g'ri vositalardan foydalangan holda natijalar qiyinchiliklardan ancha yuqori bo'lishi mumkin. Ajoyib ta'lim muhitini yaratish uchun bir nechta maslahatlarga amal qilishingiz mumkin:

• Maxsus ehtiyojli talabalar uchun tuzilgan va tuzilmagan jarayonlar muvozanatini saqlash muhim. Har bir talabaning stolida hamma narsa uchun joy bo'lsin, u aniq belgilanishi kerak, masalan, ranglar yoki so'zlardan foydalanishingiz mumkin. Tekshirish ro'yxatini tuzing va o'quvchilarga daftarlarini tartibga solishga yordam bering, buni mustaqil ravishda qanday qilishni o'rgating va har kun oxirida tekshiring. Ularga xona bo'ylab harakatlanishni o'z ichiga olgan vazifani tayinlang. Ular uy vazifasini bajarayotganlarida, ularga ish joyini o'zgartirishga ruxsat bering. Maxsus ehtiyojli talabalar uchun ko'rsatmalarga rioya qilish va agar chalg'itadigan narsalar juda ko'p bo'lsa, ko'rsatmalarni eshitish qiyin bo'lishi mumkin. Ularni sinfning cheklangan joyida chalg'itadigan joylarga joylashtiring. Ularni deraza yonida, ochiq eshik oldida, o'tayotgan odamlar yoki juda chalg'itadigan boshqa shovqinlardan saqlaning.

- Maxsus ehtiyojli talabalar uchun bir vaqtning o'zida uzoq yoki ko'p ko'rsatmalarni tushunish qiyin. Oddiy va ko'rinadigan jumlalardan foydalanish tavsiya etiladi. O'qituvchilar o'z o'quvchilari nima deyotganini tushunishlariga ishonch hosil qilish uchun bir necha qadamni kichikroq oson bosqichlarga bo'lishlari kerak. Siz ko'rsatmalarni chop etishingiz va bir vaqtning o'zida og'zaki aytishingiz mumkin. Talabalardan ko'rsatmalarni takrorlashni so'rang va ular tushunganlarini ko'rsatishi mumkin. Ularga sabr-toqatli bo'ling va ular biron bir vazifani o'rganib, bajarmaguncha keyingi ko'rsatmalarga o'tmang.

Alohida ehtiyojli bolalar turli xil nogironliklarga ega va shuning uchun ular turli yo'llar bilan o'rganadilar, har bir ishni iloji boricha ko'p hissiyotli qilish juda muhimdir. Ular bir sohada qiyinchiliklarga duch kelishlari mumkin, boshqasida esa juda yaxshi bo'lishi mumkin. Misol uchun, o'qish qiyinligi bo'lgan talaba uchun darsliklarni lentada ishlatishingiz mumkin, tinglashda muammolari bo'lgan talabalar ularga o'qish uchun eslatmalar beradi va yozish muammosi bo'lgan talabalar ularni imlo tekshiruvlari, grammatik tekshiruvlar yoki nutqni taniy oladigan dasturiy ta'minotga ega kompyuterdan foydalanishga majburlashingiz mumkin.

• Agar talaba xafa bo'lsa yoki haddan tashqari qo'zg'alsa, bolalarni tinchlantirish uchun joy ajratish foydali bo'lishi mumkin. Bolaning nogironligiga qarab, rag'batlantirish ularning diqqatini jamlash va o'rganish qobiliyatiga ta'sir qilishi mumkin. Ularni tinchlantirish uchun ma'lum bir xona yoki hudud ularning his-tuyg'ularini yengillik topishga undaydigan narsalar bilan jihozlangan bo'lishi kerak.

• O'rganishda nuqsoni bo'lgan talabalar muayyan sohalarda muvaffaqiyatga erisha olmasligini his qilishlari mumkin. Ularni qoniqarli

natijalarga olib keladigan dars tuzilishini motivatsiya qilish. Darhol rag'batlantiring, qoidalar va intizomga to'g'ri munosabatda bo'ling, xatolarini to'g'irlang va o'zlari tuzatish kiritganlarida ularni eng muhim mukofotlang. Maxsus ehtiyoji bo'lgan o'quvchilarni o'zlari tanlashlarini kutish o'rniga, o'rgating va to'g'ri xatti-harakatni ko'rsating.

Sabrli bo'lish va ijobiy munosabatda bo'lish alohida ehtiyojli bolalar bilan ishlaydigan har bir kishi uchun eng muhim sifatdir. Bu tamoyillar nafaqat sinf xonalari uchun ideal, balki nogiron o'quvchilarning ota-onalari ham ularni amalga oshirishlari mumkin. Muvaffaqiyatga erishish uchun ularga yordam berishning eng yaxshi usuli bu sinfda ham, undan tashqarida ham ularga katta e’tibor berish va ularni har doim qo’llab quvvatlashdir.

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ALFRED DE MYUSSENING “ASR FARZANDINING DIL IZHORI” ASARINING LINGVOPOETIK TAHLILI

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Annotatsiya. Ushbu maqolada fransuz adabiyoti romantizimining XIX asrdagi o’ziga xos xarakterisrikasi aks ettirilgan. Jamiyatdagi ko’zga tashlanmaydigan ammo hamma uchun ma’lum bo’lgan holatlar: axloqiy buzuqlik aks etgan vaziyatlar tasviri ifodalangan Alfred de Mussetning “Asr farzandining dil izhori” asari badiiy va xronologik tahlil etilgan, undagi badiiy zamon va badiiy makon tasviri, insonlarning ichki kechinmalari ifodalarining badiiy tahlili ko’rib chiqilgan.

Kalit so’zlar. Romantizm, adabiy makon, adabiy zamon, xronologik holatlar, kataklizm, illyuziya, idealizatsiya, epigone.

Абстрактный. В данной статье отражены уникальные черты романтизма французской литературы XIX века. Неприметные, но известные ситуации в обществе: образ морального разложения выражен в произведении Альфреда де Мюссе «Выражение ребенка века», художественно и хронологически проанализировано, в нем изображено художественное время и художественное пространство, внутренние переживания людей, рассматривается художественный анализ выражений.

Ключевые слова. Романтизм, литературное пространство, литературное время, хронологические события, катаклизм, иллюзия, идеализация, эпигон.

Abstract. This article reflects the unique characteristics of the romanticism of French literature in the 19th century. Inconspicuous, but well-known situations in society: the image of moral corruption is expressed in the work of Alfred de Musset "The Expression of the Child of the Century" is artistically and chronologically analyzed, it depicts the artistic time and artistic space, the inner experiences of people. artistic analysis of expressions is considered.

Key words. Romantism, literary space, literary time, chronological events, cataclysm, illusion, idealization, epigone.

Romantizmni sof ilmiy-nazariy muammo sifatida tadqiq qilish borasida shuni ta’kidlash mumkinki, ushbu murakkab va keng qamrovli muammo

deyarli bir yarim asr mobaynida tadqiqotchilar diqqat markazida turibdi. Bundan tashqari oxirgi o'n-o'n besh yil ichida jahon, shu jumladan o'zbek adabiyotshunosligida ham tobora dolzarb muammoga aylanib bormoqda. Eng muhimi, ushbu dolzarblik aslo sun'iy emas, nazariy va amaliy zaruriyatdan kelib chiqqan. Biroq, tan olish kerakki, romantizm hodisasi, o'zining ko'p qirraligi, turli qiyofalarda namoyon bo'lishi, adabiy makoni va zamoni murosasiz ziddiyatlarga to'laligi bilan ham o'ta murakkab hisoblanadi. Ushbu muammoning ilmiy dolzarbligining asosiy sababi shundaki, xronologik jihatdan bizdan ancha uzoq bo'lib ko'ringan romantizm davri hozirgi kunda ham o'z estetik, g'oyaviy - falsafiy ahamiyatini yo'qotmagan. Eng muhimi, o'z asarlarida romantizmni kuylagan yozuvchi va shoirlarning adabiy merosiga nafaqat kitobxonlar, balki ularning tajribasini anglab olishga, ma'lum ma'noda o'zlashtirib olishga intiluvchan zamonaviy ijodkorlar ham murojaat qilishadi.

Alfred de Myusse fransuz yozuvchisi sifatida tanila boshlagan vaqtlarda jamiyatdagi bahsli masalalar yozuvchilar tomonidan yetarli darajada tilga olinmas edi. Yosh ijodkor o'zining "La confession d'un enfant de siècle" asarida tilga olgan asr va davr muammosi hech bir yozuvchi tomonidan e'tirof etilmagan edi.

Agar bu asarining ikkinchi bobi romantik nuqta'iy nazarda "davr azobi" ("mal du siècle") ning eng mashhur tasvirlaridan biri deb hisoblanilsa, tasvirlangan tarixiy kataklizm, illyuziyalarga ega bo'lmagan jamiyatdagi barcha qadriyatlarni yo'qotish va Oktavaning shaxsiy iztiroblari orasidagi munosabatlar o'quvchini hayratda qoldiradi.

Asarning ikkinchi bobida keltirigan "changement brusque de focale"[1] iborasi jamiyatda sodir bo'layotgan keskin o'zgarishlarning ifodalovchisi sifatida qarash mumkin. Asardagi voqealar Napoleonning surgunga ketayotganini ko'rgan barcha yoshlar singari, bosh qahramon ham o'zini yolg'iz va g'amgin his qiladi, bir kechada o'zini ishongan insonlari tomonidan tashlab ketiladi yani yolg'izlikni butunlay his etadi va uni beadablik bilan aldagan ayol nafaqat barcha qadriyatlarni, balki muhabbatga bo'lgan ishonchini ham yo'qotganini, uning holati abadiy ajralishga mahkum erkaklar va ayollarning o'zlarining mavjud bo'shliqlarini yashirish uchun buzuqlikka botingan hayot qiyofasida ekanligini va uning muhabbati "athéisme" (xudosizlik)ga xoslanganligini anglash mumkin. Ammo Pol Benichou ta'kidlaganidek, yozuvchining yoshligi 1830-yillar atrofida kechganini[2] va asar boshida tilga

[1] Alfred de Musset, La Confession d'un enfant du siècle, éd. Frank Lestringant, Paris, Librairie Générale française, « Le livre de poche classique », 2003, note 1, p. 81. C'est mon édition de référence.
[2] Paul Bénichou, Romantismes français II. Les Mages romantiques. L'École du désenchantement. - Paris, Gallimard (« Quarto »), 2004. - P. 1636.

olingan yo’qotilgan avlod bu Alfred de Musset tengdoshlari emasligini takidlash lozim. Vaholanki Imperator taxtdan qulaganda u atigi besh yoshda edi. Napoleonning afsonaviy siymosining yo'qolishi Mussetga uning tengqurlari yashayotgan hayotda bo'shliqning hosil bo’lishiga asosiy sabablaridan biri sifatida ko'rinadi. Va nihoyat, II bobning lirik parvozidan so'ng katta umidsizlikka uchragan qahramonning sahnada paydo bo'lishini osongina tasavvur qilish mumkin, ammo u aslida bunday emas. Nafaqat, Musset bu tushkunlik holatidan nafratlanadi va romantik melanxoliyani idealizatsiya qilishni rad etadi balki u yaratgan qahramon Oktava Gyote, Bayron, Shatabriand yoki Vigni tomonidan yaratilgan mashhur qahramonlarning epigone (taqlidchisi) emasligini ham takidlaydi[1]. Asar boshidan so’ngiga qadar bir shaxs tarixi berilgan bu parchada ko’tarilgan muammo juda muhim, chunki u o‘zi bilan asarning chuqur adabiy qiymatiga taalluqli bir qator savollarni keltirib chiqaradi: aslida asardagi « mal du siècle » nima haqida? Nima uchun Musset birinchi shaxsda badiiy adabiyot va avtobiografiya qorishgan hayotni tasvirlashni tanladi?

Yozuvchi avvalo qahramonning iztiroblari butun jamiyatni qamrab olgan axloqiy illatlardan kelib chiqqanligini takidlaydi. Roman davomida kuzatilganidek, ilgari surilgan g’oya butun asar davomida o'zgarmasdan qolgan. Birinchi sahifadan boshlab ohang o'rnatilgan. Masalan: *Ainsi, ayant été atteint, dès la première fleur de la jeunesse, d’une maladie morale abominable, je raconte ce qui m’est arrivé pendant trois ans. Si j’étais seul malade, je n’en dirais rien ; mais comme il y en a beaucoup d’autres que moi qui souffrent du même mal, j’écris pour ceux-là, sans trop savoir s’ils y feront attention.*[2]

Bu dahshatli kasallik alohida bir shaxsga ta'sir qilmaydi, u boshidanoq ommaga qaratilgan. Ushbu qisqacha muqaddimadan so'ng darhol tarixiy yovuzlikning tushuntirilishi va tasviri ishlab chiqiladi. Dastlabki ikki bob o'rtasidagi bog'liqlik aniq va biri qahramonning iztiroblari aks ettiradi; uchinchi bobni kirish qismidagi qisqa jumla shaxsiy ishonchning boshlanishini ko’rsatib bergan: *J’ai à raconter à quelle occasion je fus pris d’abord de la maladie du siècle* [3]. Ma’nosi: *Asr kasalligi bilan birinchi marta qanday munosabatda bo'lganimni aytib berishim kerak.*

Voqealar davomida mavjudlikning bo'shlig’i, hayotning yovuzligi haqidagi falsafiy tuyg'uning o'ljasini topish haqida o'ylab ko’rish mumkin. Ammo gap bu haqida ham emas. III bob ushbu "asr kasalligi" (mal de

[1] Ou par Musset lui-même : on pense notamment à Rolla, personnage éponyme du poème écrit en 1833.
[2] [2] Alfred de Musset, La Confession d’un enfant du siècle. PARIS. G. CHARPENTIER 1878. – p1.
[3] Alfred de Musset, La Confession d’un enfant du siècle. PARIS. FELIX BONNAIRE 1878. – p47.

siecle)ning oshkor etilishini sevikli ayolning xiyonatining kashfiyoti, ya’ni ishqiy yolg'onning oddiy hikoyasi bilan bog'laydi. Oktava azob chekayotgan jirkanch yovuzlik shunchaki bu xiyonatning natijasi sifatida paydo bo'lganligini savol qilib qo’yish mumkin. Bu II bobda tasvirlangan nochor yoshlar azob chekayotgan “asr kasalligi”ning asl kelib chiqish manbasini ochish uchun yetarli emas. Vaholanki, butun bir jamiyat azob chekayotgan, vabo deb qaralgan “mal du siècle” yozuvchi tasavvurida nafaqat bugunning muammosi balki, kelgusi avlod uchun ham jiddiy qiyinchiliklar keltirib chiqarishi mumkin bo’lgan og’riqli nuqta sifatida qaralgan.

Asarning mazmun mohiyatidan shuni anglash mumkinki, Alfred de Myusse o’z boshidan o’tkazgan azob uqubatlarni jamiyatda mavjud muammolarga bog’lagan holda kelgusi avlod uchun dasturil amal yaratishga harakat qilgan. Ya’ni insonning barcha xatoliklari ortida jamiyatning va shaxsning ilmsizligi, undagi mavjudodlik xususiyatining insoniylik xususiyatidan ustun kelib qolgandan keyingi oqibatlari yotadi.

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ГРАММАТИКА НЕМЕЦКОГО ЯЗЫКА

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Содержание: В статье рассматриваются особенности развития немецкого языка как объекта языковой глобализации, анализируются процессы американизации немецкого языка, охватывающие его грамматическую систему, исследуется освоение заимствованных существительных, прилагательных, причастий, глаголов, а также процессы словообразования, делается вывод о неустойчивом характере грамматического освоения заимствований в условиях смешения разных картин мира.

Ключевые слова: Немецкая грамматика, языковая глобализация, американизация, картина мира

ВСТУПЛЕНИЕ

Процесс американизации немецкого языка охватывает не только его лексическую систему, но также и грамматическую, причем проходит он с разрушением ее основных структур, и это настораживает хотя бы уже потому, что здесь создается очень широкое пространство языковой неуверенности. Ведь чтобы употребляться в немецких предложениях, заимствованные слова должны подчиниться правилам немецкой грамматики. Это означает, что английские слова должны допускать то, что они допускают в силу своего происхождения лишь в крайне ограниченной степени по причинам фонетического характера: они должны усваивать флексии. Существительные должны быть, по меньшей мере, отнесены к определенному грамматическому роду (мужскому, женскому или среднему) и получить форму множественного числа, даже если форма множественного числа в определенных случаях будет омонимична форме единственного числа, как это регулируется немецкой грамматикой, или будет образовываться по правилам английской грамматики, что не будет означать отсутствия правил, поскольку часть существительных иностранного происхождения в немецком языке образует форму множественного числа на –s.

В целом известны три критерия, которые влияют на отнесение немецкого существительного к тому или иному грамматическому роду, – семантический, морфологический и фонетический. По вопросу о том, каковы причины отнесения заимствованного существительного к той или

иной парадигме, разными исследователями высказывались разные суждения, при обобщении которых можно выделить два основных принципа. С одной стороны, это принцип лексическо-грамматической аналогии, при котором определенную роль играет понимание значения слова в английском языке:

− мужской род: der Body – der Körper, der Airbag – der Luftsack, der Club – der Verein, der Job – der Beruf, der Boss – der Leiter, der Start – der Anfang / der Beginn, der Style – der Stil, der Tower – der Turm;

− женский род: die City – die Stadt, die Crew – die Mannschaft, die Hotline –die Linie, die Memory – die Erinnerung, die Power – die Kraft, die Show – die Schau, die Society – die Gesellschaft, die Story – die Geschichte;

− средний род: das T-Shirt – das Hemd, das Book – das Buch, das Business –das Geschäft, das Feeling – das Gefühl, das Girl – das Mädchen, das Event – das Geschehen.

С другой стороны, можно привести свидетельства в пользупротивоположного принципа: грамматический род присваивается заимствованным английским существительным по принципу лексической дифференциации. Это иллюстрируют следующие примеры лексико-грамматической аномалии:

− мужской род: der Support – die Unterstützung, der Swimmingpool – das

Schwimmbad, der Talk – das Gespräch / die Gesprächsrunde / die Unterhaltung, der/das Pub – die Kneipe;

− женский род: die Party – das Fest (die Feier), die Online – der Bildschirm;

− средний род: das Break – die Unterbrechung / die Pause, das Team – die Gruppe / die Mannschaft, das Handling – die Handhabung / die Behandlung, das Outfit – die Ausrüstung

ЗАКЛЮЧЕНИЕ

Грамматический род заимствованных существительных очень неустойчив и присваивается часто окказионально. Это выражается также в англоязычном словопроизводстве в немецком языке. Не вызывает возражений, например, женский род новых существительных Verdocung и Sweateria. В то же время слова Fakie и Fanzine, которые морфологически располагают к присвоению им женского рода, получают средний род без видимых к тому оснований, по крайней мере, в рамках немецкой грамматики. В образовании существительных женского рода правила

немецкого словообразования действуют тоже выборочно, например, из User немецкий язык образует Userinnen, но при этом отказывается из Bodyguard образовывать по аналогии *Bodyguardinnen. Таких примеров можно приводить много. Если сравнивать заимствования первых послевоенных лет и заимствования последнего десятилетия, то заметен рост этой неустойчивости, выражающийся в увеличении числа существительных с двойной падежной принадлежностью.

Вместе с этим возникает неуверенность, относящаяся одновременно и к форме множественного числа, которая образуется часто по английскому образцу, но тоже не всегда: die Notebooks, но die User, а не die *Users. В особенности трудны случаи образования форм множественного числа тех слов, внутренняя форма которых совершенно непонятна, и тем самым неясен принцип присвоения грамматического рода, от которого часто зависит и тип образования множественного числа.

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XORIJIY TILLARNI O‘RGANISH TIZIMINI YANADA TAKOMILLASHTIRISHDA UNGA BO‘LGAN TALABNI OSHIRISHNING AHAMIYATI

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Annotatsiya: Ingliz tili darslarida innovatsion usullarni qo’llash natijasida o’quvchilarning mantiqiy fikrlash qobiliyatlari rivojlantirish, erkin so'zlash mahoratini oshirish, tez va to’g’ri javob berish malakasi shakllantirishni ko'zda tutilgan. Bunday usullar o’quvchida bilimga ishtiyoq uyg’otadi. O’quvchi darslarga puxta hozirlik ko’rishga intiladi. Bu esa o’quvchilarni ta’lim jarayonining faol sub’yektlariga aylantiradi. Ta’lim tizimi o’z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo’yar ekan, bu tizimni rivojlantirish uchun qator tashabbuslarni amalga oshirib kelmoqda.

Kalit so’zlari: Ilg’or metodlar, Xorijiy tillarni rivojlantirishiga qabul qilingan qarorlar, Xorijiy va mahaliy hamkorlik.

Аннотация: В результате использования инновационных методик на занятиях по английскому языку планируется развивать у учащихся навыки логического мышления, совершенствовать навыки говорения, формировать навыки быстрых и правильных ответов. Такие методы вызывают у студента стремление к знаниям. Ученик старается основательно подготовиться к урокам. Это делает учащихся активными субъектами образовательного процесса. Поскольку система образования ставит перед собой задачу воспитать свободомыслящего, всесторонне развитого, зрелого человека, она реализует ряд инициатив по развитию этой системы.

Ключевые слова: Передовые методы, Принятые решения по развитию иностранных языков, Зарубежное и местное сотрудничество.

Abstract: As a result of using innovative methods in English language classes, it is planned to develop students' logical thinking skills, to improve their speaking skills, and to form the skills of quick and correct answers. Such methods make the student eager for knowledge. The student tries to prepare thoroughly for the lessons. This makes students active subjects of the educational process. As the educational system sets itself the task of educating a free-thinking, well-rounded, mature person, it has been implementing a number of initiatives for the development of this system.

Key words: Advanced methods, Decisions made on the development of foreign languages, Foreign and local cooperation.

Ilg`or metodlar chet tilini puxta o`zlashtirishda kompos vazifasini o`taydi. Shunday metodlardan biri bu dars jarayonida rolli o`yinlardan foydalanishdir. Rolli o`yinlar bu real hayotimizdagi turli situasiyalarni chet tili o`rganish jarayonida qo`llashdir. Bu metod dars jarayonida til muhitini yaratishga yordam beradi.

Masalan: 1-holatda tasodifan eski dugonalar uchrashib qolishadi. 2-holat Yo`ldan o`tayotib yo`l qoidasiga rioya qilmagan bolani ya`ni o`tish bo`lmagan yo`lni kesib o`tadi. 3-holat.Magazinda oziq ovqat olish uchun xaridor kiradi. 4 Ushbu situasiyalar bo`yicha sahna ko`rinishlari ijro etiladi. Bunday hayotiy rolli o`yinlar dars jarayonida til muhitini yaratadi, talabalarga o`z fikrlarini erkin ifoda etish imkoniyatini beradi. Rolli o`yinlarda ishtirok etish jarayonida talabalar fikrlashga o`rganadilar,o`z emosional holatlarini chet tilida erkin ifodalay olishga o`rganadilar. Rolli o`yinlarga tayorgarlik jarayonida bir-birining leksik, grammatik va talaffuzdagi xatolarini to`g`irlaydilar. Xato qilib va shu xatoni to`g`irlash ham tilni o`rganishga yordam beradi va talabalarni to`g`ri talaffuzga o`rgatadi. Dars jarayonida rolli o`yinlardan foydalanish bir vaqtning o`zida barcha talabalarni darsda aktiv ishtirok etishlarini ta`minlaydi. Bundan tashqari rolli o`yinlar talabalarning chet tilini o`rganishga qiziqishini oshiradi va dars jarayoniga jonli, quvnoq muhitni yaratadi. Bu esa chet tili darslarining samaradorligini oshirishga xizmat qiladi.

Keyingi metod bu «Keys-stadi» bo`lib inglizcha, («case» — aniq vaziyat, hodisa, «study» — o‘rganmoq, tahlil qilmoq) aniq vaziyatlarni o‘rganish, tahlil qilish asosida o‘qitishni amalga oshirishga qaratilgan metod hisoblanadi. Eng qiziqarli metodlardan biri - «Pantomimo» o‘yinida 3 guruhga ajratiladi. Har bir guruhdan bittadan kishi doskaga chiqariladi.

Ularga turli so‘zlar ro‘yxat asosidaberiladi. Ular biror bir so‘z aytmasdan imo-ishoralar, harakatlar orqali so‘zlarni qolgan guruh a’zolariga tushuntirishlari kerak. O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” 2021-yil 19-maydagi PQ-5117-son qarorining:

1-bandiga muvofiq O‘zbekiston Respublikasi Vazirlar Mahkamasi huzurida Xorijiy tillarni o‘rganishni ommalashtirish agentligi (keyingi o‘rinlarda — Agentlik) hamda Agentlikning Qoraqalpog‘iston Respublikasi, viloyatlar va Toshkent shahridagi hududiy vakillari lavozimlari tashkil etilganligi;

2. Shunday tartib o‘rnatilsinki, unga muvofiq Agentlik: davlat organlari va tashkilotlari, mahalliy ijro etuvchi hokimiyat organlari va davlat ta’lim muassasalarining xorijiy tillarni o‘qitishni ommalashtirish borasidagi faoliyatini muvofiqlashtiradi; xorijiy va mahalliy hamkorlar bilan aloqalar o‘rnatib, ularning moliyaviy, tashkiliy va uslubiy ko‘magini mamlakatda xorijiy tillarni o‘rganishni ommalashtirishga jalb qilishni tashkil etadi; vazirlik va idoralar bilan birgalikda davlat xizmatchilarining kasbiy faoliyatini xorijiy tillarda amalga oshirish imkoniyatini beruvchi uslubiyotlarni ishlab chiqib, amaliyotga joriy etadi; talab yuqori bo‘lgan kamida o‘nta xorijiy tillarni o‘rganishni ommalashtirish bo‘yicha kompleks chora-tadbirlarni belgilaydi; xorijiy tillar o‘qituvchilari uchun malaka talablari va baholash mezonlarini ishlab chiqadi hamda ularga malaka toifasini berish jarayonini ochiqlik tamoyili asosida tashkil etadi.

Xabarimiz borki, shu yili prezidentimiz Shavkat Mirziyoyev raisligida chet tillarini o‘qitish tizimini takomillashtirishga bag‘ishlangan videoselektor yig‘ilishida 2021-yildan chet tili o‘qituvchilariga milliy va xalqaro sertifikatga ega bo‘lish talabi kiritilishi xaqida ta`kidlangandi. Bu esa biz chet tili o`qituvchilarining yelkasiga ulkan mas`uliyatni yuklaydi. Endi an’anaviy dars metodlari o`rniga yangi AKTdan foydalangan holda interfaol usullar asosida dars jarayonini tashkil qilishimiz lozim. Bu ta`lim davr talabi ham bo`lib, o`qituvchini o`z ustida yana ham ko`prok ishlashga to`g`ri keladi. Maqolada ham dars o`tishning yangi usullariga e`tibor qilar ekanmiz avvalo, bu usullarning turi va samarasiga e`tibor qaratish lozim. Shuni alohida ta`kidlash kerakki, respublikamizda chet tilining o’qitilishi, chet tili o’qituvchilarining bilim va ko’nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko’ra umumta’lim maktablari va kasb-hunar kollejlari o’quvchilari uchun darsliklar yaratilmoqda. Ushbu talablarga mos ravishda o’quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o’rganishga bo’lgan talab ham kundan kunga oshdi. Chet tili fani to’rt aspectga (o’qish, yoish, tinglab tushunish va gapirish) bo’linib, ularning har biri bo’yicha alohida tushuncha va ko’nikmalar berildi.

Xorijiy tillarni o’rganish, nafaqat ingliz tili balki boshqa: xitoy, nemis, hind, koreys tillari, davr talabi hisoblanib kelinayotgan hozirgi vaqtda yurtimizda xorijiy tillarni o’rganishga qaratilayotgan e’tibor va tashabbuslar o’rinli va samarali hisoblanadi. Yaratilayotgan imkoniyatlar yoshlarga bir necha tillarni mukammal tarzda o’rganish, bilim va ko’nikmalarni oshirish va uni amaliyotda sinab ko’rish kabi qator qulayliklarni beradi.

TEACHING GRAMMAR WITH THE HELP OF COMMUNICATIVE APPROACHES ABSTRACT

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The article is focused on teaching grammar topics valuable with the help of communicative approaches. It is not secret that enriching students grammar knowledge has been vital aspects of language teaching for a long time. Knowing structures of language helps learners to control the process of communication and therefore it leads to be able to possess every relevant aspects of language easily.

Some people argue that teaching grammar is very time wasting duration regardless of its importance. They tend to prepare learners to posses the language without grammar concepts.

However, some scholars argue that form-focused instruction and communicative activities should be combined. Students pay more attention to target forms, and the forms become more memorable, if students learn them in context. One way to present grammar communicatively is through structured input activities. Structured input is a type of instruction that directs learners to pay attention to the target language through arranging input from the instruction. These activities are called structured input activities. The basic notion of these activities is how learners encode grammatical forms through meaningful context. The purpose of structured input activities is to raise learners' awareness of the target structures with meaning.

In the forthcoming passages I try to draw learners attention to the vital point of having grammar based on classes fruitfully. The main aim is to combine vocabulary , grammar structure with the help of puzzled material as well.

INTRODUCTION Grammar has always been one of the mainstays in teaching foreign languages. From a historical perspective, there have been different views on the position of grammar and methods used in the overall

process of foreign language learning. Social and historical factors have played a significant role. In ancient times languages such as Greek, French and Latin in particular had a great influence on language teaching including grammar.

Beginning with the 1970s interest in the teaching of 'real-language' has increased as scholars have become more and more interested in the language used in various social and cultural settings. As a result, there has been a rapid shift of research and practice from audio lingual and grammar-translation methods to the exploration of communicative language teaching, and much attention has been paid to focusing on global and integrative tasks, rather than on discrete structures.

In the wake of this latest integrative approach to language learning there has been a greater stress on authenticity in language learning, meaning that the activities involved in language learning reflect real-world uses of the language. Musumeci [39, p. 76], while mentioning the idea of connecting form and meaning in grammar teaching, points out that students should be able to learn explicit grammar rules as well as have a chance to practice them in the authentic or simulation tasks. Undoubtedly, one of the most suitable authentic materials for grammar practice are songs and jokes. Being certainly ones of the most delightful and culturally rich resources they make up an excellent contextualization, which is essential to any grammar presentation and meaningful practice of structure.

Grammar is very helpful for effective language learning. It can be taught through different methods of the second language teaching. although the principles of the methods are different from one another, there is always a focus on grammar. Language teachers and educators, however, seem to disagree on this point as the following quotation illustrate [16, p. 192].

Key words: numbers, pronouns, both, all, each other, every.

MAIN PART.

To make a lesson in a communicative way every teacher should find a relevant method. It is likely to be games, means of communication so on. In this article I desire to use numbers as a fruitful means of communication and try to present some facts as a proof of my ideas. They are the following:

…easy to understand

…interesting to teach

…ubiquitous to link ideas

…charming to puzzle

With the help of numbers teachers can illustrate in any part of lesson for all levels.

Here, I focus on the beginning of the lesson. It is believed that the initial steps of lesson can ascribe to evaluate the value of the targeted theme completely.

In the warm up part, teachers tend to implement various ways to achieve one's goal. It might be hiding the theme by puzzles or commencing by questioning with related vocabulary it depend on teachers' skill and plan.

In this case I present two options to use : The first is show numbers as a communicative link through learners and instructors.

I wrote several numbers on the blackboard or other types of teaching equipments , which stand as a symbol of my life.

For instance: 4, 2004, 18, 1, 3.

4- is the school where I begun studying.

2004- is the year when I graduated institute.

18- is the period of my teaching career.

1- is the first time I have conducted this lesson with you.

3- is the number of language that I communicate.

To make the lesson interesting teacher should ask students to find the meaning of the symbolized numbers and it leads to create an amazing communicative atmosphere among them. While expressing one's own answers, may encourage friends to collaborate on the targeted task freely. Having discussed completely, the teacher may ask them to create like this task about their own life meanwhile students' productivity exactly changing receptive language skills into expressive one is likely to be in the active process as well.

A myriad of versions can be implemented to illustrate the "warm up" parts of the lesson, it depends on conducted teacher's skill. In this article I would like to give one advisable variant with the help of numbers.

It looks like a puzzle or can be as a brainstorming method, which persuades learners to be active from the initial step of the lesson. For instance, you write some numbers on the blackboard and each stands on the unique information of the lesson. The crucial aspect of this is sticking relevant facts through the fascinating samples:

Focus on the numbers given below:

1,2,2,3,3

Having written on the board I demand students to be attentive and while the theme being explained draw one's attention to find out a suitable data to any number on the board.

My targeted topic is here "pronouns" meanwhile you change the aim according to the students level, for example the class members are intermediate

students the above mentioned numbers are likely to be questioned directly: Which pronouns can have similar meaning to one, two or so on? For elementary or somehow pre-intermediate learners, it does not fitted so that the teacher will change the process.

Every and each can be equalized to one .

Both, either, neither and each other have the meaning of pair or double.

All, none and one another will be understood as more than two.

Above cited activities can also be used at the end of the lesson as a post-lesson.

In this case, teacher may summarize the whole topic by implementing the numbers.

It is also a preferable way to mark students in a short period as well.

It is not secret, teaching English in our education system has totally changed since 2012. Nearly every curriculum faced to a modernization in the result it effects on reducing grammar aimed conducting lessons, yet without grammar other language skills are hardly to obtain. In my opinion, teacher should change their attitudes towards the grammar teaching and have to update their methods or implement modern approaches including communicative ways which lead learners to speak easily then they can use all gained structure in their own speech .

Moreover, grammar is an effective way to train students' communicative competence in English language teaching. Grammar and communicative approach should not be in opposition. Without grammar, language, communicative knowledge and competence are just "castles in the air". With a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Therefore, teachers who teach the foreign language should try to reform the current conditions on neglecting grammar teaching in English education, and strive to explore grammar teaching methods to fully promote students' English level

This trend can be implemented easily and fruitfully in the explaining of conditional sentences. It is not secret that knowing “if clause” is likely to lead to steer plethora tantalizing expressions deftly.

In my experience of 19 year language teacher or individual tutor, mostly try to deploy structure which may leave unforgettable trace for a long time. As an example I would like to give one sample how to describe If 1 or real sentences :

Main clause	Dependent clause
shall/will/can/may/must + Indefinite Infinitive	Present Indefinite

or :

If+S+V1,+S+shall/will/can/may/must +V1. If I see him tomorrow, I shall ask him about it.	**S+ shall/will/can/may/must+ V1+If+ S+V1.** I shall ask him about it If I see him tomorrow.

Sometimes in exceptional situations modal verb "should" is inserted in the dependent clause in the place of Present Simple with another meaning.

If+S+should+V1,+S+shall/will/can/may/must +V1. If I should see Messi tomorrow,I shall ask him about it.	**S+shall/will/can/may/must+ V1+If+ S+should+V1.** I shall ask him about it If I should see Messi tomorrow.

3. Main clause can be conveyed with imperative sentences too.

If she should come, show her the letter.

I may consider it as an ordinary way or approach which is in the repeatedly process and emerges a bit boring or simultaneous activity. In this case, I would like to stress the extraordinary way of the onset of explaining to learners with the help of numbers as well. Of course, it may serve as a brainstorming method sample by mixing puzzles to halt learners from feeling bored with the essential rule.

First of all, number that symbolize the crucial meaning of the topic are jotted down in their reference copybook. 2,2,2,2,3,4.

The first 2 means or explained like this: conditional clause can consist of two sentences. They are; main clause and dependent clause.

The second 2 may stand to express the layout of the sentence and here conjunctions is likely to show its significiance.

Conjunctions+ S+V,+S+V. If I see him tomorrow, I shall ask him about it.	**S+V +Conjunctions +S+V.** I shall ask him about it If I see him tomorrow.

As the examples given above, learners are able to use either structure simultaneously without any change in their meaning.

The third 2 says that the real conditional sentences can be divided into two main groups like; Real and Unreal somehow in some reference conditional and unconditional versions can be encountered.

The fourth 2 means that unconditional sentences can own two types, however, it can be argued by considering three types as well.

The aim of using the number 3 is here to emphasize that in some tutorial references or even several grammar manuals, conditionals can be expressed like: If1, If2 and If3 .

Mostly, If 4 is also referred to , but mixed type seems more formal form of calling it so that the number 4 will stand here.

These kinds of approaches may be used at the onset of the lesson as a warm up activity or can be focused on the post lesson part as a conclusion to evaluate how the learners' to understand the topic . All in all it depends on teachers' skills.

As a puzzle some unusual sum like 2+3 =4 or 3+2= 4 (two plus three equals four)can be shown on the board. It seems to concentrate on learners' attention while distracting elements are being overwhelmed them, the sum can play the role to refresh their mind like pouring cold water. Mostly interesting examples may support all learners to memorize any explanation for a long time.

It is not secret mixed type is formed by mixing two other conditional sentence structure like:

Main clause (Type2)	**Dependent clause(Type3)**
should/would/could/might + Indefinite Infinitive	Past Perfect
Main clause (Type3)	**Dependent clause (Type2)**
should/would/could/might have + Participle II	Past Indefinite

If+S+had+V3,+S+should/would/could/might +V1. If I had seen him yesterday, I should ask him about it.	**S+ should/would/could/might+ have +V3+If+ S+V2.**I should have asked him about it If I saw him yesterday.

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XORIJIY TILLARNI O'RGANISH TIZIMINI YANADA TAKOMILLASHTIRISHDA UNGA BO'LGAN TALABNI OSHIRISHNING AHAMIYATI

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Annotatsiya: Til o'rgatishdagi imkoniyatlarni aniqlash va ularni yuzaga chiqarishda o'qituvchining bilimi, ijodkorligi, talabalarni o'z faniga nisbatan muhabbatini uyg'ota olishi, talaba bilan hamkorlik munosabatini o'rnatish hozirgi davr talabini taqozo etadi. Ushbu maqolada yuqorida keltirilgan qator masalalar yoritib berilgan.

Kalit so'zlar: pedagogik texnologiya, sun'iy aql, ochiq ma'lumotlar bazasi, ma'lumotlardan foydalanish axloqi.

Abstract: In order to identify and identify opportunities in language teaching, the teacher's knowledge, creativity, ability to arouse students' love for their subject, to establish a cooperative relationship with the student is a modern requirement. This article covers a number of issues mentioned above.

Key words: pedagogical technology, artificial intelligence, open database, ethics of data use.

Аннотация: Для выявления и выявления возможностей в обучении языку знания, творческий потенциал учителя, умение вызвать у учащихся любовь к своему предмету, установить отношения сотрудничества с учеником - это современное требование. В данной статье рассматривается ряд вопросов, упомянутых выше.

Ключевые слова: педагогические технологии, искусственный интеллект, открытая база данных, этика использования данных.

O'zbekiston Respublikasi ta'lim tizimida chet tillariga bo'lgan e'tiborni turli qaror va farmonlarda iqtisoslashtirilgan maktablarda dars soatlari ko'paytirilgan oliy talim muassalarida bevosita kuzatishimiz mumkun. Bugungi

kunda yurtimizda 25 ta oliy ta‘lim muassasi chet tillarida olib borilmaqda. Ularning soni 2016-yil ular atigi 7 ta edi. Xalqaro til sertifikatini olgan bitiruvchilar soni 3 yilda 10 baravarga oshdi.. hamda "El-yurt umidi" jamg‘armasi orqali 350 nafar talabalarning nufuzli xorijiy universitetlarda o‘qitish uchun stipendiyalar ajratildi. Bundan tashqari 2021-yil 6-mayda O‘zbekiston Respublikasi Prizidenti raisligida bo‘lib o‘tgan video konfrensiyada ta‘lim muassalarida chet tillarini o‘qitish sifatini yanada rivojlantirish yo‘lidagi dolzarb va muhim masalalar muhokama qilindi. Davlatimiz rahbari sohadagi mavjud yutuq va kamchiliklar to‘g‘risida so‘z yuritib, xorijiy tillarni o‘rgatish bo‘yicha yangi tizimning mustahkam poydevorini yaratish topshirig‘ini berdi. Va shunday so‘zlarni takidlab o‘tdi. "Biz raqobotdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz bundan buyon maktab litsey kollej va oliy o‘quv bitiruvchilari kamida 2 ta 191 chet tilini mukammal bilishlari shart. Bu qat‘iy talab har bir ta‘lim moassasi rahbari foaliyatining asosiy mezoniga aylanishi lozimdir".

Shu jumladan O‘zbekiston Respublikasi prizidentining "O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida" 2021-yil 19-maydagi PQ 5117 son qaroriga muvofiq O‘zbekiston Respublikasi Vazirlar Mahkamasi huzurida Xorijiy tillarni o‘rganishni ommalashtirish agentligi hamda agentlikning Qoraqolpog‘iston Respublikasi va viloyatlar va Toshkent shahridagi hududiy vakillar lavozimi tashkil etilgan. Xozirda agentlikning direktori vazifasinin bajaruvchi, Sanjar Obidov yurtimizda 10 ta xorijiy til bo‘yicha 35 xil sertifikat mavjudligini e‘lon qilib o‘tdii.

Chet tillarini o’rganish orqali dunyo yoshlarining intellektual salohiyatidan boxavar bo’lish, ular bilan fikr almashish, jarayonni chuqur tahlil qilib o’z yutuq va kamchiliklarimizni ularniki bilan taqqoslash imkoniyatiga ega bo’lamiz. Chet tillarni bilishga intilish, “Til bilgan el biladi” maqoliga ko’ra ish tutish bizning ko’p tilni bilgan Forobiy, bir nechta tillarni qiyosiy o’rganish darajasida keng mushohadali bo’lgan Qoshg’ariy kabi yetuk ajdodlarimizdan merosdir. Bundan tashqari Abdulla Avloniyning 1913-yil “Oyna” jurnalida chop etilgan “Ikki emas to’rt til lozim” maqolasida ham dunyo bilan hamnafas bo’lish uchun til o’rganish kerakligi atroflicha izohlangan. Buyuk bobokalonlarimiz o’zlarining ilmfan sohasidagi yangiliklari, beqiyos asarlarini boshqa xalqlarga ham o’z tilida yetkazib bera olganliklari uchun ularni butun dunyo taniydi, e’tirof etadi. O’rta Osiyo ilm-fani, madaniyat va ma’rifati e’zozlanadi. Bularning barchasi zamirida qayta va qayta ta’kidlaganimizdek til bilish yotadi.

Bugungi kun yoshlariga qo’yilayotgan talab ham aynan chet tillarini o’rganish ekanligini quyidagicha izohlash mumkin: Butun dunyo mamlakatlari bilan bevosita muloqot qilish, o’z mustaqil fikrini omma oldida ravon va tushunarli holda bayon qilib berish, dunyo hamjamiyatida O’zbekistonning alohida o’rnini ta’minlash va uni mustahkamlashga xizmat qilish uchun ham xalqaro tillarni o’rganish dolzarb masaladir. O’zbekistonning davlatlararo alohida o’rnini ta’minlash va mustahkamlash deganda shu narsa nazarda tutiladiki, global dunyoning madaniy-ma’rifiy, ijtimoiyiqtisodiy sohadagi, shuningdek, tibbiyot va sport sohasidagi yangiliklardan xabardor bo’lish va tahlil qilish, mamlakatimizning buyuk o’tmishi va boy madaniyatini, qolaversa, zamonaviy yoshlarning ulkan muvaffaqiyatlarini dunyo xalqlariga namoyish qilish kerak. Bunda esa albatta til ko’prik vazifasini bajaradi. Lekin til o’rganishning faqat yaxshilikka xizmat qiladigan afzalliklarini sanab o’tish bilan bir qatorda shuni ham ta’kidlab o’tish lozimki, davlat tili, milliy til, ona tili kabi tushunchalar har doim hammamiz uchun birinchi o’rinda bo’lmog’i darkor.

Har bir mustaqil mamlakatning o’z davlat tili mavjud bo’lganidek, o’zbek tili O’zbekiston davlatining istiqlolidan nishonadir. Boshqa tilni o’zlashtirish o’z tilidan foydalanishni cheklash degan xulosani keltirib chiqarmasligi lozim. Til davlat ramzi, millat ko’zgusidir. O’z tilini yanada boyitish, sayqal berish, qo’llanilish doirasini kengaytirish, bir so’z bilan aytganda, uni kelgusi avlodga takomillashgan holda yetkazib berish har bir millatning insoniy burchidir. Chet tillarini mukammal o’rganish va milliy til taraqqiyotig xizmat qilish uchun har birini o’z o’rnida qo’llash bugungi jamiyatda tillar muvozanatini saqlashga asos bo’ladi.

Talabalarga xorijiy tillarni o’qitishda qo’shimcha manbalardan foydalanish, yordamchi o’quv vositalar orqali talabalarning xorijiy tilga qiziqish va munosabatini yanada yuksaltirish, har bir darsni interaktiv, ya’ni faol-talaba usullarida olib borish, darslardan so’ng ularga qo’shimcha darslar berish va bu jarayondan an’anaviy uslublardan keng foydalanishni taqozo qiladi. Innovatsion texnologiyalardan foydalangan holda tashkil etilgan darslar jarayonida talabalarning chet tiliga bo’lgan qiziqishlarini orttirib, ularning mustaqil ijodiy ishlash malaka va ko’nikmalarini takomillashtirib boradi [J.Jalolov “Chet til o’qitish metodikasi”, Toshkent-2012, 99- 100 b]. “Innovatsion texnologiya” atamasining etimologiyasi ilmiy adabiyotlarida keltirilishicha,,innovatsiya” (chetcha innovation - kiritilgan yangilik, ixtiro, fantexnikada joriy etilgan “yangilik”) ma’nosini ifodalaydi, “texnologiya” esa lingvodidaktik tushuncha sifatida “kam vaqt, kuch va mablag’ sarflab, ta’lim maqsadiga erishishni

ta’minlovchi sa’y-harakatni ilmiy tashkil qilishning oqilona usullari majmui”ni ifodalaydi.

An’anaviy pedagogikada innovatsion texnologiyaning muayyan usullari sifatida Cinquain, Brainstorming, Case, Zigzag, Cluster, Project, Method, Mind Mapping kabi turlarini qo’llash katta natijalar olib keldi [G.V.Rogova. Methods of teaching English].

Quyida rivojlanayotgan yangi pedagogikalar haqida so’z yuritamiz.

1) Ta’limda sun’iy aql. «Sun’iy aql» atamasi (SA) kompyuter tizimlarini tavsiflash uchun ishlatiladi. Sun’iy aql ta’lim tizimlari maktablarga, kollejlarga va universitetlarga shiddat bilan kirib bormoqda. Ko’pchilik odamlar sun’iy aqlni robot o’qituvchilar deb tasavvur qilsalar-da, uning ham foydali tomonlari bor. Talabalar uchun yaratilgan ilovalar aqlli o’qitish tizimi, dialogga asoslangan o’qitish tizimi, tadqiqotga asoslangan o’quv muhiti, avtomatik yozishni baholash va suhbat agentlarni o’z ichiga oladi. O’qituvchilar uchun mo’ljallangan dasturlar kam rivojlangan bo’lsa ham, o’qituvchilarni o’z bilimlarini oshirishlarida yordamchi dastur hisoblanadi. Shuni ta’kidlash joizki, talabalar va o’qituvchilarning tanqidiy fikrlash, ijodkorlik, muloqot va hamkorlik kabi qobiliyatlarini inobatga olish kerak. O’qituvchilar, o’rganuvchi olimlar va boshqa manfaatdorlar ikkala tomonni ya’ni sun’iy aql ilovalarni ham, o’qitish va o’rganish usullari ham rivojlantirishga shug’ullanishsa nur ustiga a’lo nur bo’lar edi.

2) Ochiq ma’lumotlar orqali o’rganish. 250 dan ko’proq milliy, mahalliy va shahar hokimiyatlari va global miqyosdagi tashkilotlar ma’lumotlarni bir-birlari bilan almashishyapti, yaratishyapti va o’z ishlarida foydalanishyapti. Ushbu tashkilotlar xalq tomonidan ishlatiladigan ma’lumotlarni ko’rishga intilishadi, ko’pgina yetuk xizmatlar ochiq ma’lumotlarni o’rganish uchun manbalarni taqdim etishadi. Keyinchalik tashabbuslar ularni innovatsion ta’limga olib keldi.

Birgalikda ishlatiladigan ma’lumotlar yirik tashkilotlar ichida sodir bo’layotgan real jarayonlar natijasida paydo bo’ladi. Ko’pincha kasbiy ishda foydalaniladigan ma’lumotlar bizning hayotimizga va atrofimizdagi dunyoga real ta’sir qiladi. Ikkinchi omil - bu ma’lumotlar talabalarning salohiyatini oshirishdagi ahamiyatidir. Bu juda kuchli ruhiy ta’sir bo’la oladi. Talabalar o’z shaharlarida, qishloqlarida balki o’z sinflarida bo’layotgan voqea-hodisalarni yaqin va uzoqda sodir bo’layotgan voqea-hodisa bilan taqqoslay oladilar. Balki bu jarayonda ular muammolarni ham aniqlab, bu muammoga mahalliy yoki butun jamiyat e’tiborini jalb qilishlari ham mumkin. Bitta misolda, o’rta maktab o’quvchilari Italiyada davlat tomonidan moliyalashtirish to’g’risidagi

ma’lumotlarni o’rganish jarayonida qurilish loyihalari uchun mukofotlangan. Bundan ko’rinib turibdiki, ochiq ma’lumotlar o’quvchilarni bir-biri bilan bog’lagan, ma’lumotlar savodxonligi, oshkoralik va dalillarga asoslangan harakatlar natijasida kattaroq rag’bat uchun ijtimoiy harakatlar vujudga kelgan.

3) Ma’lumotdan foydalanish axloqi bilan shug’ullanish. O’sib borayotgan ta’limda raqamli texnologiyalardan foydalanish axloqiy savollarning doimiy ravishda ko’payishi bilan birga keladi. Bu yerda axloqiy muammolar ko’p ma’lumotlarga, masalan, kim egalik qiladi, ma’lumotlarni qanday izohlash kerak, talabalar va professor-o’qituvchilarning shaxsiy hayoti qanday himoya qilinishi kerak? O’zlari xabardor bo’lmagan odamlarni tanqid qilish holatlari ham kuzatilgan. Ehtimol, bu faqat vaqt masalasidir. Bunday muammolarni oldini olish uchun ta’lim muassasalarida ma’lumotlar axloqiga tegishli siyosatni ishlab chiqish, ma’lumotlardan foydalanish uchun talabalardan rozilik olish, ularning o’zaro aloqalaridagi har qanday ma’lumotlarni tahlil qilish, ularning ta’limni boshqarish tizimi haqidagi fikrlari bilan tanishib, samarali o’qitish tizimini yaratish, shuningdek, talabalar va xodimlarni qo’llab-quvvatlash masalalari ham inobatga olinishi kerak. Hozirda rasmiy mashg’ulotlar mavjud emas. Buning uchun o’qituvchilar talabalarga imkoniyat yaratib berishi lozim. Hozirgi raqamli dunyoda institut va universitetlarning o’zaro ma’lumot almashishi ularning samaradorligini yanada oshiradi [“Innovating Pedagogy 2020” jurnali].

O’qituvchi juda ko’p yordam berishi mumkin, ammo talabalar haqiqatan ham ilgarilab ketishlari uchun sinfda o’tkazadigan vaqt yetarli emas; ularga darsdan tashqari vaqtlarda ham ko’plab mashqlar kerak. O’qituvchi uchun talabalar darsdan tashqari vaqtlarda nima qilayotganini ko’rib chiqish va chet tilini takomillashtirish bo’yicha ko’rsatma berish juda muhimdir. Bu uy vazifasini belgilashdan tashqarida va talabalar har kuni chet tilida ko’nikmalarini rivojlantirish uchun foydalanishi mumkin bo’lgan vositalar va manbalarni o’z ichiga olishi kerak.

Xulosa qilib aytganda, metodning ijodiy va salbiysi bo‘lmaydi, tarbiya jarayonida maʼlum yo‘lni yuqori darajadagi samarali va samarasiz deya baholash mumkin.Metodning samaradorligini u qo‘llanilayotgan sharoit nuqtai nazaridan baholash mumkin.

THEORITICAL APPROACH TO THE THEME

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Key words: Language, pragmatics, phenomena, fluent, deixis, behavior, politeness, culture.

Annotation: Language should be learned in the cultural context of its speakers. This is because the speakers bring an intention in performing a linguistic act. Failure in understanding the intention of the speakers will lead to failure in responding to the intended message and, thus, failure in using the language. The study of how language is used in a particular context or situation is the focus of pragmatics. An important pragmatic issue concerns with politeness, i.e. showing awareness of another person's public self-image. This article highlights the politeness phenomena and the degree of success in learning English. The issues discussed include the definition of politeness, strategies of politeness, politeness in the Oriental cultures, politeness in the context of Indonesian cultures, and the implication of politeness phenomena in the teaching of English.

Politeness is one of sociolinguistics form. It is because politeness has a relation with sociolinguistics itself. According to Ronald Wardhaugh (2009), sociolinguistics is a study for observing relationships right above language and society. The goal is for being a better understand the language structure and how the function of language in society class. The goal of sociolinguistics is how when we studying the language, we could also understood about its social structure Politeness as a kind of sociolinguistics is one way to analyze how make students understand the material during discussion with use politeness as a part of communication without reduce the learning goals. Usually, students do not want to use politeness, because they think that their classmate which not fluent in English will hard to absorb the material. The concept of politeness is come from Goffman’s work (1955,1967). In social interaction, people represent the face to others and vice versa. It is also applied when we doing a discussion in the class, because class involve of students and teacher. The class is a social place, so politeness has to use in kind of situation, especially during discussion. It can be summarized that politeness is the use of an appropriate word or phrase in the appropriate context, which is determined by the rules that are prevalent in

society. In social interaction, to maintain politeness is to maintain harmonious and smooth social interaction, and avoid the use of speech acts that are potentially face-threatening or damaging. The principle is based on the use of politeness intimacy, closeness, and relationships, as well as the social distance between the speaker and the hearer. People choose and implement certain values in certain pragmatic scale, according to the culture and conditions of the existing situation in social interaction.

There are two types of politeness :

1. Showing the listener or reader that you value and respect them

2. Changing or softening what you say so as not to be direct or

forceful. In the late 1970's, the subject of politeness became a major concern in the field of pragmatics and it has been discussed widely among pragmatist. The base of this paper is to contribute some ideas for this rapprochement by considering an explanation of politeness in the framework of Relevance Theory (hereinafter, RT), a model of verbal communication in which cognition plays a central role. I will begin by discussing what is politeness. Then, I will sketch the lines along which a picture can be drawn of politeness phenomena in relevance-theoretic terms. Finally, 1 will briefly comment on some consequences of adopting such an approach. On the nature of politeness What is politeness? From social deixis to indirect speech acts, from conventional formulae to conversational strategies, from tact to friendliness, too many different things seem to have been bundled under a single label: indeed, politeness usually covers such a variety of phenomena that no consistent characterisation seems to be within reach. In fact, in the standard meaning of the word polite at least three dimensions can be identified:

1) polite as civil or socially correct;

2) polite as kind or friendly;

3) polite as tactful or diplomatic.

A quick look at the literature easily shows that different researchers have favoured different senses. Echoing Fraser (1990), one could say that for Leech (1983) being polite involves making the hearer to 'feel good' (polite as friendly); to Brown &Levinson (1987) it means making him not 'feel bad' (polite as diplomatic); for Fraser himself it is 'the expected state' (polite as socially correct). Although pointing in opposite directions, both Leech's and Brown &

Levinson's frameworks share a crucial property: they put the stress on the "functional" or strategic nature of politeness, against the 'old-fashioned' view that politeness is merely a set of arbitrary social conventions. Also the common distinction between 'positive politeness' and 'negative politeness' as the two sides of any politeness system emphases the idea that the efforts made to show appreciation for the addressee or to avoid any intrusion into his legitimate privacy are the only constitutive parts of politeness. However, a central issue seems to be missing from these approaches. Conversational strategies, or conversational efforts, can only have their raison d'être as exploitations of a default, 'unmarked' behaviour. Put in other words, being able to prevent undesirable results or to enhance positive effects entail having first a precise knowledge of expected courses of events (including, obviously, linguistic events and behaviour), and their social consequences. If so, politeness must primarily be a matter of social adequacy, established in terms of expectations. And any sort of conversational manoeuvres used to achieve a particular aim will be necessarily derived, since they will be dependent on strategic plans assuming default or expected effects. Thus, although analysing strategic moves is a significant part of a theory of politeness, only social adequacy can be a primitive notion. Politeness: A Relevant Issue for Relevance Theory "... upon entering into a given conversation each party brings an understanding of some initial sets of rights and obligations that will determine, at least for the preliminary stages, what the participants can expect from the other(s). "The status, the power and the role of each speaker, and the nature of circumstances" are, according to Fraser (1990: 232), the relevant parameters for calculating the initial set of rights and obligations. They "play a crucial role in determining what messages may be expected both in terms of form and content." Status, power or social role are indeed basic notions to define social relationships. But there seems to be something unique to them and to social categorisation. Ordinary categorisation uses perception as its main source of data; social categorisation, by contrast, usually has to invoke elements and establish relationships with no direct perceptual motivation. Most of our social activities depend on created categories (such as profession, role or friendship), which are defined through social convention and do not necessarily relate to any essential or perceptible property of the individual. This fact strongly suggests that social cognition should be considered as a specific, separate domain or faculty.

On the other hand, if defining factors depend ultimately on convention, a straightforward prediction will be that different cultures will presumably produce different created categories. Status, power, distance, social role or face,

as abstract notions, are universal; but their particular content is clearly culture-sensitive: each society establishes its own conditions on what the relevant properties are that determine the values selected for each parameter. This explains why different cultures present radical differences in their politeness systems; and this explains also the misunderstandings in intercultural communication: what is polite (i.e., adequate) in a given culture may be seen as rude in other communities. Politeness can be, thus, conceived of as a matter of social adequacy. Polite is the word we use to refer to a (linguistic) behavior conforming to a given set of cultural norms: this is its central meaning; strategic uses of language should be parasitic on it. Only if a detailed characterisation is first provided of what counts as socially adequate can a proper account be offered for further-reaching manoeuvres. Politeness as social adequacy.

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THE IMPORTANCE OF POLITINESS IN TEACHING FOREIGN LANGUAGES

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Abstract. The aim of the article is to find out the importance of politeness in teaching foregn languages at some age. To improve learners' knowledge a lot of methods and skills have been used since early ages.

The research has been carried out at lyceum with other seventeen students.

The period and results of research are given with the help of tables and diagrams. Advantages of being polite are shown with some examples in the article as well.

INTRODUCTION

Using language as a means of communication in human life is hardly understood without its loyal use. The links of the communication development look like that society itself presupposes the existence of communication and the existence of the life of irreplaceable communications. People who do not want to be isolated or out of community relations try to be polite. Mostly educated persons represent as a symbol of politeness and other parents should teach their children to learn from them in every situation.

In fact, people everywhere usually try to look for the word less negative, less awkward. Initially, some words or ideas must not be used in our own speech as they were banned to utter, using them in everyday conversation is also considered as rudeness. Furthermore, saying several shameful words in public places seems to be impolite.

Since our early history parents have been respectful for substituting some taboos to other equivalents, the language study called it as euphemisms. Children's skills to be able to avoid using dirty words or be able to change them to sweet ones ascribed as parents' intelligence or artistic attitude towards their children's care.

As our wise ancestors cited "Qush inida ko'rganini qiladi" The translation is "The bird (child) can do whatever it (s/he) sees at home" The child is the subject of teaching and education not only at home but also at schools, lyceums or institutions of higher education as well. While Uzbek children are showing

one's intelligence or politeness in abroad, the above mentioned representers may also take into consideration.

The ethnography of euphemisms are poorly explored in Uzbek and other languages therefore there is no clear idea of what area of linguistics it is, its level of language, its language unit, its speech phenomenon, its subject matter, its visual object.

1.1 Statement of problem

Euphemisms are polite, mild phrases which substitute unpleasant ways of saying something sad or uncomfortable.Euphemism (pronounced yoo-fuh-miz-uhm) is derived from the Greek phrase euphēmismos, meaning "to sound good."

Euphemisms are often used in everyday speech to soften difficult situations.

Although the notion of taboo and euphemism has been under the consideration since the initial steps of humanity as communicative resources and a culture identity, it began to be researched as a subject only from the mid XIX century.

There are a lot of ideas about euphemism. For instance: J Vanders "Euphemism is only a polite way of transmitting negative words into the positive ones" L. A. Bukhalovskiy "Euphemism is to change the real names that give negative meaning to the opposite or polite substitutes in order not to awake wicked ideas on personal psychology".

1.2 Study Significance

Having rich vocabulary is always estimated in not only teaching linguistics but also other spheres of education. While speaking towards the public or at any situation, people should use sweet words and avoid uttering rude words. An execelent specialist can get rid of abovementioned situations easily if he or she is aware of euphemistic terms clearly.

1.2 The Study Purpose

The study aimed to reach the following objects:

1. To give information about politeness and Euphemisim.
2. The role of politeness in teaching as an communicative need.

The Importance of politeness and using sweet words (Euphemisms).

When we speak, particularly to kids, or people who might be offended or upset by the situation we are talking about, euphemisms help us to soften otherwise difficult or unpleasant situations. They can be used to shield children from adult subjects, to discourage difficult moments of reality with loved ones, and in public to avoid politically offensive phrasings. The high use of

euphemisms in formal documents and daily speech by organizations and individuals illustrates how much we appreciate politeness.

Since foreign language comprehension is known to have the ability to open many doors with a single key, language learning should not only be capabiling of communicating but also being aware of cultural orders ruling there.

The use of sweet words, however, is largely based on the closeness of human relations. For example, in a formal setting, referring to the toilet as the loo or powder between close friends is not the same. Sweet talking is thus used for face-saving. (3)

For the students who are learning languages being aware of taboo words seems not enough. To my mind of view, getting rid of the awkward situation is to know sweet words or the skills of able to use euphemism artistically. We should teach our students to be very polite at any situation. As our wise ancestors cited “Shirin so’z bilan ilon inidan chiqadi”

Polite words are the alternative variants of using taboo ones as well. In other words, it employed to make something bad sounds better as the following table mentions:

Nearly any word in English can find polite version substituted for instance:

Subject	**Euphemistic Terms**
Ugly	An ordinary looking
Plump	Fat
Skinny	Thin

Even using some words for gender even it is not negative meaning it may change as funny. (Handsome for males to describe them as nice but for girls it does not use as it has special variants beautiful and pretty, on the other hand the last two words are awkward for men to depict.)

Calling them as they are may seem very impolite. Especially physical deficiency or economical shortcoming are must be taken into the consideration. A people with physical deficiency should be described or find Euphemistic Terms. Crippled — Handicapped; physically challenged; differently disabled. Retarded -Development disabled.

Medical malpractice -Therapeutic misadventure.

Sometimes people may feel as boasting to speak about one’s wealth and to be called one’s as a poor man or woman awakes on them dis respectfulness. Poor- Economically disadvantaged or less provided

According to Brown and Levinson (1978: 13-5), politeness is considered as a major factor that motivates speakers towards the use of Euphemistic Terms.

For young children motivation demanded to grow them mentally and physically well in this case teacher should know how to award them not to punish as well. Higher education institutions must encourage pedagogy students to be able to make or control the class mood. If your student's assignment can be marked to "a three" or other bad marks but you can say you have got satisfactory mark as in English language used. Never say "failure" instead of it making a bit hesitation.

Euphemisms Related to Occupation In order to decentralize the traditional "low-level occupation", some industry-related euphemisms must be used in life, such as people calling waiter or waitress as dining-room attendants; selling salesman as customer's representative; calling maid as domestic help; The landscape worker is called a landscape architect; the plumber is called a pipe engineer. (1)

Nowadays in Uzbekistan, our president and government draw their attentions to the environment and preventing them from pollution. As the proof of it, we can see special organization "Cleaning departments" the clerks of those organizations nearly every morning drive round the city and support to keep streets clean. If anyone calls them as a cleaner, it may affect on their mood that is why we should call them as "sanitation organization" or "cleaning guards".

For teaching students these kinds of similarities should be taken into the consideration in order not to be mistaken while using them in their speech or writing tasks. They all challenge speaker to the polite way of using language for communication period. If you are a person who has abovementioned ideas or abilities you never come across any cultural shock even.

Language studying always demands politeness. In my practice as an academic lyceum teacher. Mostly, students want grammar lessons to be taught. For examples: Imperative mood is very easy theme for finding continuous and perfect tense. You can use it as a time word, but seems a bit rude to use directly. In this case, we put "please" at the end or beginning of the sentence.

Clean the blackboard! Please, clean the blackboard or very polite version.

"Would you mind cleaning the blackboard?"

Sometimes making interrogative sentences requires a care not to be a rude person.In particular, special questions should ba taken into the consideration as

well. For example; “Where do you live?” It is an ordinary version of W&H questions, but when you are in the street asking this question from a strange one, may lead to awkward situation and in the result, the receiver would think answering is not necessary. Avoiding this situation, you can use “mixed question version” which is started with “Can you tell me?”,” Could you tell me?” And so on “Could you tell me where you live, please?” It is a polite way of asking questions. By the way, structure of mixed and direct special questions is a bit difference. In the order of special questions we put auxiliary or modal verbs between question word and the subject of the sentence.For instance: Where *do* you study foreign languages? If we need to change this sample to mixed one auxiliary verb is omitted. Could you tell me where you study foreign languages?

After the first president’s order (18/75 in 2012,) teaching and learning foreign languages in Uzbekistan changed completely. The attitude towards teaching students based on traditional grammar and translation method lost its place and everyone drew their attention to communicative methods.

This method is focused on improving students’ communicative skills and while speaking leaners have to be sure to be able to use several link words as well.

English language is full of words like: “To my mind”, “Well”, “Broadly speaking” and so on. These samples make your speech colorfull. In this case teacher should encourage them to avoid using questions or imperative sentences in direct way as it is mentioned above.

In general, other partners interest your communicating fluently and colorfully in the speech. Conveying one’s ideas in a very mild manner, describes culture of the person. Kind and not rude people are always respected among the society.

In my opinion, polite teachers’ lessons are productive, because students are likely to feel free comparing to strict collegues of them.

At lyceum one surevy is carried out related to the abovementioned topic.

The results among seventeen participants are the following:

1.Could you tell me what language do you like being used in your teaching?	Students’ results
A.Polite (formal)	10
B.Normal (mixed)	7
D. Rude (informal)	0

C. It is not important.	0

10 students out of 17 want formal and polite language but other 7 students prefer normal language using in their lessons.

2.Would you tell me an imaginary or a suitable teacher?	Students' results
A. Polite and strict	12
B. Normal	5
C. Rude and strict	0
D. Very kind and easy going	0

12 students out of 17 want polite and strict teachers but other five students prefer normal teachers working with them in their lessons.

3.With whom do you want to be friend or stay in the same room?	Students' results
A. Polite and reliable	7
B. Polite but unreliable	0
C. Rude but reliable	2
D. Punctual and reliable	8

12 students out of 17 want polite and reliable friends but other five students prefer polite and reliable friends , only two students like rude but reliable friends to live or share their ideas .

4.Can you tell me which expressions would you like to use in your questions?	Students' results
A. Do you like studying English?	7
B. Would you tell me If you like studying English?	8
C. Why do you like English?	2
D. It is not important for me	0

7 students out of 17 want direct qusetions but other 8 students prefer mixed questions , only two students like using special questions .

5.Could you tell me what is your attitude towards using imperative sentences?	Students' results
A. Using directly	2
B. Using imperative sentences with please	5
C. Mostly using other expressions instead of imperative sentences	10
D. It is not important for me	0

10 students out of 17 want using other expressions instead of imperative but other 5 students prefer imperative sentences with "please", only two students

like using it directly .

The survey results show that polite teachers or friends are still recpected among the youth and the classroom atmosphere should be organized with the help of communicative skills. Teachers must change their manners or even behaviuor under the disposal of new demands. If our students make any mistakes, we should not punish them severely. Instead of penalizing them, teachers have to encourage them not to repeat it again.

For speaking classes, teacher should organize an amazing atmosphere. The significant part, instructor must hardly stop students from conveying their ideas.

Not only doing every task without any errors but also making mistakes may improve learners knowledge in the future.

Overall, we have to teach our students not only to be polite but also use some euphemistic term easily.

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THE MAIN OBJECTIVE OF ENGLISH LANGUAGE ADVERTISING SLOGANS

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Key words: company logo, indelible phrase, Stereotypical associations, advertising slogans

Annotation: Advertising slogans are significant elements in brand building. While slogans form an important part of a company's marketing strategy and branding process, it is important to cover some basics of what slogans are or to find out some facts about slogans, their difference with other marketing tools, their types and final steps toward the treasure of a catchy, creative and commendable slogan. Slogans are memorable, short series of words for potential customers aimed at summarizing any product's appeal. Slogans can make or break the brand image because it is the first and foremost arrow thrown at the customer along with the company logo.

A slogan is a brief and indelible phrase that encompasses an offering's appeal. Slogans are always defined as "short and brief". There exists a psychological rationale for this – it is believed that it takes almost **7 seconds to form a first impression.** Therefore, slogans ought to be "short and brief". The next part of the definition terms slogans as an "indelible phrase". This is because slogans are meant to be memorable and catchy. The indelible element may be through the way of a rhyming scheme or humor or pop-culture references.

It has been suggested that foreign languages in advertising are primarily used for their symbolic significance (the stereotypes they evoke), and that, therefore, consumers' comprehension of the foreign language used is of secondary importance. Experimental research into the effect of the difficulty of foreign languages in advertising slogans has focused on the influence of difficulty on appreciation of the slogan itself. The aim of the present study was to investigate the effect of difficult versus easy English slogans in product

advertisements on evaluations extending beyond text evaluation. In a within-subjects experimental design, 128 Dutch participants evaluated six Dutch advertisements with difficult and easy English slogans. The dependent variables included evaluation of the slogan, attitudes toward the ad and product, and purchase intention. Findings showed that the easy English slogans were evaluated better than the difficult English slogans and generally resulted in a better attitude toward the ad and toward the product and in a higher purchase intention. Thus, difficult-to-understand foreign-language slogans were found to have negative effects on ad effectiveness, which extended beyond text evaluation.

In advertising in countries where English is not the native language, advertisers regularly use English (Bhatia 1992; Piller 2003). As Piller (2003, 175) observes, "English is the most frequently used language in advertising messages in non-English-speaking countries (besides the local language, of course)." The Netherlands is one example of a country where English is frequently used in advertising. Of the 325 advertisements in the Dutch edition of *Elle* published in 2004, for instance, 64 percent contained one or more English words (Gerritsenet al. 2007). Since English is a nonnative language for consumers in countries such as the Netherlands, English in advertising may not always be comprehended. In fact, Gerritsen et al. (2010) found that 39 percent of English phrases in print medium ads were not described correctly by participants from Belgium, France, Germany, the Netherlands, and Spain. The question, therefore, is to what extent comprehension of English in advertisements is important in persuading consumers.

In the Netherlands, consumers may be expected to be relatively highly familiar with English. In education, pupils are taught English from primary school onward and English is compulsory at all levels of secondary schools (Bonnet 2002, 45). Many institutions of higher education offer English-taught bachelors and master's programs (Coleman 2006; Brenn-White and van Rest 2012). In a recent survey, 90 percent of Dutch respondents indicated that they spoke English well enough to take part in a conversation, versus a European average of 38 percent (Eurobarometer 2012, 21). The Netherlands ranks second among 70 countries worldwide in the English Proficiency Index (Education First 2013), based on English proficiency tests. In addition, English is omnipresent in the media. The majority of films and TV series are broadcast in their original English-language version with subtitles (Edwards 2016, 48–51). In advertising, English words and phrases are commonly used both in print media and in commercials on radio and television, while all-English

advertisements are also used but less frequently (Gerritsen et al. 2000; Gerritsen et al. 2007; Raedts et al. 2015).

In the literature of foreign languages in advertising, it is often observed that comprehension of foreign-language utterances is of minor importance, because the point of using foreign languages is not to convey the content of the message but the symbolic significance of the foreign language (e.g., Haarmann 1989; Ray, Ryder, and Scott 1991; Piller 2003; 2001; Kelly-Holmes 2005; Kuppens 2010). Piller (2001, 163), for instance, remarks that "even if the audience does not understand the denotational message of the English […] they will recognize that the message is in English, and they will activate their stereotypes about English." In this view, a consumer who does not know the meaning of an English word or phrase in an ad will at least recognize that it is English. This recognition is thought to evoke stereotypes about English, which are subsequently transferred to the product advertised. Stereotypical associations evoked by English include notions such as modernity, prestige, international orientation, and sophistication (Kelly-Holmes 2000, 67; Piller 2003, 175; Kuppens 2010, 116–117; Tufi and Blackwood 2010; Potowski 2011; Taylor-Leech 2012; Santello 2015, 4; Manan et al. 2015). Kuppens (2010, 116) observes that advertisements sometimes contain "meaningless words or sentences that only *sound* English," illustrating that what matters is not the meaning of the foreign language used in the ad, but the image conjured up by the foreign language.

The literature on the role of comprehension in the persuasion process argues that less understanding leads to less persuasion because a message that is less well understood is appreciated less (Eagly 1974, for a discussion see Ratneshwar and Chaiken 1991). The findings of a small number of empirical studies on the effect of comprehension of a foreign language in advertisements seem to support this view. One study showed that the attitude of Dutch viewers toward spoken English phrases in television commercials was predicted by the degree of accuracy of their transcriptions of these phrases (an indirect measure of comprehension) (Gerritsen et al. 2000). Two other studies with Dutch participants revealed that easy French and English slogans were appreciated more than difficult slogans in these languages (Hornikx and Starren 2006; Hornikx, van Meurs, and de Boer 2010). These two studies also showed that when the French and English slogans were easy, the participants preferred the ads with French and English slogans to ads with Dutch translations of these slogans. For the difficult French slogans, participants had a preference for ads with the Dutch translations of these slogans (Hornikx and Starren 2006). For the

difficult English slogans, there were no differences in preference (Hornikx, van Meurs, and de Boer 2010). The studies by Hornikx and Starren (2006) and Hornikx, van Meurs, and de Boer (2010) used the complexity of slogans (difficult–easy) as a measure of comprehension. In both studies, the relationship between complexity and comprehension was tested in a pretest, which showed that difficult slogans were more frequently mistranslated and were rated as more difficult than the easy slogans. In addition, Hornikx, van Meurs, and de Boer (2010) showed that the slogans that were more often translated incorrectly and were rated as more difficult were appreciated less. Thus, these two studies indicate a clear link between predetermined complexity and actual and perceived comprehension.

Research on the effect of the difficulty of foreign-language slogans to date has a number of limitations. The only dependent variable measured was appreciation of the ad or of the English used in the ad. Earlier research has shown that attitude toward the ad can affect the attitude toward the advertised brand (product) and purchase intention (see the meta-analysis in Brown and Stayman 1992). However, the effect of difficulty on attitude toward the product and purchase intention has not yet been investigated. These two variables can be regarded as more direct measures of persuasion than appreciation of the advertisement and of the language in the ad. These variables would seem to be more directly related to the ultimate goal of product advertising: selling the product.

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XORIJIY TILLARNI O‘RGANISH TIZIMINI YANADA TAKOMILLASHTIRISHDA UNGA BO‘LGAN TALABNI OSHIRISHNING AHAMIYATI

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Annotatsiya: Til asosiy aloqa vositasidir, u siz inson jamiyatining borligi va rivojlanishini tasavvur qilish qiyin. Bugungi kunda dunyomizda katta o’zgarishlar bo’layotgan bir payitda mamlakatimizda ham chet tillarni o’rganishga bo’lgan talab ortib barmaqda. ingliz tillini o’rganish juda chuqur yo’lga qo’yildi. Prezidentimiznig tashabbuslari bilan barcha ta’lim sohasida ingliz tili fani keng o’rgatilmoqda. Ingliz tilini o’rganish jarayonida texnologiyalardan foydalanish samarali natiyjalar bermoqda.

Kalit so’zlari: innovatsiya, texnologiya, qaror, maktab, ilim-fan, xorijiy til, sertifikat.

Аннотация: Язык является основным средством общения, он труден для вам представить себе существование и развитие человеческого общества. В период больших перемен в нашем современном мире в нашей стране растет спрос на изучение иностранных языков. изучение английского языка имеет очень глубокие корни. По инициативе Президента английский язык широко преподается во всех сферах образования. Использование технологий в процессе изучения английского языка дает эффективные результаты.

Ключевые слова: инновация, технология, решение, школа, наука, иностранный язык, сертификат.

Abstract: Language is the primary means of communication, it is difficult for you to imagine the existence and development of human society. At a time of great changes in our world today, the demand for learning foreign languages is growing in our country. the study of English is very deeply rooted. At the

initiative of the President, English is widely taught in all fields of education. The use of technology in the process of learning English is yielding effective results.

Key words: innovation, technology, decision, school, science, foreign language, certificate.

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o‘sib bormoqda. Har bir sohanning taraqqiyotida ilgari qadamlar tashlanmoqda. Ha, albatta, o‘tgan yillarga qaraganda bu yil ingliz tilini o‘rganishga bo‘lgan ishtiyoq ortdi. O‘zbekistonimizda ham bu borada ko‘p ishlar olib borildi.Bu imkoniyatdan o‘quvchi, talabalar oqilona foydalansa maqsadga muvofiq bo‘lardi. Yoshlarimizga bugungi kunda chet tilini o'rganishga bo’lgan maqsad ustun chunki o'quvchilarimiz maqsad sari intilishadi. Yoshlarimizning bilim darajasi yuqori bo'lishi uchun kelajakda O'zbekistonimizda yetuk kadrlarni tayyorlab berish uchun hozirdan maktab o’quvchilarimizni tilga qiziqtirish kerak. Ularni zamonaviy texnologiyalardan foydalanib bilim darajasini oshirib borshimiz, shu munosabat bilan keyingi yillarda universitetda nafaqat zamonaviy texnik vositalar, balki o’quv jarayoniga yangicha yondashuvlar bo’lgan axborot texnologiyalaridan foydalanish ko’lami tobora kengaymoqda.

Bu chet tillarini o'qitishning asosiy maqsadi: talabalarning kommunikativ madaniyatini shakllashtirish va rivojlantirish, ularning chet tilini amaliy o'zlashtirishi bilan bog'liq. Universitet o’qituvchisining vazifasi har bir talabaning tilni amaliy o’zlashtirishi uchun barcha sharoitlarni yaratishdan iborat. Bu uning faolligi va ijodkorligini ko'rsatishga imkon beradigan o'qitish usullarini tanlashni o'z ichiga oladi. Bu turli axborot texnologiyalari va internet resurslaridan foydalanish bilan bog'liq zamonaviy innovatsion texnologiyalarning maqsadi.

Chet tilini o‘rganish yoshlarda qiziqish bo‘lib ularni yanada oldingda harakat qilishga undaydi. Innovatsiya atamasi lotincha novatio so’zidan olingan bo’lib, yangilanish (yoki o’zgarish), in qo’shimchasi esa lotinchadan yo’nalishida deb tarjima qilinadi, agar buni yaxlit Innovatio ko’rinishida tarjima qilsak – o’zgarishlar yo’nalishida deb izohlanadi. Innovation tushunchasi birinchi bo’lib XIX-asrning ilmiy tadqiqotlarida paydo bo’ldi. Hozirgi kunda chet tillarni o‘rganishda inovatsiyalardan foydalanilmoqda. Zamonaviy texnologiyalardan foydalangan holda yuqori natijalarga erishilmoqda. Innovatsiya tushunchasi o’zining yangi hayotini innovatsion kombinatsiyalarni tahlil qilish, iqtisodiy tizimlarning rivojlanishidagi o’zgarishlar natijasida XX-asrning boshida avstriyalik va amerikalik iqtisodchi Y. Shumpeterning ilmiy

ishlarida boshlagan. Shumpeter 1900-yillarda iqtisodda ushbu terminni ilmiy qo'llashga kiritgan dastlabki olimlardan edi.

Haqiqatdan ham ilgari innovatsiya so‘zini unchalik ko‘p eshitmas edik. Nazarimizda bu so‘z xuddi o‘zlashgan so‘zdek tuyular edi. Bugungi kunda esa bu so‘zga tez-tez duch kelamiz va hatto o‘zimiz ham ahyon-ahyonda ishlatib qolamiz. Chunki bugun barcha sohalarni innovatsiya tushunchasisiz aslo tushinib bo‘lmaydi. Bularning ichida yaqqol ko‘zga tashlangani fan ta'lim bo‘lsa ajab emas. Haqiqatdan ham, bugungi kunda fan ta‘limda katta-katta o'zgarishlar kiritildi. Bunga yaqqol misol qilib chet tillariga qaratilgan imkoniyatlarni misol qilib olshimiz munkin. Hozirgi kunda barcha oliy ta'lim muassasalarida chet tillari zamonaviy tarzda olib borilmoqda.

Mamlakatimiz mustaqillika erishgandan so'ng chet tillarni o'rganishga talab keskin oshdi davlatimiz tomonidan til o'rganishga keng imkoniyatlar yaratilmoqda. Bugungi kunda maktablarda zamonaviy kompyuterlar, elektron manbalar, Internetga kirish imkoniyati mavjud. Axborot texnologiyalaridan foydalanish nafaqat maktab o'quvchilarining mashg'ulotlarining turli bosqichlarida, balki odatiy ingliz tili darslarida ham mumkin.

An'anaviy darsning sxemasidagi kompyuter texnologiyalarini joriy etish o'qituvchiga o'quv jarayonini kompyuterdagi ishining bir qismini kompyuterda ishlashni, o'quv jarayonini yanada qiziqarli, rang-barang, qizg'in. Kompyuter o'rnini bosa olmaydi, lekin faqat o'qituvchilarni to'ldiradi. Kompyuterni jalb qilish sizga har qanday darsni jozibali va haqiqatan ham zamonaviylashtirishga imkon beradi. Har qanday vazifani bajarish, kompyuterdan foydalanib, darsdan foydalanib, darsning intensivligini oshirish imkoniyatini yaratadi. O'zgaruvchan materiallardan foydalanish va operatsion rejalar o'qishni individuallashtirishga yordam beradi. Kompyuterda o'qitishning barcha bosqichlarida qo'llanilishi mumkin: yangi materiallar, birlashtirish, takrorlash, bilimlarni boshqarish, ko'nikma va ko'nikmalarni tushuntirishda qo'llanilishi mumkin. Shu bilan birga, bola uchun u turli xil funktsiyalarni bajaradi: o'qituvchilar, ishchi vositalari, o'quv qurollari, o'qish ob'ekti, hamkorlik qilish guruhi, o'yin muhiti, o'yin-kulgi. Bu yangi pedagogik texnologiyalarni joriy etishga yordam beradi, masalan: ma'lumotlar va kommunikativ, kompyuter va multimedia texnologiyalari bir-biri bilan chambarchas bog'liq. Kompyuter texnologiyasi talabalarning shaxsiy fazilatlarini oshkor etish, saqlash va rivojlantirishga yordam beradi. Shuning uchun kompyuterdan eng mukammal axborot manbai sifatida, kitob, televizor, kalkulyator, videomagnitori va boshqalar yordamida kompyuterdan foydalaniladi. Tabiiyki, bu o'quv jarayonini takomillashtirishga olib keladi.

So’nggi yillarda Maktablarda innovatsion texnologiyalardan foydalanish masalasi tobora ko’proq ko’tarilmoqda. Bu nafaqat yangi texnik vositalar, balki o’quv jarayonlari va o’qitish usullari, o’quv jarayoniga yangi yondashuvdir. O’quv jarayoniga innovatsion texnologiyalarni joriy etish chet tillarini ehtiyojlarga nisbatan chet tillarini o’rganish jarayonida ta’lim va ta’lim usullarini takomillashtirish bilan bog’liq. Chet tillarida o’qitishning asosiy maqsadi -bu maktab o’quvchilarining kommunikatori madaniyatini shakllantirish va rivojlantirish, chet tilida amaliy mahoratni o’rganish. O’qituvchining vazifasi har bir o’quvchi uchun til bilan amaliy mahoratni yaratish, har bir o’quvchi faoliyatini, ijodini ko’rsatishga imkon beradigan bunday o’quv usullarini tanlash kerak. Hamkorlik, loyihaning metodologiyasi, yangi axborot texnologiyalaridan foydalangan holda zamonaviy pedagogik texnologiyalar, yangi axborot texnologiyalaridan foydalanish, Internet-resurslarni bolalarning qobiliyatlarini hisobga olgan holda, ularning ta’lim darajasi, ularni individuallashtirish bilim darajasini oshirishda yordam beradi. Aloqaviy yondashuv - bu muloqotni uyg’otadigan strategiya bo’lib, ular bilan aloqa qilishning moddiy va usullarini ongli ravishda tushunishga qaratilgan.

Foydalanuvchi Internetdagi kommunikativ yondashuvni amalga oshirish uchun bu juda qiyin emas. Kommunal vazifa muammoni yoki munozara uchun savol tug’ilishi kerak va o’quvhilar shunchaki ma’lumot almashish, balki uni baholash ham mumkin. Ushbu yondashuvning boshqa turdagi faoliyat turlaridan farqlashga imkon beradigan asosiy mezon shundan iboratki, o’quvchilar o’z fikrlarini bildirish uchun til birligini tanlaydilar. Internativ yondashuvda Internetdan foydalanish yaxshiroq emas: uning maqsadi chet tilni o’rganishda va ularning bilim va tajribasini kengaytirish orqali chet tilini o’rganishda manfaatdor. Internet resurslaridan foydalangan holda chet tillarini o’rganish uchun asosiy talablardan biri bu interaktivlik usulida odatiy deb nomlanadigan darsda o’zaro ta’sir yaratishdir. Interaktivlik "o’zaro maqsadga erishish va nutq mablag’lari natijasini" uyushtirish, muvofiqlashtirish va to’ldirishdir. Haqiqiy til bilan mashg’ulotlar, Internet ko’nikmalar va ko’nikmalarni shakllantirishda yordam beradi, shuningdek, lug’at va grammatika o’rganishda haqiqiy qiziqish va, shuning uchun samarali hisoblanadi. Interaktivlik nafaqat hayotdan haqiqiy vaziyatlarni yaratmaydi, balki o’quvchilarni chet tillari orqali etarli darajada javob berishga majbur qiladi.

Shaxsiy dars berishni taklif qiluvchi texnologiyalardan biri bu loyihalar usuli ijodkorlik, kognitiv faoliyat, mustaqillikni rivojlantirish yo’lidir. Loyihalarning tipologiyasi turlicha. Haqiqiy amaliyotda bu turli xil ilmiy-tadqiqot, ijodiy, amaliy yo’naltirilgan va axborotning belgilari mavjud bo’lgan

aralash loyihalar bilan shug’ullanishi kerak. Loyihaning ishi o’qish, audit, nutq va grammatika tilini o’rganish uchun ko’p darajadagi yondashuvdir. Loyihaning usuli o’quvchilarda faol mustaqil fikrlarni rivojlantirishga katta hissa qo’shadi. Menimcha, loyihalarni tayyorlash bolalarni hamkorlik qilishga o’rgatish va hamkorlikni tayyorlash o’zaro yordami va ijodiy qobiliyatlarni ko’taradi. Shu bilan birga ingliz tilini o’rganish bo’yicha innovatsion ta’limning mohiyati shundaki, o’quv jarayoni deyarli barcha talabalar bilim jarayoniga jalb qilinishi yangi ped texnollogiyalarni qo’llash dars sifatini oshiradi.

Xulosa qilib aytishimiz mumkin-ki, zamonaviy voqelik chet tilini amaliy bilish darajasiga yanada yuqori talablarni qo'yadi. Bu borada innovatsion ta‘lim texnologiyalaridan foydalanish o’quv jarayoni samaradorligini oshirish uchun katta imkoniyatlar yaratadi. Maqolada ko'rib chiqilgan innovatsion usullar va amaliyot shuni ko'rsatadi-ki, an'anaviy o'qitish usullariga nisbatan afzalliklarga ega, chunki ular nafaqat nutq faoliyatining ma'lum turlarini o'rgatish, ularni turli kombinatsiyalarda birlashtirish, balki individual yondashuvni amalga oshirish va talabalarni ko'paytirishga yordam beradi. Bunga qo’shimcha qilamizki, chet tilini o’qitish jarayonida innovatsion texnologiyalardan foydalanish ham yoshlarning umumiy madaniy rivojlanishini sifat jihatidan yaxshilash imkonini beradi, ularning kompyuterda ishlash ko’nikmalarini yanada yuksaltirishga xizmat qiladi. Bu til kompetensiyalarini shakllantirishga, chet tilini o'rganish motivatsiyasini oshirishga yordam beradi. Demak, chet tillarini o'qitishda innovatsion texnologiyalardan foydalanish katta pedagogik salohiyatga ega bo'lib, bu chet tilini o'zlashtirishni jonli ijodiy jarayonga aylantirish imkonini beradi.

NATURE OF THE WORD STRESS AND STRESS PLACEMENT IN SIMPLE WORDS

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Key words: stressed, accented, word stress, pronounce, syllable, segmental, force, pitch, quantity and quality.

Annotation: English stress placement is a highly complicated matter. There is opinion that it is best to treat stress placement as a property of an individual word, to be learned when the word itself is learned. However, it is

also recognized that in most cases when English speakers come across an unfamiliar word, they can pronounce it with the correct stress.

The syllable or syllables which are uttered with more prominence than the other syllables of the word are said to be **stressed** or **accented**. **Word stress** can be defined as the singling out of one or more syllables in a word, which is accompanied by the change of the force of utterance, pitch of the voice, qualitative and quantitative characteristics of the sound which is usually a vowel Thus in principle, it should be possible to summarize rules of lexical stress placement in English, and practically all the rules will have exceptions.

At first we have to find out the meaning of the notions: word stress, intonation, accent. "Different authors define stress differently. B.A. Bogoroditsky, for instance, defined *stress* as an increase of energy, accompanied by an increase of expiratory and articulatory activity. D. Jones defined *word stress* as the degree of force, which is accompanied by a strong force of exhalation and gives an impression of loudness. H. Sweet also stated that *stress*, is connected with the force of breath. According to A.C. Gimson, any or all of four factors achieve the effect of prominence: force, tone, length and vowel For native English listeners, the most important syllable in a word is the stressed syllable, the primary cue for identifying the word. This makes stress the most important pronunciation topic. In addition, the characteristics of stressed and unstressed syllables in single words are mirrored in rhythm. *Word stress* is described as a communicatively important pronunciation topic, bridging the continuum between segmentals (consonants and vowels) and suprasegmentals (rhythm and intonation)". Strelnikov A.M. suggested another description. He states that "the *word stress* can be defined as the singling out of one or more syllables in a word, which is accompanied by the change of the force of utterance, pitch of the voice, qualitative and quantitative characteristics of the vowel sound". Still the most full and correct definition can be found in the Dictionary of Linguistics and Phonetics. "A term used in phonetics to refer to the degree of force used in producing a syllable. The usual distinction is between stressed and unstressed syllables, the former being more prominent than the latter (and marked in transcription with a raised vertical line. The prominence is usually due to an increase in loudness of the stressed syllable, but increases in length and often pitch may contribute to the overall impression of prominence. In popular usage, ‘stress’ is usually equated with an undifferentiated notion of emphasis or strength" .

The notion of stress is supposed to close enough to the meaning of intonation. Still there exists a huge difference. The difference between stress and intonation is that " …stress is the relative loudness of parts of speech where intonation is the variation in the pitch of different parts of speech.

There is another approach to English stress rules which is radically different. This is based on generative phonology, an analysis which was first presented in Chomsky and Halle (1968) and has been followed by a large number of works exploring the same field. To anyone not familiar with this type of treatment, the presentation will seem difficult or even unintelligible; within the generative approach, many different theories, all with different names, tend to come and go with changes in fashion. The following paragraph is an attempt to summarise the main characteristics of basic generative phonology, and recommends some further reading for those interested in learning about it in detail.

The level of phonology is very abstract in this theory. An old-fashioned view of speech communication would be that what the speaker intends to say is coded - or *represented* – as a string of phonemes just like a phonemic transcription, and what a hearer hears is also converted by the brain from sound waves into a similar string of phonemes. A generative phonologist, however, would say that this phonemic representation is not accurate; the representation in the brain of the speaker or hearer is much more abstract and is often quite different from the 'real' sounds recognisable in the sound wave. You may hear the word 'football' pronounced as [fupbo;l], but your brain recognises the word as made up of 'foot and 'ball' and interprets it phonologically as[futbo:l]. You may hear a in the first syllable o f'photography', in the second syllable o f 'photograph' and in the third syllable of 'photographer', but these a vowels are only the *surface* realizations of *underlying* vowel phonemes.

An abstract phonemic representation of 'photograph' (including the relevant part of 'photography', 'photographic' and 'photographer') would be something like fo:tograf; each of the three underlying vowels would be realised differently according to the stress they received and their position in the word.

The correlation of varying prominences of syllables in a word is understood as the accentual structure of the word or its stress pattern.

According to the most salient feature the following types of word stress are distinguished in different languages:

1. dynamic or force stress if special prominence in a stressed syllable(syllables) is achieved mainly through the intensity of articulation;

2. musical or tonic stress if special prominence is achieved mainly through the

range of pitch, or musical tone.

3. quantitative stress if special prominence is achieved through the changes in the

quantity of the vowels, which are longer in the stressed syllables than in the unstressed ones.

4. qualitative stress if special prominence is achieved through the changes in the

quality of the vowel under stress . Vowel reduction is often used as manipulation of quality in unstressed syllables.

According to A.C. Gimson, the effect of prominence is achieved by any or all of four factors: force, tone, length and vowel colour. The dynamic stress implies greater force with which the syllable is pronounced. In other words in the articulation of the stressed syllable greater muscular energy is produced by the speaker. European languages such as English, German, French, Ukrainian are believed to possess predominantly dynamic word stress. In Scandinavian languages the word stress is considered to be both dynamic and musical. The musical (or tonic) word stress is observed in Chinese, Japanese, Vietnamese. It is effected by the variations of voice pitch in relation to neighbouring syllables . The English linguists A.C. Gimson agree that in English word stress or accent is a complex phenomenon, marked by the variations in **force, pitch, quantity** and **quality.** The dynamic and the tonic features of English word stress prevail over the others. It should be noted that when the tonic or musical component of word stress is involved it is the change of pitch level that is significant in making the syllable prominent, but not the type of tone direction.

As to the quantitative and qualitative components of word stress they are also significant. Certain distinctions of the vowel length and colour are reduced or lacking in unstressed syllables. The fact strengthens the idea that the accentuation is influenced by the vowel length and quality. The vowel of the stressed syllable is perceived as never reduced or obscure and longer than the same vowel in the unstressed syllables. Thus, the word "stress" or "accent" is also defined as qualitative where the vowel colour or quality is a means of stress and quantitative with relatively increased length of the stressed vowel. The term **prominence** seems to cause some ambiguity when related to word stress. The stressed syllables are often said to be the most prominent syllables in the word. According to G.P. Torsuev the notions "stressed" and "prominent" should not be used synonymically.

Prominence in speech is a broader term than stress. It is obtained by the components of word stress, such as the loudness, the length, the quality of the vowel plus the inherent sonority of the vowel and its historical length. In a discourse the effect of prominence may be strengthened by the melody which is the component of intonation.

Languages are also differentiated according to **the placement of word stress.**

The traditional classification of languages concerning place of stress in a word is into those with a fixed stress and those with a free stress. In languages with a fixed stress the occurrence of the word stress is limited to a particular syllable in a multisyllabic word. For instance, in French the stress falls on the last syllable of the word (if pronounced in isolation), in Finnish and Czech it is fixed on the first syllable, in Polish on the one but last syllable.

In languages with a free stress its place is not confined to a specific position in the word. In one word it may fall on the first syllable, in another on the second syllable, in the third word — on the last syllable, etc.

The opinions of phoneticians differ as to how many degrees of stress are linguistically relevant in a word. The majority of British (D. Jones, R. Kingdon, A.C. Gimson) and Russian linguists (V.A. Vassilyev, J. Shakhbagova) usually distinguish three degrees of stress in the word. The primary stress is the strongest, the secondary stress is the second strongest. All the other degrees are termed weak stress. Unstressed syllables are supposed to have weak stress. The American scholars B. Bloch and G. Trager find four contrastive degrees of word stress, namely: loud, reduced loud, medial and weak stresses. Other American linguists also distinguish four degrees of word stress but term them: primary stress, secondary stress, tertiary stress and weak stress. The difference between the secondary and tertiary stresses is very subtle and seems subjective. The criteria of their difference are very vague. Secondary stress differs from tertiary in that it usually occurs on the 3rd or 4th pretonic syllable, and tertiary is always post-tonic.

There are several systems of notation for marking stress in a written word that can make the concept visual for the language users: capiitals, **bold** face, *grave* and áccents, underlining. Most dictionaries mark primary stress with a **vertical superscript** stress **mark** – ' before the main stress syllable, and secondary stress with **a subscript** stress **mark** – , before the syllable bearing secondary stress; tertiary stress is marked with before the appropriate syllable: *interchangeability* . The stress marks in the Ukrainian and Russian phonetic

traditions are placed above the stressed vowels which are the nuclei of the syllable: вимовляй правильно.

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SOME DIFFICULTIES IN TRANSLATING ENGLISH TECHNICAL TERMS

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Annotation: Thus, the relevance is determined by the insufficient knowledge of the translation of terminology from Russian into English. It can be defined as the identification of difficulties that have arisen in the translation of scientific and technical terminology.

Аннотация: Таким образом, актуальность определяется недостаточным знанием перевода терминологии с русского на английский язык. Его можно определить как выявление трудностей, возникших при переводе научно-технической терминологии.

Annotatsiya: Shunday qilib, dolzarblik terminologiyaning rus tilidan ingliz tiliga tarjimasi bo'yicha etarli ma'lumotga ega emasligi bilan belgilanadi. Buni ilmiy-texnikaviy atamalarni tarjima qilishda yuzaga kelgan qiyinchiliklarni aniqlash sifatida aniqlash mumkin.

Key words: technical translation, terms, scientific style, technology

Ключевые слова: технический перевод, термины, научный стиль, технология

Kalit so'zlar: texnik tarjima, atamalar, ilmiy uslub, texnologiya

All specialists have to deal with technical translation in one form or another. Sooner or later, you will come across a book or a magazine article in your specialty in English, which you will need to read and translate. You may need to talk with foreign experts on a topic of interest to you or translate such a conversation. In all these cases, you will encounter the peculiarities and difficulties of technical translation, without knowledge of which you can make many mistakes, even if you speak a foreign language well [1,15]. Performing a large number of translations of various subjects will provide the necessary translation experience and will make it easier to overcome the difficulties encountered in this. In general, the style of scientific works in English resembles the Russian scientific style: the idea is presented concisely, dryly precisely, often explained by drawings, graphs and mathematical formulas. Due to the rapid development of technology in the scientific language, new terms (neologisms) constantly appear, which even the latest dictionary does not have time to fix. Neologisms often present great difficulties in translation. In English and American literature, as a rule, non-metric units of measurement are used, which, when translated, have to be converted into metric and SI units adopted in Uzbekistan. In modern technical literature in English, chains of words placed next to each other are increasingly used, which are not connected by syntactic means, i.e. prepositions to, of, from, etc. For example: overload prevention device; X-ray thickness gauge 'X-ray thickness gauge'; two-stage single-cylinder air-cooled reciprocating compressor [3,253]. You can pay attention to the fact that the main words in all the above combinations are the last words, all previous words serve as definitions for them. Recently, the tendency to form new words by abbreviation has intensified, and often such a new word does not look like an abbreviation. For example: laser is an abbreviation for light amplification by stimulated emission of radiation, lube is for lubrication, etc. Particularly important when working with scientific and technical and especially specialized English technical text is given to the translation of not only general scientific, but also narrow-profile technical terms. A certain difficulty is the identification of the special specifics of the use of not so much general scientific words as the specific terminology of a scientific and technical text and, accordingly, the development of acceptable options for their translation into Russian, since Russian scientific vocabulary differs significantly from English technical lexical forms. Russian translations of sentences that illustrate the use

of these technical terms in their contexts, of course, mainly reflect the essence of the author's sources, but special English terminology must be translated taking into account the general context of the original source [2,240]. Translation of a scientific and technical text into English is a task of an increased level of complexity. It is too tough for an ordinary linguist, since there are many nuances regarding technology in general and a specific area of research in particular. Moreover, you cannot rely on translation programs. As a rule, they are “not sharpened” for technical text. It is necessary not only to know the language, but also to understand the issues to which the article is devoted. In a particular branch of technical knowledge, there are not many specialists who speak the language. Therefore, in order to avoid gross errors and annoying errors, the author himself will have to take up the matter. They are absent in dictionaries and form a kind of slang, understandable only to specialists. Abbreviations may look different or absent in a foreign language. Common terms cannot be replaced by synonyms. The wording is not open to interpretation. The technical text should not contain discrepancies or double meanings. The most important feature of scientific research is reproducibility. The meaning of the article should be clear and unambiguous so that scientists from any other laboratory can repeat the experiment and get consistent results [3,253]. A term is a word or phrase that may have a different meaning from everyday life, depending on the field of science and technology in which it is used. The term can be simple, consisting of one word (switch “switch”) and a complex term-phrase (automatic switch “automatic switch”, high-speed circuit breaker “high-speed switch”) For example, the word face as a noun has the everyday meaning of “face” ; its broad technical meaning is ‘surface’; in geometry its meaning is 'face'; in the construction business - 'facade', 'facing'; in mining - ‘slaughter’, ‘lava’. But, as is natural for the English language, the same word face can act as a verb; in this case, its main meaning (common meaning) is ‘to stand in front of something’; in metalworking, this is a term meaning - 'grind', in the construction business - 'finish', 'line', 'cover'. In a special text, every word, even a very familiar one, can turn out to be a term. Thus, in maritime affairs, man-of-war does not mean ‘soldier’, but ‘warship’; in the text on the mechanics of no play is admitted, it is necessary to translate not ‘no play’, but ‘backlash is not allowed’; in an economics text, the expression staple sorts, even when referring to raw materials for the textile industry, may not mean ‘staple grades’ but ‘major export grades’; shoe ‘shoe’ in the description of the brake system, for an electric train - ‘pant collector skis’, for a caterpillar ‘link’; dead is 'de-energized' in electrical engineering, 'deaf', i.e. 'non-through' in mechanical engineering and

construction; ‘used’ when it comes to solutions, gas, etc [4,288].When translating technical literature, especially on unfamiliar topics, one must always remember this ambiguity. Hence follows the second rule: Use special technical dictionaries when translating. It should be considered unreasonable to try to translate without a dictionary; it would look as strange as if a master were trying to learn how to work without a tool. No matter how great the translator's memory is, he may come across an unfamiliar or unfamiliar term or a term known to him in a completely new meaning.

In conclusion: It can be seen from the above that the translation of a scientific and technical text into English requires both good command of the language and special technical knowledge. Such work is beyond the power of an ordinary translator without technical training. To make a competent translation of your article into English, you need to read as much English-language literature as possible in the direction in which you work. If you write about medicine, you can read an article about the peculiarities of translating medical texts.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ В ОБУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация*. В статье рассматриваются проблемы создания раннего искусственного билингвизма методический эквивалент термина: раннее обучения иностранному языку с точки зрения психолингвистики и теории речевой деятельности.*

Ключевые слова: *лингвистическая компетенция, социолингвистическая компетенция, стратегическая компенсаторная компетенция, социальная компетенция.*

Annotation*. The article deals with the problems of creating early artificial bilingualism, the methodological equivalent of the term: early learning of a foreign language from the point of view of psycholinguistics and the theory of speech activity.*

Keywords*: linguistic competence, sociolinguistic competence, strategic compensatory competence, social competence.*

Annotatsiya*. Maqolada sun'iy ikki tillilikni yaratish muammolari, bu atamaning uslubiy ekvivalenti: psixolingvistika va nutq faoliyati nazariyasi nuqtai nazaridan chet tilini o'rganishda yuzaga keladigan muommolar yoritiladi.*

Kalit so'zlar: *lingvistik kompetentsiya, sotsiolingvistik kompetentsiya, strategik kompensatsion kompetentsiya, ijtimoiy kompetentsiya.*

В последнее время значительно изменился статус иностранного языка в нашем обществе. Знание иностранных языков становится необходимостью. Ценность выпускника на рынке труда в условиях активного развития международных контактов во многом определяется уровнем его языковой подготовки. На сегодняшний день образовательная политика Совета Европы в сфере иностранных языков направлена на формирование коммуникативной компетенции. [1,46] В статье Л.Ф.Низаевой выделены следующие ее составляющие:

1) лингвистическая компетенция это, знание системы языка на всех уровнях, правил функционирования языковых единиц речи, способность адекватно интерпретировать мысли другого человека и высказывать собственные суждения в устной и письменной форме;

2) социолингвистическая компетенция это, знание способов формирования и формулирования мыслей с помощью языка, а также способность

пользоваться языком в зависимости от условий речевой ситуации, коммуникативных целей говорящего;

3) социокультурная компетенция – знание национально-культурных особенностей социального и речевого поведения носителей языка, способность пользоваться языком в процессе общения, следуя обычаям, правилам поведения, нормам этикета и т. д.;

4) стратегическая компенсаторная компетенция – способность восполнять в процессе общения недостаточность знания языка, а также речевого и социального опыта общения на иностранном языке;

5) социальная компетенция проявляется в желании и умении вступать в коммуникацию с другими людьми, в способности ориентироваться в ситуации общения и строить высказывание в соответствии с коммуникативным намерением говорящего и ситуацией [2,35].

Также источником вышеуказанной проблемы может являться отсутствие поддержки со стороны. Как показывает практика, у большинства учеников родители обходятся без иностранного языка на протяжении всей жизни, следовательно, они не придают особого значения этому предмету в школе. [5,111]

Прием – элементарный методический поступок, направленный на решение конкретных задач на определенном этапе урока. Метод реализуется в системе приёмов. [4,108]

Коммуникативно–ориентированный метод обучения реализуется в следующих приёмах:

- приём ролевого общения;
- приём формирования ориентировочной способности учащихся;
- приёмы обучения речевому взаимодействию;
- приёмы систематизации речевых знаний;
- приёмы углубления и расширения содержательности;
- повышение интенсивности самостоятельной работы;
- приёмы стандартизированного контроля.

Подход это общая исходная позиция, отталкиваясь от которой исследователь рассматривает большинство своих остальных положений. [3,85]

Дискуссионным остается вопрос соотношения метода и подхода. Отечественные методисты и большинство зарубежных исследователей считают, что подход к обучению играет основополагающую роль и является доминирующей идеей, на которой строится новый метод. Метод и подход взаимосвязаны и взаимозависимы, для них характерно постоянное взаимодействие.

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CHET TILINING BOSHQA FANLAR BILAN ALOQASI

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Annotatsiya*: Ushbu maqola talabalarning bilim sifatini oshirishning dolzarb muammosi, ish tizimini to'g'ri tashkil etish sharti bilan boshqa fanlar bilan o'zaro bog'liqlik orqali chet tilini o'qitish samaradorligini oshirish, talabalarning kommunikativ, ijtimoiy-madaniy kompetentsiyasini rivojlantirish va yaxshilash va natijada talabalar sifatini oshirilishiga bag'ishlangan.*

Kalit so’zlar*: ta’lim, daraja, fan, imkoniyat, shaxs, rivojlanish, kompetentsiya, pedagogik tizim.*

Аннотация: *В данной статье рассматривается актуальная проблема повышения качества знаний студентов, повышения эффективности обучения иностранному языку за счет взаимосвязи с другими предметами, развития и совершенствования коммуникативной, социокультурной компетентности студентов при условии, что система работы должным образом организованы и, следовательно, посвящены повышению качества студентов.*

Ключевые слова: *образование, уровень, субъект, возможность, личность, развитие, компетентность, педагогическая система.*

Ta’lim tizimi oldida o‘quvchilarni ijtimoiy an’analari, ijtimoiy tuzilishi va til madaniyati turlicha bo‘lgan mamlakatlar vakillari bilan madaniy, kasbiy va shaxsiy muloqotga tayyorlash vazifasi turibdi. Chet tili darslari o‘qituvchiga fanlararo aloqalarni amalga oshirish uchun katta imkoniyatlar yaratadi.

Chet tilining o‘quv predmeti sifatidagi xususiyati shundan iboratki, u muloqot vositasi sifatida o‘rganiladi, nutq uchun mavzu va vaziyatlar tashqaridan kiritiladi. Shuning uchun chet tili boshqa fanlar kabi turli bilim sohalari mazmunidan, boshqa fanlar mazmunidan foydalanish uchun ochiqdir. Umumta’lim maktabida chet tilini o‘qitish boshqa fanlar bilan chambarchas bog‘langan holda, mavjud pedagogik tizim va pedagogik jarayonni buzmagan holda amalga oshiriladi.

Chet tilini o‘qitish samaradorligini oshirish, boshqa fanlar bilan o‘zaro aloqadorlik orqali o‘quvchilarning kommunikativ, ijtimoiy-madaniy kompetensiyasini rivojlantirish va takomillashtirish.

1.Predmetlararo aloqalar muammosi bo'yicha adabiyotlarni o'rganing.

2. Ingliz tili darslari tizimida boshqa fanlar bilan aloqa elementlarini ajratib oling.

Zamonaviy sharoitda maktab fanining mazmuni va tuzilishini shakllantirishda fanlararo aloqalar ayniqsa muhim omil hisoblanadi. Fanlararo aloqalar turli o'quv fanlari bo'yicha olingan barcha bilimlarni va asosiy bilimlarni yagona tizimga bog'lash imkonini beradi. Dars nafaqat amaliy ko'nikmalarga ega bo'lish, balki bilimlarni mustaqil egallashni o'rganish,

mustaqil faoliyatni tarbiyalash zarurligini rivojlantirish haqidagi zamonaviy nuqtai nazarga mos keladi.

Fanlarning gumanitar, tabiiy va texnika fanlariga an’anaviy bo‘linishi ular o‘rtasidagi ob’ekt-sub’ekt munosabatlarini aks ettiradi. Bunday bo'linish umumiy o'rganish ob'ektlari - jamiyat, tabiat, mehnat bo'yicha guruhlangan ta'lim fanlari sikllarida belgilanadi. Bunda o’quvchilarning umumiy bilim ob’ektlari atrofidagi bilim va ko’nikmalarini tizimlashtirib, sikl ichidagi va tsikllararo bog’lanishlar vujudga keladi.

Tabiiy, gumanitar va estetik tsikllar fanlarini o'rganishda fanlararo aloqalardan foydalanish tajribasi to'plangan, ammo chet tiliga nisbatan muammo haligacha hal qilinmagan. Chet tilidagi dasturni ko‘rib chiqib, tahlil qilib, shunday xulosaga keldimki, unda faqat umumiy ko‘rsatmalar mavjud va chet tilini o‘rganishda aniq fanlardan foydalanish imkoniyati ko‘rsatilmagan.

O'quv fanlari o'rtasidagi aloqa shaxsni har tomonlama rivojlantirishning zaruriy shartidir.

Umumta’lim maktabida til materiali bilan tanishish, o‘rgatish va undan foydalanishni to‘g‘ri tashkil etgan holda, shuningdek, uning rivojlanish darajasini o‘z vaqtida nazorat qilgan holda fanlararo aloqadorlikdan chet tili nutq faoliyatini rag‘batlantirish vositasi sifatida foydalanish uchun katta imkoniyatlar mavjud. Bu imkoniyatlar chet tilining akademik fan sifatidagi o‘ziga xos xususiyatlariga xosdir. Til - qonunlari boshqa fanlarning predmeti bo'lgan ob'ektiv voqelik, xususiyatlar haqidagi fikrlarni ifodalash vositasi, shuning uchun til ob'ektiv emas. Ammo ob'ektiv bo'lmaganligi sababli, u boshqa maktab fanlari bilan ko'plab umumiy aloqa nuqtalariga ega, ya'ni til "poli-mavzu" dir. O'z navbatida, chet tilining o'quv predmeti sifatida "ko'p sub'ektivligi" o'qituvchilarni chet tilidagi nutqiy muloqotni o'rgatish jarayonida fanlararo muvofiqlashtirishni amalga oshirishga majbur qiladi.

O‘qituvchi chet tilidagi nutqiy faoliyatini fanlararo bog‘lanishlar asosida o‘zlashtirish ustida ishlaganda, asosiy e’tiborni o‘quvchilarning qiziqishlariga qaratish, ularning individual xususiyatlari va moyilliklarini hisobga olish zarur, bu esa, albatta, amaliy foydalanish uchun eng qulay rejim yaratadi. tilning aloqa vositasi sifatida. Shu sababli fanlararo aloqadorlik xorijiy tilda o‘quv jarayonini rag‘batlantirishning samarali vositalaridan biri hisoblanadi.

Chet tilini o'rgatishda sezilarli yordam bera oladigan fanlar doirasini aniq belgilash mumkin.

Ma'lumki, chet tilini o'rganishni rus tili bilan parallel ravishda tasavvur qilib bo'lmaydi. Bunday munosabatlar turli darajalarda kuzatiladi.

Yangi grammatik material bilan tanishtirishda o‘qituvchi, eng avvalo, o‘quvchilarning ona tilidan olgan bilimlariga asoslanadi. Hamma tillarda o‘zaro bog‘liq tushunchalar (masalan, ot, fe’l, gap, zamon va boshqalar) mavjud.

Leksik birliklar darajasida chet va rus tillari eng aniq aloqaga ega. Ko'pgina ikki tomonlama qarzlar (bir tildan ikkinchi tilga o'tadigan so'zlar va aksincha) buni tasdiqlaydi.

Chet tilining sintaktik tuzilmalarini o'rganish deyarli hech qachon talabalar uchun qiyinchilik tug'dirmaydi, chunki rus tili bilan ma'lum munosabatlar mavjud. Chet tilidagi tinish belgilarining qoidalari rus tili bilan bir qator o'xshashliklarga ega: murojaatlar vergul bilan ajralib turadi, vergullar bog'lovchilardan oldin ham qo'yiladi: "a, lekin", so'roq va undov jumlalari va boshqalar.

Nemis darslarida ishlash uchun boy material bo'lgan adabiyot bilan fanlararo aloqalarni alohida ta'kidlash kerak. Masalan, “Mening sevimli ertaklarim”, “Mening sevimli kitobim”, “Mening sevimli adabiy qahramonim” syujetlarini o‘z ichiga olgan “Kitoblar va filmlar” mavzusi.

Adabiyotga tayanish nutqning mazmun tomonini aniqlash imkonini beradi. Ammo bu masalani hal qilish uchun, nima (kim) haqida gapirish, chet tili o'qituvchisi talabalarning bilim darajasini bilishi kerak. Kontentni o'qish talabalarning chet tilidagi xabarlarini rag'batlantirishi mumkin. Ishimda monotonlikni oldini olish uchun men nutq sozlamalarini o'zgartirishga harakat qilaman. Masalan: Sevimli shoir (yozuvchi), adabiy qahramon, sevimli kitobingiz haqida gapirib bering. Nega?

Tarix darsda ishni tashkil qilish uchun boy material beradi. Davlatimiz hayotidagi muhim sanalar, taqvimdagi qizil sanalar, yubileylarni o‘rganishda “tarix-xorijiy til”ning eng zarur aloqadorligi. Tabiiyki, chet tili o'qituvchisi o'ziga ma'lum bo'lgan ma'lumotlarni chet tili darslariga jalb qilish uchun tarix fanidan umumta'lim maktabining bilimlari to'g'risida yaxshi tasavvurga ega bo'lishi kerak.

Chet tilini tarix va geografiya bilan bog‘lamasdan turib o‘rganish mumkin emas. Ushbu fanlar bilan chambarchas bog'liqlikni "Belarus Respublikasi va o'rganilayotgan til mamlakati", "Sayohat" kabi mamlakatga xos mavzularni o'rganishda kuzatish mumkin. Mamlakatlar va qit’alar”, “Turli mamlakatlarga sayohat” va hokazo.Talabalar mamlakatlar tarixi, geografik va siyosiy tuzilishi, tarixiy shaxslar bilan tanishadilar. Mavzuni o'rganishda geografiya kursidan faktik materiallar olamiz. Mamlakat, ona yurt bo'ylab xayoliy ekskursiyalar, yozishmalar faktik ma'lumotlar bilan tasdiqlanishi kerak.

Chet tilining jismoniy madaniyat va salomatlik bilan bog'liqligini alohida ta'kidlamoqchiman. Buni jismoniy tarbiya mashg'ulotlarida ham, tegishli mavzularni o'rganishda ham kuzatish mumkin: "Sport", "Sog'lom turmush tarzi".

Hozirgi vaqtda hayotni axborot texnologiyalarisiz tasavvur qilish qiyin, shuning uchun ham chet tili darslarida kompyuterning hayotimizdagi o‘rni, internetdan foydalanish, elektron pochta yozishmalari va hokazo mavzular dolzarb hisoblanadi. Masalan: fe'l konjugatsiyasini o'rganayotganda, men animatsiyadan foydalangan holda har bir fe'l uchun vizual diagrammalardan foydalanaman, bu esa yaxshiroq yodlashga hissa qo'shadi. CD-dagi o'quv va o'quv dasturlaridan foydalanish sinfda ham, darsdan tashqarida ham kompyuterdan foydalanishning eng maqbul usuli hisoblanadi: o'yin elementlari bo'lgan o'quv dasturlari yordamida talabalar bilan ham guruh, ham individual ishlarni amalga oshirishingiz mumkin. Shunday qilib, informatika bilan fanlararo aloqa amalga oshiriladi.

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INGLIZ TILIDA GAP BO`LAKLARI HAQIDA AYRIM MULOHAZALAR

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Annotatsiya: *Ushbu maqolada ingliz tilida gap bo`laklarining tahlili haqida fikr yuritilgan.Ularning tadqiqotiga doir masalalar ilgari so`rilgan.Misollar orqali mulohazalar dallillangan. Ingliz tilida harakatni ifodalovchi gap bo’laklarini tadqiq etish, harakatni ifodalovchi gap bo’laklari*

xususidagi ayrim mulohazalar hamda ularning sistemali munosabatlarini tahlil qilishda foydalaniladigan lisoniy metodlar xulosalashga harakat qilingan.

Kalit so'zlar: *sintaktik, sintagmatik, subyektiv, predikativ, dativ, genetiv, kommunikativ.*

Abstract: *This article is about the analysis of parts of speech in English considered. Issues related to their research have been asked before.Reasons are proved by examples.An attempt has been made to summarize the linguistic methods used in the research of action clauses in English, some considerations about action clauses, and the analysis of their systematic relationships.*

Key words: *syntactic, syntagmatic, subjective, predicative, dative, genitive, communicative*

Kirish.

Gap tilshunoslikda nutq birligidir hisoblanadi. Sintaktik tahlili nutq lingvistikasi qonuni asosida bajariladi. Nutq lingvistikasi tilshunoslik fanida yosh soha hisoblanadi. Gap bo'laklari nazariyasiga asoslanuvchi an'anaviy sintaktik tahlilning masalasi tilshunos olimlar o`rtasida bahsli bo`lib kelmoqda. Tilshunoslik tadqiqotlariga ko`ra gap bo'laklari va ularning tahlili talabga javob bera olmayotgani haqida aytilgan fikr va mulohazalar duch kelishimizga qaramay hozirgacha bu borada aniq lingvistik qonun-qoidalar keltirilmagan. Buning amalga oshishi nutq lingvistikasining to'liq ilmiy asoslanishi bilan bevosita bog'liqdir masala hisoblanadi. Umuman olganda, gap nutq birligidir va shu bois uning sintaktik tahlili muammolarini ham nutqdan ayri holda hal etib bo`lmaydi.

Mavzuga oid adabiyotlar tahlili:

Tilshunoslik fanida gap bo`laklari nazariysi bo`yicha ko`plab olimlar ilmiy tadqiqotlar olib brogan. Rus tilshunosi Z.D.Popova gap bo`laklarining tahlili haqida qo`yidagicha fikr bildiradi: «Традиционное учение о членах предложения содержало в себе такие противоречия, которые постоянно побуждали синтаксистов к его пересмотру» [1-с.69.].

Z.D. Popova gap bo'laklari tushunchasiga o`zgacha yondashdi.Ularning gapda bajaradigan vazifalarini keng qamrovli va aniqroq izoh qilib berdi. Olima G.A.Zolotova qo'llagan "subyektiv" va "predikativ" terminlariga tayanib, gap bo'laklarini ularning vazifalariga asoslanib quyidagicha tasnif etadi. Gapning qurilishiga kiruvchi gap bo'laklari. Bunga subyektivlar (ega, dativ subyektiv, genitiv subyektiv, instrumentativ subyekt va h.k.lar); predikativlar (kesim, predikativ ravish, infinitiv va h.k.) kiradi.

Gapning struktur sxemasiga kirmaydigan gap bo'laklari. Bu bo'laklar, o'z navbatida, ikkiga bo'linadi: 1. Gapning pozitsion sxemasiga kiruvchi ikkinchi

darajali bo’laklar (to’ldiruvchi, hol). 2. Gapning pozitsion sxemasiga kirmaydigan ikkinchi darajali bo’laklar (aniqlovchi) [2-c. 72**.].**Akademik V. V. Vinogradov gapning ikkinchi darajali bo’laklari masalasini tubdan qayta ko’rib chiqish kerakligini, ular grammatik tamoyillarga izchil asoslanmaganligi tufayli gap strukturasida sodir bo’ladigan jonli sintaktik aloqalarni mutlaqo sun’iy ifodalashini alohida ta’kidlagan edi [3-c. 282.].

Tadqiqot metodologiyasi.

Ushbu maqolada asosan chog`ishtirma, hamda til nazariyasida qo`llanilgan ilmiy metodlardan qo`llanildi.

Tahlil va natijalar.

Ma’lumki, har bir til tizimining sintaktik qatlamini o’rganishda gaplar struktura jihatdan kommunikativ yo’nalishiga hamda tarkibiga ko’ra tasniflanadi. Ammo gapdagi so’zlar o’zaro bog’langan bo’lib, ularning har biri gap tarkibida biror grammatik vazifani bajaradi. Gap strukturasini tahlil qilishda undagi gap bo’laklari sintaktik kategoriya hisoblanadi. Mazkur kategoriyalar gap tarkibidagi elementlarning o’zaro munosabatini, bu munosabatning harakterini, gapning grammatik jihatdan qanday bo’laklarga ajralishini, so’zning gapdagi rolini ko’rsatadi. Har bir gap ma’lum obyektiv mazmun va substant material, ya’ni so’zlar yordamida ifodalanadi.Ingliz tili amaliy grammatikasida kesim quyidagicha tasniflanadi: 1) Sodda kesim (Simple predicate); 2) Qo’shma kesim (The compound predicate). Birinchi kesim turi fe’lning shaxsli shakli bilan ifodalanadi, ammo uning tarkibi frazeologik birliklar yordamida ifodalanganini hisobga olib, u frazeologik kesim deb nomlanadi. Kesimning ikkinchi turi ifodalanishiga ko’ra ikki qismdan iborat bo’ladi, birinchi qismi fe’lning shaxsli shakli bilan ifodalansa, ikkinchi qismi esa ot, olmosh, sifat, sifatdosh, gerundiy va infinitiv yordamida ifodalanadi. Qo’shma kesimning o’zi ikki guruhga bo’linadi: 1) qo’shma ot-kesim; 2) qo’shma fe’l kesim. Qo’shma ot-kesim bog’lama fe’l va boshqa so’z turkumlari yordamida ifodalanadi. Bu borada shuni ta’kidlash lozimki, ingliz tilida juda ko’p fe’llar borki, ular gapda bog’lama, mustaqil va yordamchi fe’llar vazifasida ishlatiladi. Bunday hol ingliz tilini o’rganuvchilar uchun ma’lum qiyinchiliklar tug’diradi.

Qo’shma aspekt fe’l-kesim haqida to’xtalsak, u gapda kesim o’rnida *to begin, to start, to continue, to stop* kabi fazali fe’llar bilan infinitiv yoki gerundiyning birikib kelishi yordamida ifodalanadi. *He began to speak; He began speaking.* Har ikkala gapga bir xil savol, ya’ni to’ldiruvchiga beriladigan savol mos keladi, *What did he like?* E’tibor berib qaralsa, bu kesim turini alohida ajratishda fe’llarning leksik ma’nosi asosiy o’rinni egallaydi. Boshqalarida esa ifoda planiga qarab ajratilgani yaqqol ko’rinib turibdi.

Yuqorida qayd etilganlardan ma’lum bo’ladiki, aspekt kategoriyasi qaysi qatlamda, ya’ni morfologik, sintaktik yoki leksik qatlamda o’rganilishidan qat’iy nazar o`rganilishi lozim bo`lgan tomonlari mavjud.

Mazkur tahlil usuli boshqalaridan farqli ravishda ikki bosqichda amalga oshiriladi. Boshlangich bosqichda gapdagi elementlar komponentlarga ajratib tahlil qilinadi hamda ushbu bosqichda berilgan elementlarning o’zaro sintaktik aloqalari aniqlanib, bir-biridan farqlanish usullari yunksion va komponent modellarda ifoda etiladi. Tilshunoslik fani taraqqiyotining hozirgi davri bosqichida til tizimi birliklarining qay tarzda nutqqa ko’chirilishi va jumlaning nutqiy zanjirda voqelanishi, sintaktik strukturalarning nutqiy faollashuvi, ularning semantik va sintaktik munosabatlari masalasiga doir muammolar tilshunos olimlarimizdan o’z tadqiqini kutmoqda. Chunki hozirgacha tilning sistema ekanligi to’g’risida diqqatga sazovor tadqiqot ishlari qilingan bo’lsa ham, sistema belgilarining nutqqa ko’chirilishi, boshqacha aytganda, ularning nutqda real ishlatilishi masalasiga kam e’tibor berildi.

Mazkur masalalar tilshunoslikda hozirda yanada dolzarb bo’lib qolmoqda. Til tizimidagi har bir belgining paradigmatik qator doirasidan sintagmatik qator doirasiga o’tishi, virtuallik belgilarini tark etib, aktual holat kasb etishi va shu yo’sinda gapning sintaktik shakllanishi nutq lingvistikasining g’oyat muhim masalalarini talab qiladi. Ma`limki, gapning asosiy bevosita ishtirokchi elementlari so’zlar hisoblanadi. Biroq gap sathida so’zlarning o’zaro bog’lanishi ularning shunchaki ketma-ket kelishidan iborat bo’lmay, bunda tilning semantik, sintaktik va hatto fonologik qurshov (distributsiya) qoidalari ustun hisoblanad. Bu jarayonda gap shaklini tashkil etayotgan har bir bevosita ishtirokchi element uning ajralmas bir bo’lagi vazifasini hisoblanib, ma’lum bir funksional ahamiyat ega bo`ladi. Chunki gap tarkibida faollashayotgan har bir element orqali ma’lum bir kommunikativ, semantik yoxud pragmatik maqsad nazarda tutiladi. ushbu maqsad ifodasi esa turlicha sodir bo`ladi. Masalan, gapda tilning ba’zi birliklari katta yoki kichik bo’lishidan qat’i nazar, mustaqil holatda ishlatilib, ega yoki kesim vazifasini bajarsa, ba’zilariga boshqalarning yordamida aniqlovchi, to’ldiruvchi, hol vazifalari bajarib keladi.

Xulosa.

Hozirgi zamon tilshunosligida lingivistlar gaplarni tahlil qilish borasida gaplarni bosh bo’laklar va ikkinchi darajali bo’laklarga ajratib o’rganish bilan cheklanadi. Gaplarning sintaktik birliklarini, semantik jihatlarini, ularning defferensial sintaktik hamda differensial sintaktik-semantik belgilarini aniqlash va bunda ma’lum lisoniy uslublarga asoslanib gaplarni tahlil qiladi.

Ingliz tilida harakatni ifodalovchi gap bo’laklarini tadqiq etish, harakatni ifodalovchi gap bo’laklari xususidagi ayrim mulohazalar hamda ularning sistemali munosabatlarini tahlil qilishda foydalaniladigan lisoniy metodlar haqida aytib o’tilgan mulohazalardan quyidagi xulosalarga kelish mumkin.Umuman tillar tizimini sintaktik uslubda o`rganishda tilshunoslar o’rtasida aniq tizimlilik yo`q. Lisoniy metodlar asosida tadqiqot o’tkazishda ham aniq va to’liq fikriy birlik mavjud emas.Tilshunoslik uchun muhim bo`lgan gap bo’laklari muammosi xususida mukammal yechim qilingani yo`q. Ingliz tili o’rganilganda zamon, nisbat, egalik kategoriyalari hamda ergash gaplar kabilar qisman tadqiq qilingan. Ayrim kamchiliklar hali ham mavjud va o’rganilmoqda.

Foydalanilgan adabiyotlar ro’yxati

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