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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2023 йил 26-27 июн

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САМАРҚАНД ИҚТИСОДИЁТ ВА СЕРВИС ИНСТИТУТИ “ТИЛЛАРНИ ЎҚИТИШ” КАФЕДРАСИ

ТАМБОВ ДАВЛАТ УНИВЕРСИТЕТИ,
КОРЕЯ ГАЧОН УНИВЕРСИТЕТИ.
ТУРКИЯ БУРДУР МЕҲМЕТ АКИФ ЭРНАСОЙ УНИВЕРСИТЕТИ.
ИПАК ЙЎЛИ ТУРИЗМ ВА МАДАНИЙ МЕРОС ХАЛҚАРО УНИВЕРСИТЕТИ.
ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ.

САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАРИ ИНСТИТУТИ

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МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ, НАУКИ И ИННОВАЦИЙ РЕСПУБЛИКИ УЗБЕКИСТАН

САМАРКАНДСКИЙ ИНСТИТУТ ЭКОНОМИКИ И СЕРВИСА

КАФЕДРА «ОБУЧЕНИЯ ЯЗЫКАМ»

ТАМБОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ,

УНИВЕРСИТЕТ ГАЧОН, КОРЕЯ.

УНИВЕРСИТЕТ БУРДУРА МЕХМЕТА АКИФА ЭРНАСОЙ, ТУРЦИЯ

МЕЖДУНАРОДНЫЙ УНИВЕРСИТЕТ ТУРИЗМА И КУЛЬТУРНОГО НАСЛЕДИЯ ШЕЛКОВЫЙ ПУТЬ.

УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ МИРОВЫХ ЯЗЫКОВ

АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ.

САМАРКАНДСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ

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

26-27 июня 2023 г.

САМАРКАНД - 2023

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

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

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

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

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

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

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

IV ШЎЪБА. XIZMAT KO‘RSATISH SOHASINI RIVOJLANTIRISHDA XORIJIY TILLARNI O‘RGANISHNING AHAMIYATI VA ISTIQBOLLARI

O‘ZBEKISTON TURIZM SOHASIDA EKSKURSIYA XIZMATLARI RIVOJLANISHINING AHAMIYATI

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Annotation: Ushbu maqolada O‘zbekistonda turizm sohasida olib borilayotgan islohatlar va amalga oshirilayotgan ishlar yoritilgan. Shuningdek, turli xil adabiyotlarda “Ekskursiya” tushunchasi ta’rifining mazmun-mohiyati o‘rganilgan va tadqiqotlar natijasida “Ekskursiya” tushunchasiga muallif tomonidan ta’rif keltirib o‘tilgan. Ekskursiya xizmatlarini tashkil qilishda katta ahamiyat berish lozim bo‘ladi. Shu maqsadda ekskursiya xizmatlarini tashkil qilishda ekskursiya dasturining tuzilishi, uning elementlari mualliflar tomonidan ishlab chiqilgan.

Keywords: turizm, ekskursiya, turistik-ekskursiya, ekskursiya dasturlari, turistik firmalar, turistik tashkilotlar, turizm salohiyat, turistik resurs.

Annotation: This article describes the reforms and ongoing work in the field of tourism in Uzbekistan. The essence of the definition of the concept of "Excursion" in various literature was also studied, and as a result of the study, the author gave a definition of the concept of "Excursion". It is necessary to pay great attention to the organization of excursion services. For this purpose, the authors developed the structure of the excursion program and its elements in the organization of excursion services.

Key words: tourism, excursion, tourist-excursion, excursion programs, tourist enterprises, tourist organizations, tourist potential, tourist resource.

Аннотация: В данной статье описаны реформы и проводимая работа в сфере туризма в Узбекистане. Также была изучена сущность определения понятия «Экскурсия» в различной литературе, и в результате исследования автором было дано определение понятия «Экскурсия». Необходимо уделить большое внимание организации экскурсионного обслуживания. С этой

целью авторами была разработана структура экскурсионной программы и ее элементы в организации экскурсионного обслуживания.

Ключевые слова: туризм, экскурсия, туристско-экскурсионный, экскурсионные программы, туристские предприятия, туристские организации, туристский потенциал, туристский ресурс.

Turizm sohasini rivojlantirishda sezilarli darajada yaxshi samara keltirishi mumkin bo‘lgan O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning “O‘zbekiston Respublikasining turizm sohasini jadal rivojlantirishni ta’minlash chora-tadbirlari to‘g‘risida”gi Farmonini[1] alohida e’tirof etib o‘tish kerak. Ushbu farmon mamlakat iqtisodiyotining strategik tarmog‘i sifatida turizmni jadal rivojlantirish uchun qulay iqtisodiy va tashkiliy-huquqiy shart-sharoitlar yaratish, hududlarning ulkan turizm salohiyatidan yanada to‘liq va samarali foydalanish, turizm tarmog‘ini boshqarishni tubdan takomillashtirish, milliy turizm mahsulotlarini yaratish va ularni jahon bozorlarida targ‘ibot qilish, turizm sohasida O‘zbekistonning ijobiy qiyofasini shakllantirish maqsadida joriy etildi. Yana shuni alohida ta’kidlab o‘tish joizki, ko‘plab rivojlanayotgan davlatlardan farqli o‘laroq “Turizm sohasiga” iqtisodiyotning strategik sektori maqomi berildi. Bu o‘z navbatida turizm sohasiga e’tibor yanada kuchaytirilishining yaqqol isbotidir.

Biz bilamizki, turizmda turlarning yaratilishida xar bir tur bir necha ekskursiyalardan tashkil topadi. Ekskursiyalar tur yaratilishida muhim o‘rin tutadi.

Ekskursiya (lotincha – sayr qilish) – bilimni boyitish, amaliy tajriba hosil qilish yoki madaniy-ma’rifiy maqsadida diqqatga sazovor joylar (madaniyat maskanlari, tabiatning go‘zal go‘shalari, muzeylar, korxonalar va h. k.) ga jamoa bo‘lib borish. Ko‘pincha turizm bilan birga amalga oshiriladi.

O‘zbekiston Respublikasining “Turizm to‘g‘risida”gi Qonuni[2] 1-bob 3-moddasi asosiy tushunchalarida, ekskursant – vaqtincha bo‘lish mamlakatida (joyida) tunab qolmasdan yigirma to‘rt soatdan oshmaydigan davrda sayohat qiluvchi jismoniy shaxs; ekskursiya etakchisi – turistlar va ekskursantlarni muayyan turistik resurs bilan tanishtirish uchun kasbiy jihatdan tayyorgarlik ko‘rgan, O‘zbekiston Respublikasi rezidenti bo‘lgan jismoniy shaxs, deb ta’riflar berib o‘tilgan.

Yuqorida adabiyotlar tahlili natijasida biz “Ekskursiya” tushunchasiga bergan ta’rifimizni keltirib o‘tdik. *Demak, bizning fikrimizcha “Ekskursiya - bu 24 saotdan oshmagan holda oldindan tanlangan ob'ektlarga, ya’niy korxonalar,*

[1] O’zbekiston Respublikasi Prezidentining “O’zbekiston Respublikasining turizm sohasini jadal rivojlantirishni ta’minlash chora-tadbirlari to’g’risida”gi 2016 yil 2 dekabrdagi PF-4861-sonli Farmoni

[2] Ўзбекистон Республикасининг “Туризм тўғрисида”ги Қонуни 2019 йил 18 июль, ЎРҚ-549-сон

laboratoriyalar, ilmiy-tadqiqot institutlari, diqqatga sazovor joylar, tarixiy va madaniy yodgorliklar yoki boshqa joylarga borib, insonning atrofdagi dunyoni tabiiy sharoitda bilishining vizual jarayoni".

Ekskursiya jarayonida gid sayyohlarga mavzu ochiladigan ob'ektlarni ko'rishga yordam beradi (birinchi vazifa), bu ob'ektlar to'g'risida kerakli ma'lumotlarni eshitish (ikkinchi vazifa), "biznesning buyukligini his qilish". jasorat, tarixiy voqeaning ahamiyati (uchinchi vazifa), ekskursiya ob'ektlarini mustaqil kuzatish va tahlil qilishning amaliy ko'nikmalarini egallash (to'rtinchi vazifa).

O‘zbekistonda mintaqalar bo‘yicha turistik-ekskursion xizmatlarni ko‘rsatish faoliyatini amalga oshirib kelayotgan tashkilotlarning salmog‘i turizm sohasi uchun katta ahamiyat kasb etadi. Turistik-ekskursion xizmatlarni ko‘rsatish faoliyatini amalga oshirib kelayotgan tashkilotlarning 2005-2021 yillar mobaynida rivojlanish ko‘rsatgichi bilan yaqindan tashishib chiqadigan bo‘lsak (1-jadval), turistik firmalarning soni 2021 yilda 2005 yilga nisbatan 30 taga ko‘paygan. 2005 yilga nisbatan 2019 yilda 259 taga ko‘paygan. Ammo 2021 yilda 2019 yilga nisbatan 229 kamayganligi ko‘ramiz, buni sababi 2020-2021 yillar mobaynida butun jahodagi karona virus pandemiyasi hisoblanadi.

Turistik-ekskursion xizmatlarni ko‘rsatish faoliyatini amalga oshirib kelayotgan tashkilotlar tomonidan xizmat ko‘rsatilgan tashrif buyuruvchilarning rivojlanish dinamikasida 2005-2021 yillar mobaynida o‘sib kamayganligi guvohi bo‘lamiz. Hozirga kelib ushbu ko‘rsatgich 577,8 ming kishini ko‘rsatmoqda.

1-jadval.

Turistik-ekskursion xizmatlarni ko‘rsatish faoliyatini amalga oshirib kelayotgan tashkilotlarning 2005-2021 yillar mobaynida rivojlanish ko‘rsatgichi[1]

Ko‘rsatkichlar	Yillar								
	2005	2010	2015	2016	2017	2018	2019	2020	2021
Turistik firma va tashkilotlar soni, birlik	258	313	398	433	449	502	517	337	288
ular tomonidan xizmat ko‘rsatilganlar tashrif buyuruvchilar, ming kishi	582,7	363,3	560,4	465,4	666,9	713,2	942	212,3	577,8

[1] O`zbekiston Respublikasi Davlat Statistika Qo`mitasi ma’lumotlari asosida tayyorlangan

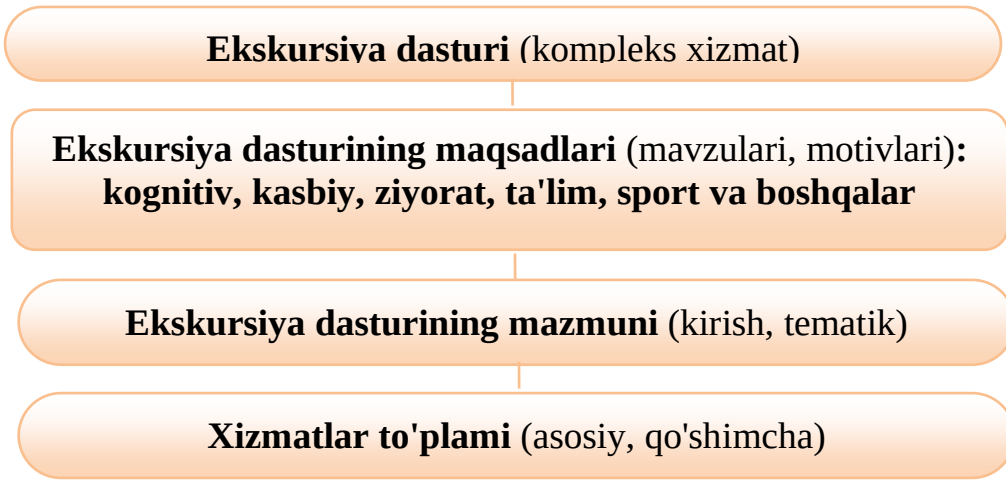
qabul qilingan	437,4	332,4	421,3	351	558,6	613,4	788,8	186,2	525,2
jo‘natilgan	145,3	30,9	98,4	80,1	72,5	84,9	128,5	18,6	57,4
faqat viza va xorijiy pasportni rasmiylashtirish, mehmonxona va boshqa yashash joylarini band qilish xizmatlari ko‘rsatilgan	-	-	40,7	34,3	35,8	14,9	24,7	7,5	79,7

Ekskursiya materiallari, gidning o'z taqdimotidagi kasbiy mahorati turistlarga tahlil qilish va kerakli xulosalar chiqarish imkonini beradi. Turistlarga ko'rsatish va aytib berish jarayonida bu ko'nikmalar gid tomonidan singdiriladi. Shu bilan birga, ekskursiya mualliflari gidning faol yordamchilari sifatida ishlaydi.

Ekskursiyaning vazifalaridan biri turistlarda ekskursiya mavzusiga, tarixiy shaxslar faoliyatiga, voqea-hodisalar, faktlarga, umuman olganda, ekskursiya materialiga munosabatni shakllantirish va unga o‘z bahosini berishdan iborat.

Har bir ekskursiya tavsifi va ekskursiya dasturini tayyorlashga katta ahamiyat berish kerak (1-rasm).

Ekskursiyani ishlab chiqarish – bu kompaniya menejerlari, metodistlari va ekskursiya gidlarining birgalikdagi faoliyati. Shuning uchun kelajakdagi ekskursiyaning mazmuni, uning kognitiv qiymati bevosita rahbarlar, metodistlar, gidlarning bilimi, malakasi, amaliy tajriba darajasiga, ularning pedagogika va psixologiya asoslarini o'zlashtirishiga, eng samaralisini tanlash qobiliyatiga bog'liq. Ekskursiyani o'ziga xos ijodkorlik natijasi deb hisoblash kerak. Har qanday mavzu bo'yicha yangi ekskursiya yaratish juda ko'p intellektual kuch talab qiladigan murakkab jarayondir. Yangi mavzudagi ekskursiyani ishlab chiqish odatda uch oydan bir yilgacha davom etadi.



1-Rasm. Ekskursiya dasturining tuzilishi[1]

Yangi ekskursiyani ishlab chiqish jarayonida klassikaga aylangan bir qancha asosiy bosqichlarni aniqlandi, ular quyidagi tartibda:

- ekskursiyaning maqsadi va vazifalarini aniqlash;
- mavzu tanlash;
- adabiy manbalarni tanlash;
- boshqa manbalarni aniqlash;
- manbalarni o'rganish - adabiy, arxiv, statistik;
- muzeylarning ekspozitsiyalari va fondlari bilan tanishish;
- ekskursiya ob'ektlarini tanlash va o'rganish;
- ekskursiya marshrutini tuzish;
- marshrutni aylanib o‘tish yoki aylanib o‘tish;
- ekskursiyaning nazorat matnini tayyorlash;
- “gid portfeli”ni sotib olish;
- ekskursiyalarni o'tkazishning uslubiy usullarini aniqlash;
- ekskursiyaning texnologik xaritasini tuzish;
- matn va texnologik xarita haqida xulosa;
- ekskursiyalarni qabul qilish (etkazib berish);
- turni sayyohlik kompaniyasi mahsuloti sifatida tasdiqlash.

Har bir bosqichning rivojlanishiga ma'lum talablar qo'yiladi. Agar barcha kerakli hujjatlar tayyorlangan bo'lsa, ish tugallangan deb hisoblanadi.

Xulosa. O‘zbekistonda turizm rivojlanishida olib borilayotgan islohatlar va qilinayotgan ishlar ko‘lami biqiyosdir. Mamlakatimizga kelayotgan turistik oqim albatta turistik-ekskursion xizmatlardan foydalanishi uchun milliy turistik resurslarimiz ko‘pligi bizning eng katta yutig‘imizdir.

Yuqoridagi tadqiqotlarimiz natijasida quyidagi ilmiy taklif va tavsiyalarimizni berib o‘tamiz:

[1] Тадқиқотлар натижасида муаллиф томонидан тайёрланган

- ekskursiyalarni yanada jozibali ishlab chiqishda albatta turizm sohasi rivojlangan mamlakatlar tajribasini doimiy ravishda o‘rganib borish lozim;

- turistik-ekskursiyalarni rializatsiyasini ta’minlashda milliylikka urg‘u bshlgan holda jahon turistik anjumanlarida keng targ‘ib qilishni ko‘paytirish kerak;

- turistik-ekskursiyalar turarini ko‘paytirishda (tog‘, cho‘l, o‘rmonlar va suv) mutahassislariga ehtiyoj ko‘payishini inobatga olgan holda, ushbu mutahassisliklar bo‘yicha kadrlar siyosatini kuchaytirish lozim;

- turistik-ekskursiyalar dasturlarini tuzishda nafaqat ananaviy yo‘nalishlardan, balki noananaviy yo‘nalishlardan foydalanish kerak. Buning sababi mamlakatimizda turizm turlarini ko‘paytirishda nafaqat tarixiy yodgorliklar balki tabiiy turistik rusurslardan foydalanishni ko‘paytirish lozimligidir. Shuningdek, turizmda mavsumiylikning yo‘qolishiga olib keladi natijada yil mobaynida turistik oqimni qabul qilish ko‘payishi evaziga daromadlar oshadi.

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THE ROLE AND IMPORTANCE OF FOREIGN EXPERIENCE IN THE INNOVATIVE DEVELOPMENT OF THE ECONOMY

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Annotatsiya: Bu maqola, iqtisodiyotni innovatsion rivojlantirishda xorijiy tajribalarning o'rni va ahamiyatini o'rganishga bag'ishlangan. Ushbu maqolada xorijiy mamlakatlardagi innovatsion yechimlar va tajribalar, iqtisodiyotning rivojlanishi, texnologik islohotlar va savdo-korxonalarning konkurentlik darajasini oshirish bilan bog'liq mavzular keltiriladi. Maqolada iqtisodiyotning innovatsion rivojlantirishida xorijiy tajribalar va yondashuvlar bilan o'rganishning muhimligi ko'rsatilib, bu bilgilar asosida davlatlar va korxona rahbarlari innovatsion strategiyalarni shakllantirishga yordam berishi mumkin.

Kalit so’zlar: Iqtisodiyot, innovatsiya, rivojlanish, xorijiy, tajriba, yechim, texnologiya, konkurentlik.

Аннотация: Данная статья посвящена изучению роли и значения зарубежного опыта в инновационном развитии экономики. В этой статье будут рассмотрены темы, связанные с инновационными решениями и опытом зарубежных стран, развитием экономики, технологическими реформами и повышением уровня конкурентоспособности торговых предприятий. В статье указывается на важность обучения с использованием зарубежного опыта и подходов в инновационном развитии экономики, на

основе этих знаний государства и руководители предприятий могут помочь формировать инновационные стратегии.

Ключевые слова: Экономика, инновации, развитие, зарубежный, опыт, решение, технология, конкуренция.

Abstract: This article is devoted to the study of the role and importance of foreign experiences in the innovative development of the economy. This article presents topics related to innovative solutions and experiences in foreign countries, the development of the economy, technological reforms and increasing the level of concurrence of trade enterprises. The article shows the importance of learning with foreign experiences and approaches in the innovative development of the economy, which, on the basis of knowledge, can help leaders of states and enterprises form innovative strategies.

Key words: Economy, innovation, development, foreign, experience, solution, technology, concurrence.

Introduction. It is important to study and apply the experience that comes to discuss the role of innovation in economic development and investment coordination. Foreign countries, the introduction of experience, which is crucial for achieving a high level of technological growth and innovation, are necessary for further economic development and achieving better results.

Foreign experience is of paramount importance, offering the basics, tips and skills in exploring innovative ideas and technological solutions. The study of examples of innovative development in foreign countries contributes to the development of the ability of the economy to perceive innovations and master them. This allows you to get to know the best practices of teaching, learning and interaction from your own experience.

Secondly, foreign experience allows us to study important methods of resolution and training in the field of innovative economic development and the development of new technologies. On the basis of innovations and experience of foreign countries, it is possible to form strategies and policies applied in the investment sphere of our country. Cooperation with foreign countries also allows you to get information about the legal, economic and organizational conditions necessary for the implementation of innovative projects.

Thirdly, foreign experience is important for the study of innovative development and the development of high-quality products in the field of trade and entrepreneurship in our country. Foreign experience contributes to improving the competitiveness of enterprises and entrepreneurs, providing and creating new sales markets. By studying foreign experience, they acquire the necessary

knowledge and experience to use best practices in developing quality products and services and succeed in investment coordination.

The main part. Foreign experience helps to provide a huge development potential and competitive opportunities in innovative development. This experience will be used to expand opportunities to enter new markets, attract international investors, introduce foreign technologies and export innovative products.

Working with foreign experience allows us to develop the country's innovation environment, create innovative joint ventures, create innovative incubators for startups and entrepreneurs, develop research and educational centers and work with innovative ideas and skills among students.

The role and importance of working with foreign experience for the economy of Uzbekistan is very high. They are used to increase the innovative potential of our country, ensure economic diversification, a high level of development of the quality of domestic production and build our country in the future as an economically strong and competitive country.

The role and importance of foreign experience in the innovative development of the economy requires many problems and solutions. Some analyses can be proposed from the following problems and solutions:

Development of the innovation ecosystem: for innovative development, it is necessary to strengthen interdependence. This requires an updated innovation ecosystem, which includes the academic sphere, business entrepreneurship, the rule of law and the environment of the state organization. There are solutions for learning from foreign experience, organizing and developing innovative ecosystems.

Innovative culture and fantasy: the role of innovative culture and acceptance, rather than foreign experience, is very important in innovative development. This environment should be created to stimulate innovation, support success and increase risk tolerance. Thanks to the establishment of an innovative culture and acceptance, foreign experience can be assimilated, and innovative ideas can be implemented.

Work on students and staff: Using foreign experience in innovative development requires students and staff to establish links with innovation departments and industries. It may also be related to the orientation of students to study innovations and important technological solutions, allowing them to practice in startups and innovation incubators.

Financing of innovative projects: for innovative development, it is important to mobilize financial resources and find solutions for financing innovative

projects. This will require attracting foreign investors, obtaining financing from innovation funds, creating additional financing models for startups and innovative projects, and creating WAFs for innovative projects.

Frequent exchange of information and cooperation: frequent exchange of information and cooperation are necessary to use foreign experience in innovative development. It is important to keep abreast of the latest developments in foreign innovative industries, cooperate with foreign institutions and study the directions of innovative entrepreneurship.

Organization of law and policy: in order to ensure innovative development, it is necessary to ensure the application of the production order to light and innovative projects. Legislation and policy are of great importance for stimulating innovative entrepreneurship, protecting intellectual property and creating favorable conditions for investment.

These solutions will help to increase the role and importance of foreign experience in the innovative development of the economy. Thanks to their implementation, the country can achieve an increase in innovative development and the development of competitive opportunities.

Conclusions and suggestions. The role and importance of foreign experience in the innovative development of the economy are manifested in the article. Foreign experience is one of the most important elements of innovative development. Their study, adoption, implementation and development for local innovations are important for the economic growth of the country, the development of the innovation environment and improving the competitiveness of local businesses.

Offers:

1. Development of ways of mastering foreign experience: countries need to create research and educational centers, innovation incubators and programs focused on the development of entrepreneurship to develop good systems for studying, accepting and implementing foreign experience.

2. Development of the local innovation environment: the development of the local innovation ecosystem, the introduction of innovative culture and acceptance, the promotion of entrepreneurship and the financing of innovative projects is necessary to create partnerships to improve the effectiveness of training and implementation.

3. Training of students and staff: it is necessary to cooperate with innovation departments and industries in order to direct students to support innovative ideas, study important technological solutions and practical training in startups and innovative projects.

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XIZMAT KO`RSATISH SOHASINI RIVOJLANTIRISHDA XORIJIY TILLARNI O`RGANISHNING AHAMIYATI VA ISTIQBOLLARI

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Ключевые слова: образование, коммуникация, бизнес, туризм, человеческие пейзажи, академическая деятельность, дипломатия, культурный обмен, юридическая деятельность, личное развитие.

Аннотация: Изучение иностранных языков очень важно в развитии сферы услуг. Сегодня, поскольку сфера услуг широко распространена в любой части мира, перспективы изучения иностранных языков также широки. он играет важную роль в изучении иностранных языков, туризме, бизнесе, дипломатической и академической деятельности, личном развитии и многих других областях. Изучение иностранных языков помогает воспитывать человека и развивать коммуникативные навыки. Также данные разработки позволяют развивать международное сотрудничество и торговые отношения в сфере услуг. Поэтому важность и перспективы изучения иностранных языков многочисленны и важны.

Key words: education, communication, business, tourism, human landscape, akademicheskaya deyatelnost, diplomatiya, cultural exchange, juridicheskaya deyatelnost, lichnoe razvitie.

Annotation: Learning foreign languages is very important in the development of the service sector. Today, since the service industry is widespread in any part of the world, the prospects for learning foreign languages are also wide. It plays an important role in foreign language learning, tourism, business, diplomatic and academic activities, personal development and many other fields. Learning foreign languages helps to educate a person and develop communication skills. Also, these developments make it possible to develop international cooperation and trade relations in the field of services. Therefore, the importance and prospects of learning foreign languages are many and important.

Xizmat ko‘rsatish sohasi bugun butun dunyoda eng serdaromad tarmoq hisoblanadi.

Mamlakatimizda ham ushbu yo‘nalishni yanada rivojlantirish, xizmat ko‘rsatish sohasida faoliyat yuritayotgan tadbirkorlarni har tomonlama qo‘llab-quvvatlashga alohida e’tibor qaratilmoqda. Ayniqsa, keyingi yillarda mazkur yo‘nalishda tadbirkorlik faoliyatini boshlamoqchi bo‘lgan tashabbuskorlarni kredit mablag‘lari bilan ta’minlashda moliya muassasalari muhim o‘rin tutmoqda.

Xizmat ko‘rsatish sohasi keng qamrovliligi bilan iqtisodiyotda, aholi hayotida muhim o‘rin tutadi. Bu sohada yangi ish o‘rinlarini kam xarajat bilan va tez muddatda tashkil etish mumkin. Aholi daromadlarining real o‘sishi ham avvalo xizmatlar rivojida seziladi

Bugungi kunda har bir inson uchun xorijiy tillarni bilish juda muhimdir. Dunyo tobora globallashib borayotgani va ikki tili bilish, shunchaki qizqish emas, balki zamon talabi bo'lib bormoqda. Chet tillarni o'rganish, boshqalar bilan qanday qilib chinakam muloqot qilish va ular bilan bog'lanishni o'rganishga qaratilgan hayotiy ko'nikma.

Xizmat ko'rsatish sohasi, dunyoning har qanday qismida katta ahamiyatga ega bo'lib, xorijiy tillarni o'rganish bu sohada muhimdir. Xorijiy tillarni bilish, xizmat ko'rsatuvchilarga dunyoning boshqa mamlakatlarida xizmat ko'rsatish va ularga xizmat ko'rsatishni kuchaytirish imkonini beradi.

Xorijiy tillarni o'rganishning yana bir muhim foydasi, xizmat ko'rsatuvchilar bilan aloqani kuchaytirishdir. Xorijiy tilda gaplashish, xizmat ko'rsatuvchilar va mijozlar o'rtasidagi aloqani kuchaytiradi va mijozlar bilan yaxshi munosabatlar o'rnatishga yordam beradi.

Shuningdek, xizmat ko'rsatish sohasida xorijiy tillar o'rganish, xizmat ko'rsatuvchilarning xizmatlari va mahsulotlari haqida tushuntirish uchun katta ahamiyatga ega. Bu, xaridorlarga mahsulotlarni va xizmatlarni tushunishga yordam beradi va ularning xizmatlardan va mahsulotlardan foydalanishini oshiradi.

Xorijiy tillarni o'rganishning istiqbollari, dunyoning global rivojlanishiga mos keladigan xizmat ko'rsatish sohasining kengayishiga yordam berishi va xizmat ko'rsatuvchilarning xalqaro bozorlarda muvaffaqiyat qozonishiga imkon berishi. Xizmat ko'rsatish sohasi, har qanday mamlakatning iqtisodiyoti uchun muhimdir, va xorijiy tillarni o'rganish va ulardan foydalanish, bu sohada muvaffaqiyatga erishish uchun zarurdir.

Xizmat kòrsatish sohasini rivojlantirishda xorijiy tillarni òrganishning ahamiyati va istiqbollari:

a) kommunikatsiya qobiliyatini rivojlantirishda yordam beradi

b) turizm, biznes, diplomatik va akademik faoliyatlar, shaxsiy rivojlanish va boshqa ko'plab sohalarda muhim rol o'ynaydi

c) xalqaro hamkorliklar va savdo aloqalarini rivojlantirish imkonini yaratadi

d) insonni tarbiyalashda yordam beradi

e) xorijiy tillarni o'rganish, turizm, biznes, diplomatik va akademik faoliyatlar, shaxsiy rivojlanish va boshqa sohalarda muhim rol o'ynaydi. Bu, xalqaro hamkorliklar va savdo aloqalarini rivojlantirish imkonini yaratadi va insonni tarbiyalashda ham yordam beradi. Shuningdek, xorijiy tillarni o'rganish, xizmat kòrsatish sohasini rivojlantirishda muhim ahamiyatga ega bo'ladi, chunki bu xorijiy mijozlar bilan muloqot qilish va ular bilan ishlash imkonini yaratadi.

Xullas, Xorijiy tillarni o'rganish, turizm, biznes, diplomatik va akademik faoliyatlar, shaxsiy rivojlanish va boshqa sohalarda muhim rol o'ynaydi. Bu, xalqaro hamkorliklar va savdo aloqalarini rivojlantirish imkonini yaratadi va insonni tarbiyalashda ham yordam beradi. Shuningdek, xorijiy tillarni o'rganish, xizmat kòrsatish sohasini rivojlantirishda muhim ahamiyatga ega bo'ladi, chunki bu xorijiy mijozlar bilan muloqot qilish va ular bilan ishlash imkonini yaratadi. Bu esa, xizmat ko'rsatish sohasidagi xorijiy tillarni o'rganishning istiqbollari va ahamiyatini ko'rsatadi. Bizning global dunyoda, xorijiy tillarni o'rganish bizning insoniyatimizni bir-biriga yaqinlashtiradi va bizning dunyodagi xizmat ko'rsatish sohasidagi rivojlanishimizga yordam beradi.

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THE METHODOLOGICAL VIEW TO PRAGMATICS AND SEMANTICS.

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Anotatsiya: Bu ish leksik, semantikpragmatik va stilistik ma'nolarning o'zaro bog'liqligi muammosiga bag'ishlangan. Ma’noning barcha turlarini chuqur tahlil qilish maqsadiga ko‘ra quyidagi vazifalar bajarildi. Leksik ma’no va uning vazifalari tahlil qilindi va tavsiflandi.

Annatation. This work is devoted to the problem of interrelation of lexical, semantic pragmatic and stylistic meanings. According to the aim to give a profound analysis of all types of meaning the following tasks were fulfilled. Lexical meaning and its functions were analyzed and described.

Аннотация: Данная работа посвящена проблеме взаимосвязи лексических, семантико-прагматических и стилистических значений. В соответствии с целью углубленного анализа всех видов значения решались следующие задачи. Анализировалось и описывалось лексическое значение и его функции.

The first way to articulate the relationship concerns methodologies of, or metatheoretical stances toward, linguistic sciences. Clearly, they can be objective (deagentivized) or subjective (agentive), analytic (compositional) or synthetic (holistic), or various combinations thereof; but we may detect three ideal types in the recent history. The first of such types, best represented by the Chomskyan approach and generally characterized by objective and analytic attitudes, is called “componential, compartmental” or “modular” [2, 39] It sees the linguistic sciences as analytic pursuits dealing with decomposable objects (i.e.,modules) such as phonetics, phonology, morph phonology, morphology, syntax, semantics, and pragmatics, naturalistically studied by compositional methods and described independently of the particular sociohistorical contexts in which analysts are involved as social agents. Clearly, this met theoretical stance, which underlies the organizational institutions and academic curricula of linguistics, is typical of the modern sciences coming out of Baconian natural philosophy in 17th-century England[2, 88-131]. That is, it is the stance of the modern natural scienceswith their laws and other regularities, which try to explain empirically occurring phenomena by appealing to hypothetically idealized quasiempirical regularities(‘covering laws’) [3, 112] analytically abstracted from the total on

texts of scientific activities, which are there by decomposed into distinct fields, in our case semantics and pragmatics.

This epistemological characterization may be supplemented with a pragmatic understanding of the social and historical processes of epistemic authorization [4, 78]. That is, the componential stance toward language is pragmatically positioned in, and presupposing indexes, the historical context of the post-Baconian specialized sciences and, more broadly, Durkheimian 'organic society' in modernity, or the age of social specialization and the division of labor. Because the truthfulness, appropriateness, and effectiveness of any actions, including scientific ones, depend on the contexts in which they take place, this implies that the componential stance and its 'scientific' results receive their authority primarily from the post-Baconian modernization project.

First, as to the boundary between semantics and pragmatics, wemay discern three approaches: semanticism, pragmaticism, and complementarism. Semantic is envisions pragmatics as the extension of semantically encoded yet metapragmatically characterizable categories (especially moods and verbadicendi, or verbsof saying), just as traditional logic has understoodpragmatics (discourse) as the extensional universe onto which intensional (i.e., metasemantically characterizable) categories are projected. Naturally, semanticismis aligned with the decontextualized, analytic methodological perspective and sees language in use from the metasemantic perspective of the denotationalcode (linguistic structure) presupposingly used by language users, including linguistic scientists, to interpret the referential significances of discursive interactions in which they are involved as discourse participants. Hence, this approach, typically taken by the philosophers of language such as Austin and Searle, characteristically uses the method of 'armchair' introspection, in which only the presupposable (and referential) aspects of communicative processes may readily emerge. This approach generally excludes the social-indexical aspects of pragmatics, particularly as regards group identities and power relations among discourse participants and other contextual beings, inasmuch as these are created (vs. presupposed)in discursive interaction and only coincidentally, indirectly, or opaquely related to linguistic-structurally encoded symbols [4], [3], [10]. In this approach, pragmatics is mostly reduced to met pragmatically characterizable types in what essentially is a semantic, denotational code; examples are mood/modality/tense categories, verbs of saying, pronouns and other shifters (i.e., 'denotational–indexical duplexes'; [35, 56]) or their psychological correlates, as observed in Austin's 'performative utterances' and Searle's 'primary illocutionary forces,' allegedly underlying the elocutionary effects regularly

created by the indirect (nonliteral) use of the tokens of such types (Deixis and Anaphora: Pragmatic Approaches; Speech Acts; Austin, John Lang Shaw (1911–1960)). Hence, this approach can be characterized as denotation list, universalist, and presupposition list; it is based on, and expresses, aconsensualist linguistic ideology adopted by the scientific agents who, like many other language users, are inclined to see only or primarily the denotational explicitly characterizable parts of language (Lucy,1992), while their social interest is limited to seeing language in vitro (vs. in vivo), essentially consisting of a set of universal categories commonly presupposed rather than contextually created in discursive interaction (Mey, 2001).Historically, this ideology derives from the 17th-century Lockean ideas about language and communication that started to prescribe and advocate, against the rhetorical practices of Scholastic disputants and the radically egalitarian Puritans, the transparently referential ('correct and literal') use of language based on the 'universal public(i.e., bourgeois) consensus' about the proper, cooperative, rational use of language that should be presupposed by 'anyone'.

Thus, complementary may lead to the kind of pragmaticism that tries to include semantics as a part of the all-encompassing pragmatic processes of presupposing and creative indexicality in both referentialand social-indexical dimensions, involving not just ordinary language users but also linguistic scholars and including not just linguistic but also extralinguistic (sociohistorical) domains. There is, however, another, reductionist kind of pragmaticism, which isactually a variation of complementarism that narrowly limits the realm of pragmatics and exclusively deals with the part of pragmatics that correlates with semantics– the area of referentially focused pragmatic regularities. For instance, in Relevance Theory, the dialectically indexical processes of presupposing contextualization and creative textualization in discursive interactions are theorized exclusively from the referentialist perspective that tries to relate 'what is said'(referential text) to 'what is meant' (rather than to 'what is done'), the gap between the two From Complementarism to Pragmaticism Nonetheless, complementarism is distinct from semanticism in so far as the former advances a uniquely pragmatic principle (or perspective).

Thus far we have explored how the three methodological stances are related to how we define the disciplinary boundaries and noted the correspondence between theme theological scale, stretching from componentialism to perspectivalism to critical pragmaticism, and another scale, extending from semanticism to complementary, reductionistic pragmaticism, and total pragmaticism. Like any ideology, this configuration of metalinguistic

ideologies is also embedded in the sociohistoricalcontext; thus, we may observe a historicaldrift of pragmatics from componentialism and semanticismto perspectivalism and complementarism and, finally, to total and critical pragmaticism (Koyama,2001b).

The branch of lexicology that is devoted to the study of meaning is known as Semasiology. Words, however, play such a crucial part in the structure of language that when we speak of semasiology without any qualification, we usually refer to the study of word-meaning proper, although it is in fact very common to explore the semantics of other elements, such as suffixes, prefixes, etc.

Meaning is one of the most controversial terms in the theory of language. Atfirst sight the understanding of this term seems to present no difficulty at all—it is freely used in teaching, interpreting and translation. The scientific definition of **meaning** however just as the definition of some other basic linguistic terms, suchas **word, sentence,** etc., has been the issue of interminable discussions. Since thereis no universally accepted definition of meaning1 we shall confine ourselves to a'Л brief survey of the problem as it is viewed in modem linguistics both in ourcountry and elsewhere.

Some critics believe that the cognitive function of a text is more important than its persuasive (or expressive) function ; that whilst in translation cognitive (i. e.extralinguistic) accuracy can and must always be achieved, the other factor, the connotative, lexical, stylistic or pragmatic , defies accuracy, and is therefore secondary. K. Baldinger has referred to it as a "halo" round the conceptual ofcontent; A. Neubert states that only the "pragmatic" is untranslatable. Thiswidespread idea appears mistaken to me; a glance at the entries for, say, "Munich"or "Hitler" in, say, the Petit Larousse or the Quillet- Flammarion suggests that lexicographers tend to leave out the most important facts [6, 186-189]

The Limits of word Meaning for Accuracy’s sake.

A word can mean anything at all under the following conditions:

a) that it has a simulative license to do so;

b) that it forms part of a special code;

c) that it is spoken or written in error, is a misprint;

d) that the author is writing under stress (fear, illness).

In all the above cases, the translator still has to discover the word's meaning. However, under normal circumstances, the meaning of a word can never be wholly dictated or conditioned by its linguistic or situational context. The semantic contours of conceptual terms are often vaguer and wider, but

system must not be translated as "arrangement", unless as part of a recognized collocation .

Theoretically, at any rate, all words have a minimum semantic content, that is one or two primary semantic components which form part of each of their meanings, and which must therefore be "transferred" in any translation; these are the boundaries of translation, beyond which translation becomes paraphrase.

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IQTISODIYOTGA INNOVATSIYALARNI JORIY ETISH VA RESTORAN BIZNESIGA “HALOL” STANDARTLARINI QO‘LLASH ISTIQBOLLARI

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Annotatsiya: Ushbu maqolada innovatsion iqtisodiyot sharoitida restoran biznesiga “halol” standartlarini qo‘llash istiqbollari va uning xususiyatlari ko‘rib chiqilgan bo‘lib, uni yanada rivojlantirish uchun takliflar berilgan.

Kalit so'zlar: Halol, halol oziq-ovqat, “halol” standartlar, innovatsion iqtisodiyot, restoran biznesi, halol sertifikat, musulmon iste’molchilar.

Аннотация: В данной статье рассматриваются перспективы и особенности применения «халяльных» стандартов в ресторанном бизнесе в условиях инновационной экономики, а также предлагаются предложения по его дальнейшему развитию.

Ключевые слова: халяль, халяльная еда, стандарты «халяль», инновационная экономика, ресторанный бизнес, сертификат халяль, потребители-мусульмане.

Abstract: This article examines the prospects and features of applying "halal" standards to the restaurant business in the context of the innovative economy, and offers suggestions for its further development.

Key words: Halal, halal food, "halal" standards, innovative economy, restaurant business, halal certificate, Muslim consumers.

Mamlakat iqtisodiyotini rivojlantirishda birinchi navbatda innovatsiyalarni keng joriy etish muhim ahamiyatga ega. Ishlab chiqarishda texnika va texnologiyalarni doimiy ravishda yangilab borish, yangi raqobatbardosh tovar va xizmatlar bilan jahon bozorida munosib o‘rin egallash imkoniyatini beradi. Bu esa kishilik jamiyatining barcha sohalarni jumladan iqtisodiyotda ham islohatlarni amalga oshirishni talab etadi.

Innovatsiyalar iqtisodiyoti asosiy vazifasi - innovatsiyalarni (yuqori texnologiyali innovatsiyalar) doimiy va uzluksiz yaratish va amalga oshirish, innovatsion faoliyatni rivojlantirish - raqobatda muvaffaqiyatning asosiy omili hisoblanadi.

Tabiiy muhitni saqlab qolish, aholining turmush darajasini oshirish, iqtisodiyotning umumiy samaradorligini oshirish, yangi ishlab chiqarishlarni tashkil etish, xizmatlar ko‘rsatish sifatini oshirish va jahon bozorida mahalliy tovarlarning raqobatbardoshligini oshirish, savdo va tovarlar tanqisligini kamaytirish, innovatsion iqtisodiyotning shakllanishi va rivojlanishi natijasidir.

Innovatsion iqtisodiyotda ilmiy va texnologik bilimlar ta’siri ostida moddiy ishlab chiqarishning an’anaviy sohalari o‘zgaradi va texnologik asosni tubdan o‘zgartiradi, chunki innovatsion iqtisodiyotda yangi bilim va innovatsiyalarga tayanmaydigan ishlab chiqarish hayotga mos kelmaydi. Axborot texnologiyalari, kompyuterlashtirilgan tizimlar va yuqori ishlab chiqarish texnologiyalari, halqaro miqyosda tan olingan standartlar asosida xizmat ko‘rsatish innovatsion iqtisodiyotning asosiy tizimlari hisoblanadi.

Iqtisodiyotning innovatsion rivojlanishi sharoitida xizmat ko‘rsatish sohasini tashkiliy-iqtisodiy jihatdan to‘g‘ri shakllantirish muhim ahamiyat kasb etadi. Chunki, ushbu sohaning rivojlanishi tashkiliy jihatdan optimal va xizmatlar bozori konyunkturasiga nisbatan egiluvchan bo‘lsa, xizmat ko‘rsatish sifati va samaradorligi shunchalik yuqori bo‘ladi. Xizmat ko‘rsatish sohasida mehnat faoliyatini tashkil etishni to‘g‘ri yo‘lga qo‘yish milliy iqtisodiyot miqyosida bir qator ijtimoiy va iqtisodiy muammolarni bartaraf etishga sabab bo‘ladi.

Bugungi kunda Respublikamizda “xizmat ko‘rsatish sohasini jadal rivojlantirish, yalpi ichki mahsulotni shakllantirishda xizmatlarning o‘rni va ulushini oshirish, ko‘rsatilayotgan xizmatlar tarkibini, eng avvalo, ularning zamonaviy yuqori texnologik turlari hisobiga tubdan o‘zgartirish”[1]dolzarb masala hisoblanadi.

Respublikamiz iqtisodiyotining turli tarmoqlari qatori xizmatlar ko‘rsatish va servis sohasida ham bir qator farmon va qarorlar qabul qilindiki, ularga asosan islohatlar amalga oshirila boshlandi. Natijada mamlakatimiz aholisi ehtiyojlariga munosib ravishda malakali servisni tashkil etish orqali xizmatlar ko‘rsatish sohasida yangi ish o‘rinlarini yaratish hamda uning Y.I.M dagi ulushining oshib borishiga erishildi. Xizmat ko‘rsatish sohasi davlatimiz iqtisodiyotida muhim o‘rin egalladi.

Xizmat ko‘rsatish sohasining muhim yo‘nalishidan biri bu ovqatlantirish xizmatlaridir. Respublikamizda ovqatlanish korxonalarining hajmining oshib borishi bilan birga ularda ko‘rsatilayotan servisga talab ham o‘sib bormoqda. Bugungi kunda ovqatlanish korxonalarida taqdim etilayotgan servisni yanada rivojlantirish, iste’molchilar talablarini chuqur o‘rgangan holda va unga mos ravishda tashkil etish dolzarb vazifalardan hisoblanadi. Ovqatlanish xizmatlarini taqdim etayotgan korxonalar ishini davr talabidan kelib chiqib innovatsion yondashishni talab etmoqda.

Kundan-kunga restoran biznesi strukturasi kengaymoqda, yangidan-yangi xizmat turlari paydo bo‘lmoqda. Restoranlar o‘rtasidagi raqobat muhiti korxona boshqaruvida yangicha yondoshuvni talab etmoqdaki, kechagi ishni tashkil etish uslublari bugungi kun talablariga mos kelmay qolmoqda.

Bugungi kunda ko‘pgina yirik shahar restoranlari o‘z xujaligini tashkil etish va boshqarishda restoranning xizmat ko‘rsatish konsepsiyasi va imidjini ko‘tarishga harakat qilishmoqda. Oziq-ovqat hayotimizdagi muhim jihatdir. U mavjud bo‘lish uchun hayotiy ahamiyatga ega bo‘lish bilan birga, turli xil etnik, ijtimoiy va diniy guruhlar o‘rtasidagi o‘zaro ta’sirning muhim omili hisoblanadi. Butun insoniyat iste’mol qilinadigan ovqat haqida qayg‘uradi. Ulardan ba’zilari o‘zlarining oziq-ovqat cheklovlariga ega, masalan, musulmonlar ularning taomlari halol bo‘lishiga ishonch hosil qilishni xohlashadi. Halol taomga kelsak, halol va Islom o‘rtasidagi munosabatlar musulmonlar uchun oziq-ovqat masalasida o‘ziga xos va alohida qiymat yaratdi.

Din ayrim jamiyatlarda iste’mol qilinadigan oziq-ovqat mahsulotlarini tanlash va keyinchalik tanlashda eng ta’sirli rollardan birini o‘ynaydi. Musulmon

[1] “Иқтисодиёт ва инновацион технологиялар” илмий электрон журнали. № 2, март-апрель, 2017 йил. www.iqtisodiyot.uz

bo‘lgan va halol ovqatni iste’mol qiladigan dunyo xalqlari aholisining aksariyat qismini tashkil qiladi.

Qur’onda keltirilgan halol oziq-ovqatning o‘z qoidalari bor. YAxshi izdosh bo‘lishni istagan musulmonlar me’yorlarga rioya qilishlari va harom ovqatlardan uzoq turishlari kerak. Islomiy parhez qonunlari bo‘yicha halol tushunchasi aniq va ravshan. Muqarrar ravishda o‘sib borayotgan halal oziq-ovqatga bo‘lgan talabni hisobga olgan holda, turli mamlakatlardagi restoran menejerlari o‘zlarining istiqbolli strategiyasiga ega. Oziq-ovqat marketingi va turizm sanoatining o‘sishiga hissa qo‘shadigan halol sertifikatlash mamlakatimiz iqtisodiyotiga muhim hissa qo‘shishi mumkin.

O‘zbekiston Respublikasida halol sertifikatsiya tizimini qabul qilish va amaliyotga joriy qilish bo‘yicha ishlar olib borilmoqda. SHuni qayt etib o‘tish kerakki, O‘zbekiston Respublikasida halol standartini qo‘llash ixtiyoriy asosda olib borilmoqda.

Halol sertifikatlashtirishni uni tayyorlash, so‘yish, tozalash, qayta ishlash, qayta ishlash, dezinfeksiya qilish, saqlash, tashish va boshqarish amaliyotidagi oziq-ovqat jarayonlarini tekshirish deb ta’riflagan. SHu sababli, ovqatlanish joyida halol sertifikatlash butun oziq-ovqat ta’minoti zanjiri harom (taqiqlangan) materiallarga toqat qilmaydigan islomiy parhez qoidalariga muvofiqligini anglatadi.

Shu sababli, ushbu tadqiqot oziq-ovqat xavfsizligini diniy tushunchasi oziq-ovqat sifati tizimidagi eng ustuvor vazifalardan biri sifatida oziq-ovqat xavfsizligini yanada kengroq belgilashning bir qismi bo‘lishi kerakligini tasdiqlaydi

Ma’lumki bozor iqtisodiyoti sharoitida barcha korxonalar xususan restoran biznesida ham ishlab chiqarilayotgan mahsulotlar va ko‘rsatilayotgan xizmatlarning sifat darajasiga bog‘liq bo‘ladi. Restoranlar servisida e’tiborga olinishi zarur jihatlar to‘g‘risida fikr bildirmoqchimiz. Bular:

-mamlakatning barcha hududlarida bir xil restoran servisi va unda ko‘rsatilayotgan xizmatlarni amalga oshirishda “Halol” standartlari asosida yuqori xizmat ko‘rsatish madaniyatini shakillantirish;

-restoranga tashrif buyuruvchi musulmon turistlarga xizmat ko‘rsatuvchi xodimlarning diniy etiket qoidalariga qat’iy amal qilinishi nazoratini tashkil etish;

-restoran xodimlarini “Halol” standart talablari asosida o‘qitish hamda mehnat vazifasiga bo‘lgan motivatsiyani shakllantirish;

-restoranlarga kategoriyalar berilishining milliy tizimini ishlab chiqish va bunda “Halol” standart talablari bilan birga yangi innovatsion dasturlar hamda texnologiyalarning doimiy ravishda qo‘llanilishini inobatga olish.

-umumiy ovqatlanish korxonalarining turlari, tarkibi, taqdim etiladigan halol xizmat shakllari va narxlari to‘g‘risida musulmon turistlar uchun xududlar va mamlakat miqyosida yagona elektron baza yaratish.

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XORIJIY TILLARNI O‘ZLASHTIRISHNING “YANGI O‘ZBEKISTON”NI BUNYOD ETISHDAGI AHAMIYATI

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Annotatsiya: “Yangi O‘zbekiston” haqidagi tushunchalar har bir mavzu doirasida tushuntirilib borishi va o‘sib kelayotgan yosh avlodga tarixiy bilimlarni berishda milliy ruhni singdirish davr taqozosi ekanligi alohida uqtirilgan. Ayniqsa “Yangi O‘zbekiston” – yangicha dunyoqarash g‘oyasining mazmun-mohiyatini talabalarga ijtimoiy-gumanitar fanlarda o‘tish jarayonida alohida urg‘u berish va ularda olijanob tuyg‘u Vatan taraqqiyotiga munosib hissa qo‘shadigan avlod sifatida shakllanishi alohida ta’kidlangan.

Kalit so‘zlar: Renessans, yangicha dunyoqarash, taraqqiyot, islohot, strategiya, xorijiy til.

Аннотация: Понятия о «Новом Узбекистане» есть в каждой теме объясняться в рамках и исторических знаний подрастающему поколению подчеркнуто, что привитие национального духа – требование времени. Особенно особое внимание было уделено сути идеи «Нового Узбекистана» - новому мировоззрению студентов при переходе к общественно-

гуманитарным наукам, и формированию у них благородного чувства как у поколения, которое внесет достойный вклад на развитие Родины.

Ключевые слова: Возрождение, новое мировоззрение, развитие, реформа, стратегия, иностранный язык.

Annotation: The concepts of "New Uzbekistan" are explained in each topic within the framework of historical knowledge and it is emphasized to the younger generation that inculcating the national spirit is a requirement of the time. Particular attention was paid to the essence of the idea of "New Uzbekistan" - the new worldview of students in the transition to the social sciences and the humanities, and the formation of a noble feeling in them as a generation that will make a worthy contribution to the development of the Motherland.

Key words: Renaissance, new outlook, development, reform, strategy, foreign language.

Uchinchi Renessans g‘oyasini hayotiy va ta’sirchan milliy g‘oyaga aylantirishni nimadan boshlamoq kerak?

Holva degan bilan og‘iz chuchimaganidek, Renessans degan bilan u sodir bo‘lib qolmaydi. Buning uchun har tomonlama puxta o‘ylangan siyosat olib borilishi, xalqda ruhiy ko‘tarilish, qat’iy irodali intilish yuz bermog‘i zarur. Avvalo, tushuncha mazmunini aniq ochib berish, aholining barcha qatlamlari, avvalo, yoshlar ongiga yetkazish kerak. O‘tmish renessanslari davrida ajdodlarimiz
nimalarga erishganini, jahon sivilizatsiyasiga qo‘shgan hissasini, boshqa xalqlar, mintaqalar yutuqlari bilan taqqoslab, jahonning yetakchi madaniyatlaridan, ilm-fani, san’ati va adabiyotlaridan birini, ilg‘or ijtimoiy fikru qarashlarini yaratganini qisqa, lo‘nda, dabdabali jumlalarsiz yoritish zarur.

Shuningdek, ularning inqiroz sabablari xolis tahlil etilmog‘i lozim. Buyuk geografik kashfiyotlar tufayli Buyuk Ipak yo‘lining to‘xtab qolgani obyektiv sabablardan biri bo‘lsa-da, ichki va tashqi nizolar, taxt talashlar, ayirmachilik va uch davlatga bo‘linib ketish, inson komilligi faqat insonning ichki dunyosiga qaratilib, jamiyatning ijtimoiy-iqtisodiy taraqqiyotiga yetarlicha e’tibor bermaslik kabi subyektiv omillar inqirozni keltirib chiqargan asosiy sabablar edi[3]. Tarixdan saboq olish, tegishli xulosa chiqarish uchun bular yoshlar, aholi ongiga yetkazilishi kerak. Biz ko‘proq avvalgi uyg‘onish davrlarimizning yutuqlarini faxr bilan e’tirof etib, negadir ularning inqirozi sabablari haqida gapirishni unchalik xushlamaymiz. Birinchi va ikkinchi renessanslarning tarixiy sharoiti va davri talablari, imkoniyatlarini haqqoniy baholab, Yangi Renessansning tarixiy sharoitlari va talablari mutlaqo o‘zgacha ekanini asoslash, dalillash maqsadga

muvofiq[2]. Uchinchi Renessans to‘rtinchi sanoat inqilobi bilan muvoziy, bir vaqtda kechadi. Shu sababdan u, avvalo, texnologik inqilobni, yuksak rivojlangan raqamli smart (aqlli) iqtisodiyotni taqozo qiladi. O‘z navbatida, raqamli, smart iqtisodiyotga o‘tish uchun ishlab chiqarishni bosqichma-bosqich modernizatsiya qilish, avtomatlashtirish, robotlashtirish talab etiladi. Mazkur jarayon O‘zbekistonda qanday bosqichlarda amalga oshirilishi, uning moddiy-moliyaviy, insoniy, ilmiy va ilmiytexnologik ta’minoti bo‘yicha istiqbolli aniq kompleks dasturlar yangi Renessans g‘oyasi bilan mafkuraviy jihatdan bog‘lanishi shart. Ilmiy, ilmiy-texnologik ta’minot taqozosidan kelib chiqib, ta’lim-tarbiya sohasining barcha bo‘g‘inlari uzluksiz isloh etib borilishi kerak. Avvalgi ikkala Renessans mustahkam ma’naviy-mafkuraviy negizda, birinchi galda yuksak axloqiylik, adolat, ilmga tashnalik va bag‘rikenglik asosida yuz bergan. Islom halollik va to‘g‘rilikni, insof va adolatni, ilm va amaliy faollikni hamma narsadan ustun qo‘ygan. “Ilm izlab Chinga bo‘lsa-da, bor”, “Sendan harakat - mendan barakat”, “Bir soatlik adolat barcha insu jinslarning qirq kunlik ibodatidan ustun” va ko‘plab shu kabi hadislar, naqllar ajdodlarimizning ijtimoiy mo‘ljaliga aylangan edi.

“Baytul hikma”da 40 dan ortiq tarjimonlar qadimgi yunon tilidan, 14 nafar tarjimon sanskrit tilidan, 4 nafar tarjimon Xitoy tilidan ilmiy, tibbiy va falsafiy asarlarni arabchaga o‘girgan. Bundan tashqari, lotin, suryoniy, ibroniy tillardan tarjimonlar bo‘lgan. Ilmiy haqiqat diniy mansublikdan ustun qo‘yilgan. Bu asar ma’jusiylarniki, bunisi kofirlarniki deb inkor qilinmagan. Ajdodlarimiz til o‘rganib, ilm ortidan dunyoni kezgan. Mahdudlik qobig‘iga o‘ralib qolmagan, turg‘unlik, mahalliychilik ularga yot bo‘lgan.

“Baytul hikma”, Xorazm Ma’mun Akademiyasi, umuman, islom olami olimlari faoliyati o‘sha davrdagi xalqaro ilmiy integratsiyaning eng yorqin namunasidir. Birinchi va ikkinchi renessanslarning ma’naviy asoslarini va sabablarini hamda keyingii inqirozini chuqur o‘rganmasdan, biz Uchinchi Renessansni muvaffaqiyatli amalga oshira olmaymiz. Bugun ham bizga g‘oyaviy va ilmiy tolerantlik (bag‘rikenglik), ilmga, haqiqatga tashnalik, milliy mahdudlikni, g‘oyaviy mutaassiblikni tamomila inkor etish xos bo‘lmog‘i lozim[1]. Yuqoridagilardan ayonlashmoqdaki, Uchinchi Renessans bizdan xalqaro

hamjamiyatga ilm-fan, texnologiyalar, axborot, madaniyat va iqtisodiyot sohalarida yana-da chuqurroq integratsiya bo‘lishini talab etadi. Ammo o‘zligimizni, tilimizni, milliy xususiyatlarimizni, ma’naviyatimizni saqlab qolishimiz shart. Bu esa ta’limtarbiya tizimiga jiddiy e’tibor qaratishni bildiradi. Jamiyatimizda olib borilayotgan izchil yangilanishlar va maktab ostonasidan

boshlangan islohotlar to‘laqonli amalga oshirilishi va natija berishi uchun avvalo inson salomatligi ta’minlangan bo‘lishi kerak.
Uchinchi Renessans g‘oyasini, avvalo, jamiyatimiz chuqur anglab olmog‘i kerak. Har jabhada, sohada qiladigan ishlarimiz, rejayu istiqbol dasturlarimiz, ta’limtarbiya va kadrlar siyosati, investitsion siyosat – barchasi unga sharoit va muhit yaratishga qaratilmog‘i lozim. Biz chuqur anglab yetamizki yuksak ma’naviyatli avlodgina Uchinchi Renessansning bunyodkori bo‘la oladi. Buning uchun ularning ongi va qalbiga “Renessans” tushunchasining mazmun-mohiyatini va Uchinchi Renessans milliy g‘oyaga aylanishi zarurligini hamda yoshlarda mafkuraviy immunitetni tarbiyalashga xizmat qilishini singdirib borishimiz zarur.
XVI asrning 30-40-yillarida bizda an’anaviy jamiyat uzil-kesil qaror topdi. Ilmiy, badiiy izlanishlarga ijtimoiy ehtiyoj pasayib ketdi. O‘tmish yutuqlari oldida qulluq qilish, ularni ideallashtirish va faqat takrorlashga urinish, yangiliklarga salbiy munosabat shakllandi. Asta-sekin chuqur turg‘unlik va inqiroz boshlandi. Ular noxush ijtimoiy-iqtisodiy, siyosiy, diniy-mafkuraviy, regional nizolar va ayirmachilik kabi sabablar bilan qo‘shilib qoloq bo‘lib qolishimizga, XIX asr ikkinchi yarmida milliy mustaqilligimizni yo‘qotishga olib keldi. O‘tmishdan birinchi bo‘lib teran tarixiy xulosa chiqargan - jadid bobolarimiz edi. Ular taklif qilgan islohotlar millatni qayta uyg‘otish, taraqqiyot tomon burishni ko‘zladi. Ammo mustabid okimiyat jadidlar harakatini avj olmasdan bo‘g‘ib qo‘ydi. Mustaqillikka erishgandan keyin dastlab chorak asr davomida milliy tiklanish bilan shug‘ullanishga to‘g‘ri keldi. Endilikda milliy tiklanishdan milliy yuksalishga o‘tganimizdan keyin, uchinchi Renessansga erishishni davlat rahbari strategik vazifa etib qo‘ydi. Haqiqatan tarixan olganda biz ikki Renessansni boshdan kechirdik: birinchisi IX-XII asrlar, ikkinchisi XIV-XVI asr. Birinchi Renessansda yurtimizdan Farg‘oniy, Xorazmiy, Forobiy, Beruniy, Ibn Sino, Yusuf Xos Hojib, Mahmud Qoshg‘ariy, Mahmud Zamaxshariy kabi buyuk daholar, buyuk muhaddislar – Buxoriy, Termiziy, mutakallimlar – Moturidiy va Abul Muin Nasafiy hamda boshqa atoqli dunyoviy va diniy allomalar shuuri olamni yoritdi.
Ikkinchi Renessansda – Ulug‘bek, G‘iyosiddin Jamshid Koshiy, Qozizoda Rumiy, Ali Qushchi, Lutfiy, Jomiy, Navoiy, Behzod, buyuk me’morlar, bastakorlar, musavvirlar, tarixchilar chiqib, bugun ham dunyoni lol qoldirayotgan asarlar yaratdilar. Har ikki Renessans davrida biz dunyoning ilg‘or, mutaraqqiy xalqlari qatorida edik. Agar yana shunday darajaga erishmoqchi bo‘lsak, Uchinchi Renessansni amalga oshirmog‘imiz zarur.

“*Biz Uchinchi Renessans masalasini strategik vazifa sifatida oldimizga qo‘yib uni milliy g‘oya darajasiga ko‘tarmoqdamiz. Biz maktabgacha talim va*

maktab
talimi, oliy va o‘rta maxsus talim tizimi hamda ilmiy-madaniy muassasalarni bo‘lg‘usi Renessansning to‘rt uzviy halqasi, deb bilamiz. Bog‘cha tarbiyachisi, maktab muallimi, professor-o‘qituvchilar va ilmiy-ijodiy ziyolilarimizni esa yangi Uyg‘onish davrining to‘rt tayanch ustuni, deb hisoblaymiz. Men ishonaman – hurmatli ota-onalar bu tashabbusni albatta qo‘llab-quvvatlab, yangi Renessansning beshinchi halqasi, beshinchi ustuni bo‘ladilar[2.2]”, – deb ta’kidladilar Prezidentimiz.

Bosh vazifamiz esa Uchinchi Renessansning mustahkam poydevorini yaratadigan yosh avlodni yuksak ma’naviyatli insonlar qilib tarbiyalashga qaratilishi lozim. Uchinchi Renessans milliy g‘oyaga aylanishi zarur va yoshlarda mafkuraviy imunitetni tarbiyalashga xizmat qilishi kerak. Shu ma’noda Uchinchi Renessans g‘oyasi istiqbolga intilishga juda mos keladi. Mazkur g‘oyaning safarbarlik kuchi, umuman, mafkuraviy salohiyati juda yuqori. Ayni chog‘da o‘tmish tariximizning shonli sahifalari, buyuk ajdodlarimizning bunyodkorlik va ijodkorlik salohiyati bilan bog‘lanadi. Bizga mazkur tushuncha kimlarning vorislari ekanimizni eslatib turadi. Yangi Renessans yo‘lida xalqimiz turli mayda, vaqtinchalik masalalarga, guruhbozlik, mahalliychilik, ayirmachilik, mafkuraviy mutaassiblikning har xil ko‘rinishlariga chalg‘imasligi kerak. Tarix saboqlarini unutishga haqqimiz yo‘q. Uchinchi Renessans g‘oyasi milliy ruhiyatimizga, xalqimiz armon-orzusiga yaqin. Zotan, xalq ilgari oqqan daryosi yana oqishini astoydil istaydi.Uchinchi Renessans g‘oyasini hayotiy va ta’sirchan milliy g‘oyaga aylantirishni nimadan boshlamoq kerakligini ham anglab yetishimiz zarur.

“Uchinchi Renessans” g‘oyasini yoshlar ongi va qalbiga singdirish uchun puxta o‘ylangan siyosat olib borilishi, xalqda ruhiy ko‘tarilish, qatiy irodali intilish yuz bermog‘i zarur. Avvalo, tushuncha mazmunini aniq ochib berish, aholining barcha qatlamlari, avvalo, yoshlar ongiga yetkazish kerak. O‘tmish renessanslari davrida ajdodlarimiz nimalarga erishganini, jahon sivilizatsiyasiga qo‘shgan hissasini, boshqa xalqlar, mintaqalar yutuqlari bilan taqqoslab, jahonning yetakchi madaniyatlaridan, ilm-fani, san’ati va adabiyotlaridan birini, ilg‘or ijtimoiy fikru qarashlarini yaratganini qisqa, lo‘nda, dabdabali jumlalarsiz yoritish zarur.

Xulosa qilib aytganda, yangi dunyoqarashni shakllantirishda «Yangi O‘zbekiston» – yangicha dunyoqarash g‘oyasining mohiyatini tashkil etuvchi uch asos – ezgulik, odamiylik, gumanizm g‘oyalarini tarix darslarini o‘tishda o‘quvchilarga singdirib borish kerak. O‘zbek milliy davlatchiligimizda bu uchala g‘oyaga asos bo‘ladigan vatan ozodligi, milliy g‘urur va jasorat timsoli, mard,

jasur, har qanday qiyinchilik va taqdir zarbalariga qarshi qaddini tik tutgan holda milliy davlatchilik barpo etish yo‘lida hatto jonini tikkan yurt farzandlarini ko‘plab misol keltirish mumkin. Bularga: To‘maris, Qurbonjon Dodxoh, Ruzvonbibi Ahmadjonova, Shoahmad Shomahmudovlar oilasi, Fotima Qosimova, Jalolidin Manguberdi, Temur Malik, Najmiddin Kubro, Abdurauf Fitrat, Cho‘lpon, Mahmudxo‘ja Behbudiy, Abdulla Avloniy va boshqa ko‘plab tarixiy shaxslarni sanab o‘tishimiz mumkin. Afsuski, maktab darsliklarida bular haqida kengroq va yetarlicha ma’lumotlar berilmagan. Tarixiy voqealarni bayon etishda xalqimiz va vatanimizning roli pasaytirib ko‘rsatilgan. Hozirgi kunga kelib arxivlarimizning barchasidan foydalanish imkoniyati berildi. Bulardan oqilona foydalanish kerak. Singapur mo‘jizasi asoschisi Li Kuan Yuning quyidagi fikrlarini eslab o‘tishni o‘rinli deb hisoblayman: “Men Singapurda mo‘jiza yaratmadim. Men bor-yo‘g‘I vatanim oldidagi burchimni bajardim. Davlat mablag‘larini ta’lim tomon yo‘naltirdim. Muallimlar darajasini bechoraholikdan eng baland tabaqaga ko‘tardim. Mo‘jizani muallimlar yaratdi. Ular biz uchun ilm va axloqni sevadigan avlodni bino qilishdi”.

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PRAGMATIC FEATURES OF ASSESSMENT OF LISTENING SKILLS OF STUDENTS.

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Abstact: Assessing listening skills in language learning is crucial for evaluating students' overall communicative competence. While traditional assessments often focus on linguistic aspects, the inclusion of pragmatic features in listening assessments is gaining recognition. Pragmatics, the study of language in context, plays a vital role in effective communication. This article explores the importance of assessing pragmatic features in listening skills and provides insights into various assessment techniques and strategies. It also discusses the challenges faced in assessing pragmatic features and offers suggestions for incorporating pragmatic assessment into language programs. By recognizing the significance of pragmatics and employing appropriate assessment methods, educators can foster the development of well-rounded and effective listening skills in their students.

Keywords: pragmatic features, listening skills, assessment, communicative competence, language learning, language programs

Introduction: Assessing listening skills is a vital component of language learning, as it directly contributes to learners' ability to comprehend and engage in meaningful communication. While traditional assessments often focus on linguistic aspects, the inclusion of pragmatic features in listening assessments is gaining recognition. Pragmatics, the study of language in context, plays a significant role in effective communication, encompassing aspects such as turn-taking, implicature, politeness, and cultural sensitivity. This article explores the importance of assessing pragmatic features in listening skills and provides insights into various assessment techniques and strategies. It also discusses the challenges faced in assessing pragmatic features and offers suggestions for incorporating pragmatic assessment into language programs. By recognizing the significance of pragmatics and employing appropriate assessment methods, educators can foster the development of well-rounded and effective listening skills in their students.

I. The Role of Pragmatics in Listening Comprehension: Listening comprehension goes beyond understanding the literal meaning of words; it involves interpreting implicit information, understanding cultural nuances, and making inferences based on contextual cues. Pragmatic features play a vital role in successful listening comprehension. Pragmatics refers to the study of how language is used in social interactions and how meaning is conveyed through context. It includes understanding speaker intentions, implicatures, and cultural norms governing language use. By assessing pragmatic features, educators gain insights into learners' ability to navigate real-life communication situations and adapt their understanding to various contexts.

II. Assessing Pragmatic Features in Listening: To assess pragmatic features in listening skills, it is essential to identify and target specific elements of pragmatics that are relevant to effective communication. These elements may include speech acts, such as requests, apologies, or suggestions, and the appropriate use of intonation, stress, and non-verbal cues. Assessing pragmatic features requires considering the social and cultural contexts in which language is used, as different cultures may have distinct communication norms. Assessment tasks should provide opportunities for learners to demonstrate their understanding and application of pragmatic skills, such as recognizing indirect speech or responding appropriately to communicative cues.

III. Assessment Techniques for Pragmatic Features: Assessing pragmatic features in listening can be challenging due to the dynamic nature of spoken discourse and the contextual cues involved. Nonetheless, various assessment techniques can be employed to evaluate learners' pragmatic competence[1]. These techniques may include:

1. Listening Comprehension Tasks: Designing tasks that require learners to comprehend and interpret spoken discourse, focusing on the pragmatic elements embedded within the audio materials. These tasks may involve multiple-choice questions, true/false statements, or short answer questions targeting pragmatic understanding

2. Role-plays and Simulations: Creating scenarios where learners engage in role-plays or simulations that mimic real-life communicative situations. These tasks assess learners' ability to apply appropriate pragmatic strategies, such as requesting clarification or expressing opinions.

3. Authentic Listening Materials: Incorporating authentic listening materials, such as interviews, podcasts, or dialogues, that expose learners to

[1] García, E. (2016). Assessing pragmatic competence in the language classroom: A manual for teachers. University of Limerick

natural language use and pragmatic features. By analyzing these materials, educators can assess learners' comprehension of pragmatic cues, cultural references, and implicit meanings.

4. Reflective Journals or Diaries: Encouraging learners to reflect on their listening experiences and document instances where they encountered pragmatic challenges or successfully employed pragmatic strategies. These reflections provide insights into learners' awareness and development of pragmatic competence.

IV. Ensuring Validity and Reliability in Pragmatic Assessment: Pragmatic assessment should be valid, meaning that it measures what it intends to measure, and reliable, ensuring consistent results across different assessors and assessment instances. To ensure validity and reliability in assessing pragmatic features in listening skills, educators can.

1. Clearly Define Assessment Criteria: Establishing clear assessment criteria and rubrics that outline the specific pragmatic features being assessed. These criteria should align with learning objectives and target the desired level of pragmatic competence.

2. Use Multiple Assessment Sources: Employing a variety of assessment sources, such as audio recordings, authentic materials, and self-assessment tools, to gather comprehensive data on learners' pragmatic skills. Multiple sources provide a more accurate representation of learners' pragmatic competence.

3. Conduct Training for Assessors: Training assessors to understand the assessment criteria, to be aware of potential biases or cultural influences, and to apply consistent scoring across different assessments. This training ensures inter-rater reliability and minimizes subjectivity in scoring pragmatic features

4. Provide Constructive Feedback: Offering constructive feedback to learners based on the assessment results, highlighting their strengths and areas for improvement in pragmatic competence. This feedback should be specific, actionable, and tailored to individual learners' needs.

V. Incorporating Pragmatic Assessment in Language Programs: To effectively integrate pragmatic assessment into language programs, educators can consider the following strategies[1].

1. Curriculum Alignment: Aligning the assessment of pragmatic features with the overall language curriculum, ensuring that the teaching and assessment of pragmatics are explicitly addressed throughout the program.

[1] Wu, S. (2020). Assessing second language pragmatic competence: Bridging the gap between theory and practice. Language Testing, 37(4), 601-624

2. Explicit Instruction: Incorporating explicit instruction of pragmatic features in listening skills, including teaching relevant speech acts, cultural norms, and strategies for interpreting implicit meanings. This instruction can be delivered through focused lessons or integrated into regular listening activities.

3. Authentic Materials and Contexts: Using authentic materials and real-life contexts that expose learners to genuine language use, enabling them to encounter pragmatic features naturally and develop their pragmatic competence.

4. Integration of Speaking and Listening Skills: Recognizing the interrelatedness of speaking and listening skills, and creating opportunities for learners to practice both skills in authentic communication tasks. This integration allows learners to apply their understanding of pragmatic features in listening to their own spoken production.

Conclusion: Assessing pragmatic features in listening skills is essential for evaluating learners' ability to comprehend and engage in effective communication. By integrating pragmatic assessment into the listening curriculum, educators can develop learners' pragmatic competence and enhance their overall communicative proficiency. Through thoughtful curriculum design, appropriate assessment techniques, and targeted instruction, educators can empower learners to navigate

real-world interactions with confidence and effectiveness. By recognizing the significance of pragmatics and its role in listening comprehension, educators contribute to the development of well-rounded and competent language learners.

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ХИЗМАТ КЎРСАТИШ СОҲАСИ, ТУРИЗМ ВА СЕРВИСНИ РИВОЖЛАНТИРИШНИНГ НАЗАРИЙ МАСАЛАЛАРИ

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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

Хизматлар кўзга кўринмайдиган таварнинг ўзига хос хусусиятидир. Хизмат истеъмол жараёнида юзага келади ва алоҳида ҳолда бўлинмайди.

Хизмат сифатига қараб ташиш хизмати синфларга ҳам бўлинади. Йирик 14 синф хизматларига ҳаво йўлларида 5 та синф хизмати (биринчи

бизнес синфи,экологик туристик ва бошқалар) темир йўлларида 4 та синф хизмати,автобусларда 5 та синф хизматлари киради.

Хизматлар таркибига экскурсиялар ҳам алоҳида аҳамият касб этади.Экскурсия яъни туристик хизмат жараёнида, туристнинг эстетик,руҳий эҳтиёжларини қондириш учун ҳам мақсадга мувофиқ жараёндир.Экскурсия жараёнида туристлар қадимий ёдгорликлар оламининг ўзгача фусункорлигини янада англаб етиш имкониятига эга бўлади.Ундан ташқари,туристик хизматларда туристнинг кунгилли ҳордиқ олиши учун мавсум давомида консертлар, томошалар ва спорт тадбирлари уюшқоқлил билан амалга оширилади. Театр томошалари, бадиий кечалар ҳам туристларнинг маънавий ҳордиқ олишини белгилайди.

Туризм соҳаси энг мураккаб комплекс тизимдан иборат бўлиб, у ўз таъсир кучи остига иқтисодиётнинг турли тармоқларини жалб қилади. Шу билан бирга 1990-йилга қадар кўпгина давлатлар туризмни бирор бир режасиз ривожлантириб келдилар ва унга жамиятнинг умумий иқтисодий ривожланиши деб қаралди. Тажриба шуни кўрсатдики, туризмни назоратсиз, тасодифий ривожланиши кўпгина экологик, иқтисодий ва ижтимоий муаммоларни вужудга келтирди, бу ўз навбатида атроф-муҳитнинг таназзулига ва миллий ўзликнинг йўқолишига ва туристлар оқимининг камайишига, оқибатда иқтисодий йўқотишга олиб келди.

Ҳозирги пайтда жаҳон бозорида кўпгина давлатлар иқтисодиётининг рақобатсизлиги шароитида кўпгина ҳукуматлар туризмни хаттоки ўзларининг ягона иқтисодий ривожланиш имконияти деб қарашади. Туризмга жамиятни ва иқтисодиётни ривожлантирувчи усул сифатида ёндашиш, унинг аҳоли бандлигини таъминловчи мукаммал манба сифатида қаралмоқда. Шунингдек, даромадни кўпайтириш ва турли сабабларга кўра табиий ва маданий йўқотишларни тиклашга ёрдам беради деб қаралмоқда. Бу бевосита Республикамизга ҳам тааллуқлидир.

Шу сабабли, айни вақтда туризм индустрияси ривожига эга ҳамма давлатлар шундай қарорга келишдики, туризмни режалаштириш улар тараққиёти ривожланишининг асосини ташкил этади. Аммо, туризмни режалаштиришни ўрганишни ва таҳлил қилишни бошлашдан олдин туризмни режалаштириш нима эканлигини ва у нима учун керакли эканлигини ўзлаштириш лозим.

Туризмни режалаштириш соҳасидаги машҳур америкалик мутахассис ва халқаро маслаҳатчи Эдвард Инскип бу тушунчани бир қатор мақсад ва вазифаларни амалга оширишдаги келажакни ташкил этиш деб тавсифлайди. Туризмни режалаштиришнинг зарурлиги ва муҳимлиги ҳақида биринчи марта 1989-йилда Гаагада Нидерланд халқаро парламенти томонидан унинг Халқаро Парламент Иттифоқи (ХПИ) ва Бутунжаҳон туристлик ташкилотлари таклифи билан ўтказилган Халқаро парламент конференсиясида қабул қилинган машҳур Гаага декларациясида баёнот қилинди.

Гаага декларацияси биринчи навбатда туризм, қишлоқ хўжалиги, соғлиқни сақлаш, ижтимоий ҳимоя, таълим ва шу каби биринчи даражали тармоқлар қаторида давлатнинг мураккаб ривожланиш режаларини ташкил этиши тўғрисида чора-тадбир қабул қилиниши зарурлигини маълум қилди. Шундай қилиб, туризм давлат томонидан эътибор қаратилиши зарур бўлган бошқа ижтимоий-иқтисодий фаолиятлар сингари расмий тармоқ сифатида қаралиши лозим.

Хизмат кўрсатиш соҳасида туризм ва сервисни ривожлантиришнинг назарий масалалари алоҳида ўрин тутади.

Ўзбекистон Республикасининг «Туризм тўғрисида»ги қонуни қабул қилиниши республика ҳукуматида ушбу соҳага катта эътибор қаратаётганлигини кўрсатади. Ўзбекистон Республикаси Президентининг 1992 йилдаги «Туризм инфраструктурасини ва туристлик бўйича жаҳон бозорига киришни ривожлантириш тўғрисида»ги Фармони, шунингдек

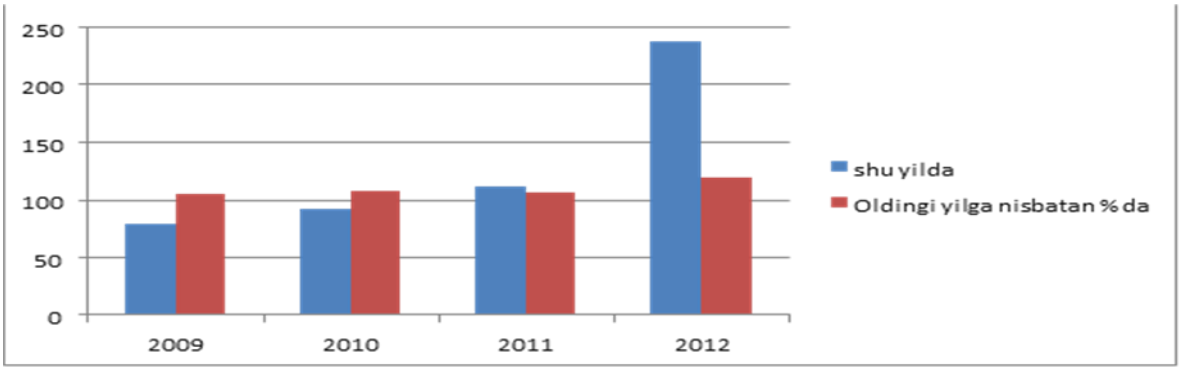
Вазирлар Маҳкамасининг 1993 йил 3 июндаги «Ўзбекистон Республикасида халқаро туризмнинг замонавий инфраструктурасини яратиш бўйича чора-тадбирлар тўғрисида»ги, Ўзбекистон Республикаси Вазирлар Маҳкамасининг «Туризм фаолиятини лицензиялаш тўғрисидаги низомни тасдиқлаш ҳақида»ги Қарори 2003 йил 12 ноябр, «2006-2010 йилларда Ўзбекистон Республикасида хизматлар соҳаси ва сервисни жадал ривожлантириш ҳақида» Ўзбекистон Республикаси Президентининг 2006 йилдаги қарорлари амалда ўз тасдиғини топмоқда. [1. 56-65]

Юқорида кўрсатиб ўтилган қонун ва қонун ости ҳужжатлари дастурий ҳужжатлар бўлиб улар иқтисодиётнинг юқори рентабелли соҳаси бўлмиш туризмнинг ривожланиши учун ҳуқуқий, ташкилий, иқтисодий ва моддий-техник чора-тадбирларни амалга оширишга йўналтирилган. Туризм билиш, рекреацион, спорт-соғломлаштириш, кўнгилочар ва бошқа функцияларни бажаради. Ҳозирги вақтда Ўзбекистон иқтисодиётида ривожланган туристлик мамлакатларга қараганда унчалик катта ўрин тутмаяпти. Туристлик фаолиятдан тушган тушумлар ички ялпи маҳсулотнинг 1-2 фоизини ташкил қилади, холос. Туризм соҳасидаги баъзи салбий омилларни енгиш узоқ вақт ва биринчи навбатда давлат томонидан режалаштиришни талаб этмокда.

Кўрсаткичлар	**Ўлчов бирлиги**	**2014 йил**	**2013 йилга нисбатан фоиз ҳисобида**
Туризм-саёҳат хизматлари (меҳмонхоналар хизматини қўшган ҳолда)	млрд. сўм	236,9	118,3

Кўрсаткичлар	**Ўлчов бирлиги**	**2011 йил**	**Олдинги йилга нисбатан % ҳисобида**	**2012 йил**	**Олдинги йилга нисбатан % ҳисобида**	**2013 йил**	**Олдинги йилга нисбатан % ҳисобида**	**2014 йил**	**Олдинги йилга нисбатан % ҳисобида**

меҳмонхоналар хизматлари	млрд. сўм	42,7	132,2	57,7	111,0	77,9	103,9	92,0	106,9
Кўрсаткичлар	Ўлчов бирлиги	2011 йил	Олдинги йилга нисбатан % ҳисобида	2012 йил	Олдинги йилга нисбатан % ҳисобида	2013 йил	Олдинги йилга нисбатан % ҳисобида	2014 йил	Олдинги йилга нисбатан % ҳисобида
меҳмонхоналар хизматлари	млрд. сўм	42,7	132,2	57,7	111,0	77,9	103,9	92,0	106,9



Ўзбекистон Республикасининг туризм соҳаси туристлик жараёнининг ажралмас қисми эканлигини ҳаётнинг ўзи кўрсатмоқда.

Ҳудудимизда туризм соҳасини ривожлантириш борасида қатор чора-тадбирлар амалга оширилмоқда. Минтакамизнинг ҳам миллий –маданий тикланиши жараёнида ички турмушни роли тобора ортиб бормоқда.

Бугунги кун таъбири билан айтганда, туристларнинг кўпчилиги тарихни билиш ва соғлиқни сақлаш борасида чет элга боришни маъқул кўрадилар.

Туристик сохада бу вазифаларни мақсадли ҳал этиш йўли эса қуйдаги муҳим омилларни ўз ичига қамраб олади.

- 1. Туристик соҳани молиявий – иқтисодий тартиби
- Маблағ билан таьминлаш

- Ушбу тармоқдаги инвестиция сиёсатининг энг мақбул моделини яратиш.

2. Тармоқни бошқаришнинг ташкилий тузилмаларини такомиллаштириш

- Мамлакат ҳудудини илмий асосланган ҳолда туризм дестинацияларга бўлиш орқали туризмнинг табиий ва тарихий – маданий салоҳиятидан энг мақул даражада фойдаланишини йўлга солиш.

Юқорида келтирилган вазифаларни меъёрий – ҳуқуқий ҳужжатлар асосида асосланилса, мақсадга мувофиқ бўлади.

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ABSTRACT FEATURES OF "SOCIAL RELATIONS" PREDICATES

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Abstract. Social relations predicates are a common feature of natural language, used to express the relationships between people in a social context. They are often used to describe the ways in which people interact with each other, both positively and negatively. Abstract features of social relation predicates

include their ability to describe both the nature and quality of relationships, as well as the actions that take place within them.

Key words: abstractness, predicates of social relations, context, duration, stability, reciprocity.

Аннотация. Предикаты социальных отношений являются общей чертой естественного языка, используемой для выражения отношений между людьми в социальном контексте. Они часто используются для описания того, как люди взаимодействуют друг с другом, как положительно, так и отрицательно. Абстрактные свойства предикатов социальных отношений включают их способность описывать как характер и качество отношений, так и действия, происходящие в них.

Ключевые слова: абстрактность, предикаты социальных отношений, контекст, продолжительность, устойчивость, взаимность.

Annotatsiya. Ijtimoiy munosabatlar predikatlari ijtimoiy kontekstdagi odamlar o'rtasidagi munosabatlarni ifodalash uchun ishlatiladigan umumiy tabiiy til xususiyatidir. Ular ko'pincha odamlarning bir-biri bilan ijobiy va salbiy munosabatda bo'lishini tasvirlash uchun ishlatiladi. Ijtimoiy munosabatlar predikatlarining mavhum xususiyatlariga ularning munosabatlarning tabiati va sifatini ham, ularda sodir bo'ladigan harakatlarini ham tasvirlash qobiliyati kiradi.

Kalit so'zlar: mavhumlik, ijtimoiy munosabatlar predikatlari, kontekst, davomiylik, barqarorlik, o'zaro bog’liqlik.

The abstractness of the predicates of "social relations" is manifested both in the specificity of the procedural feature that constitutes the main content of the concept they express, and in the features of the semantic components of the meaning.

Verbs representing predicates of generic states have an abstraction of the analytical type characteristic of words reflecting a feature. It involves abstracting a single common feature from a variety of character actions. In this case, these actions represent a directed goal [Лигвистический энциклопедический словарь / Гл. ред В.Н. Ярцева – М.: Советская энциклопедия, 1990. – 688 с.].

The abstract nature of the semantics of the studied predicates is their referentiality, that is, the emotionally perceived image is blurred and may differ significantly for each narrator. The abstract essence of the considered predicates is manifested to a greater extent in the semantic structure of the verbs

representing the "opposition" sub-frame. In the meaning structure of these verbs, there are usually no symbols of the object, tool, and method of performing the action, which are distinctive features of the verb. For example, the verb counter act 'to act against in opposition to, or contrary to; is defined as 'oppose'; oppose [OED] is characterized by a high degree of abstraction due to the absence of an object and the identification of the manner in which the action is performed. For example:

I would like to discuss with you the divine right of the soul as opposed to the freedom-destroying restrictions of a bigoted and narrow-minded society. But I will proceed to business. I would prefer to lay the matter before you in an impersonal way until you pass upon its merits. [O.Henry. Short stories, 642p]

Mr. McGowan looked ill at ease and harassed - a condition opposed to his usual line of demeanour. He made a patent-medicine almanac into a roll and fitted it with unprofitable carefulness about his finger. [O.Henry. Short stories, 49p]

Some verbs have the meaning of "person" or "object". Both of these properties are undefined and bind the behavior they represent to more than one object class. For example: struggle – 'to fight against smb./smth.in order to prevent a bad situation or result; control – 'to have power over a person, company, country, etc. so that you are able to decide what they must do or how it is run. Object verbs are also found among verbs expressing the meanings of "person" or "object" in other subframes of "social relations":

direct – 'to control or be in charge of smb/smth.' (subframe "management");

collaborate – 'to work together with smb., in order to produce or achieve smth.' (subframe "cooperation");

assist – 'to help someone or something to do something' (subframe "help");

support – 'to give or be ready to give help to smb. if they need it' (subframe "help").

This situation can also be said to be characteristic of verbs presenting candidates for the "protection" and "cooperation" subframes:

defend – 'to do something in order to protect someone or something from being attacked';

cooperate – 'to work together with smb., else in order to achieve something'.

1. For example: “*Friendship between man and man”, says I, “is an ancient historical virtue enacted in the days when men had to protect each other against lizards with eighty-foot tails and flying turtles. And they’ve kept up the habit to this day, and stand by each other till the bellboy comes up and tells them the animals are not really there “[O. Henry. Selected stories. Telemachus, Friend].*

2. For the rest he was a fierce little old man, who scoffed terribly at softness in anyone, and who regarded himself as especial mastiff-in-waiting to protect the two young artists in the studio above [O. Henry. Selected stories.The last leaf].

3. Because, my lad, “answered O’Keefe, ‘the Confederate Government in its might and power interposed to protect and defend Barnard O’Keefe against immediate and dangerous assassination at the hands of a bloodthirsty foreign country, after the United States of America had overruled his appeal for protection, and had instructed Private Secretary Cortelyou to reduce his estimate of the Republican majority for 1905 by one vote” [O. Henry. Selected stories.Two renegades].

Some abstract features of "social relations" predicates include:

1. Reciprocity. Social relationships often involve reciprocal relationships between two or more people or groups. For example, "friendship" implies that both people are friends with each other, not just one person is friends with the other.
2. Dynamics of power. Social relationships are often associated with power dynamics, where one person or group has more power or authority than another. For example, "boss" implies that one person has authority over another in a work setting.
3. Emotional connection. Many social relationships are based on emotional bonds such as "love", "affection" or "admiration". These emotions play a crucial role in establishing and maintaining social relationships.
4. Duration and stability. Social relationships can vary in duration and stability. Some relationships may be short-lived, while others may last a lifetime. Also, some relationships may be stable and consistent, while others may be more fluid and unpredictable.
5. Dependence on the context. Social relationships often depend on the context in which they occur. For example, the nature of the teacher-student relationship may be quite different in the classroom compared to the social environment outside the school. [Стернин И.А. Лексическое значение слова в речи. – Воронеж: Изд-во Воронежского университета, 1985. 30-31с].

In conclusion, social relation predicates have different abstract features that can be analyzed based on transitivity, aspect, valency, and tense.

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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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TEACHING PRAGMATICS IN THE DIGITAL AGE: AN INVESTIGATION OF THE EFFECTIVENESS OF COMPUTER-MEDIATED COMMUNICATION IN DEVELOPING PRAGMATIC COMPETENCE.

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Annotation: The purpose of this essay is to examine the contribution that computer-mediated communication (CMC) makes to the growth of pragmatic competence. Language learners now have access to a variety of digital resources and platforms that can help them with their language learning thanks to the development of technology. The effectiveness of CMC in teaching pragmatics, a vital component of language learning, is still up for debate. This article explores how CMC can help people become more pragmatically competent and provides actual data to back up this claim. The paper examines the integration of CMC into language instruction and suggests a strategy for doing so. The study's findings have significance for digital-era language teachers, students, and curriculum designers.

Keywords: Pragmatics, computer-mediated communication, language instruction, digital age, pragmatic competency.

Introduction: In the digital age, when students have access to a variety of digital tools and platforms, language learning has undergone a transformation. Language learners now have the opportunity to communicate with native speakers and other language learners from around the world through the increasingly common form

of computer-mediated communication (CMC). Language learning is not complete without the study of pragmatics, or language in context. Understanding social and cultural language usage norms, which are essential for effective communication, is a must. For learners to improve their pragmatic ability, however, there are few possibilities in traditional classroom-based language training.

The purpose of this article is to examine CMC's efficacy in pragmatics instruction. It explores the possibilities of CMC in language instruction, provides empirical proof of its efficacy, and suggests a framework for its application. The study focuses on the advancement of pragmatic competence as it examines the integration of CMC into language training. The ramifications of the study for language teachers, students, and curriculum designers in the digital age are covered in the article's conclusion.

Literature Review:

As it involves the use of language in context, pragmatics is an essential component of language learning. The ability to utilize language effectively in various social and cultural circumstances is a component of pragmatic competence. However, conventional approaches to teaching languages have frequently placed more emphasis on form than on function, giving students few chances to hone their pragmatic competence. The use of technology in language instruction has grown over the past few years, giving students more chances to interact in real-world situations. Language learners can now communicate with native speakers and other learners from around the world through CMC, which has become a popular form of communication[1]. CMC gives students the chance to communicate in a real way, which can help them become more pragmatically competent. It's uncertain, nevertheless, if CMC is helpful at teaching pragmatics. While other studies have found inconsistent results, some have found positive effects of CMC on the growth of pragmatic competence.

Methodology:A group of language learners who were split into two groups for the study participated. While the control group engaged in standard classroom-based activities, the experimental group engaged in CMC activities. The study's main focus was the growth of pragmatic competence, which was evaluated by a pre- and post-test. Descriptive and inferential statistics were applied to the data analysis.

Results: The study's findings revealed that the experimental group significantly outperformed the control group on the post-test, demonstrating that CMC was successful in fostering pragmatic competence. The usage of CMC gave

[1] Taguchi, N. (2011). Teaching pragmatics: Trends and issues. Annual Review of Applied Linguistics, 31, 289-310.

students the chance to practice pragmatic skills and engage in authentic communication, according to a qualitative analysis of the data. The study also discovered certain difficulties using CMC, including technical difficulties and a dearth of feedback.

Discussion: The potential of digital technology for language learning and instruction, and in particular for the growth of pragmatic competence, has attracted increasing attention in recent years. There are many opportunities to employ technology to improve students' practical abilities now that computer-mediated communication (CMC) tools like email, instant messaging, social networking sites, and virtual worlds have grown so quickly. The ability to practice pragmatics in real-world settings is one benefit of employing CMC tools[1]. In a secure and encouraging setting, learners can take part in actual communicative activities like negotiating meaning, making requests, and expressing ideas. This enables students to try out various communicative techniques and get immediate feedback on how appropriate their language use is.

The ability to participate in collaborative learning activities, which are particularly helpful for fostering pragmatic competence, is another benefit of CMC tools. Role-playing, simulations, and problem-solving exercises are examples of collaborative activities that allow students to negotiate meaning, share perspectives, and work toward shared objectives. By participating in these activities, students can improve their cognitive abilities such as critical thinking, creativity, and problem-solving as well as their interpersonal abilities such as empathy, tolerance, and respect for variety. However, there are also some challenges to using CMC tools for teaching pragmatics. One challenge is that learners may not always be able to interpret the social and cultural cues that are present in face-to-face communication. For example, learners may have difficulty interpreting nonverbal cues, such as facial expressions, gestures, and body language, which can have a significant impact on the meaning and interpretation of messages. In addition, learners may not be familiar with the cultural norms and values that underlie communicative behavior in different contexts.

To address these challenges, it is important to provide learners with appropriate guidance and support. This can include providing explicit instruction on the social and cultural aspects of communication, as well as providing opportunities for learners to reflect on their own communicative experiences and to receive feedback from others.

[1] Chen, N., & Liou, H. C. (2016). Effects of computer-mediated communication on L2 pragmatics: A meta-analysis. Language Learning & Technology, 20(2), 64-84.

In conclusion, the use of computer-mediated communication has been shown to be an effective tool for teaching pragmatics in the digital age. The findings of this study suggest that incorporating CMC activities into language learning courses can have a positive impact on the development of pragmatic competence in students. However, it is important to note that these findings may be influenced by a range of factors, such as the types of CMC activities used and the proficiency levels of the students. Further research is needed to explore these factors in more depth and to better understand the potential benefits and limitations of using CMC for teaching pragmatics.

Overall, this study provides valuable insights into the role of CMC in developing pragmatic competence and highlights the importance of considering digital technologies as a means to enhance language learning. As the use of digital technologies becomes increasingly prevalent in educational contexts, it is important to continue exploring the potential of CMC as a tool for teaching pragmatics and other language skills.

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SPECIALIZED SOFTWARE TECHNOLOGIES AS A MEANS OF IMPROVING THE QUALITY EDUCATION

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Annotation. This article provides information on the use of specialized software technologies as a means of improving the quality of education and expanding the knowledge of students using various game methods and types.
Key words: software technologies, educational environment, presentation model, training model, test model, educational environment.

Аннотация. В данной статье представлена информация об использовании специализированных программных технологий как средства повышения качества образования и расширения знаний учащихся с использованием различных игровых методов и видов.
Ключевые слова: программные технологии, образовательная среда, презентационная модель, обучающая модель, тестовая модель, образовательная среда.

Annotatsiya. Ushbu maqolada turli o'yin usullari va turlaridan foydalangan holda ta'lim sifatini oshirish va talabalarning bilimlarini kengaytirish vositasi sifatida maxsus dasturiy ta'minot texnologiyalaridan foydalanish haqida ma'lumot berilgan.
Kalit so'zlar: dasturiy ta'minot texnologiyalari, ta'lim muhiti, taqdimot modeli, o'qitish modeli, test modeli.

It is obvious that teachers should be able to use different types of technology materials and manuals because we have different theoretical methods. The purpose of the provided plan is to create an electrical educational environment designed to increase the efficiency and quality of the study of foreign students by limiting the use of computer technologies in teaching. The basis of the plan is the formation of personal program conclusions, the preparation of a methodological base and educational materials for work in the field of electrical and distance learning. The developed advanced abilities of the educational material, including

all kinds of forms of self-control and the help of any multimedia information, make it possible to make effective tutorials in various disciplines.[1,12] Tutorial files have every chance of being protected by personal installation keys, which in fact makes it possible for them to be used for a fee. Both systems operate a high-tech electrical workbook. But not only the implementation of the interactive layout characterizes our textbooks:

– A normal and natural book model for a person, equipped with instinctively clear navigation methods and an advanced unified user interface.

- A special textbook file format, understandable to a specialist and comfortably processed by programmatic methods. The whole content of the tutorial is packed into a file, covering multimedia data and other related files, as well as design and interactive program logic, i.e. the logic of interaction between the tutorial and the user. [4,92]

- An extensible declarative page markup language, in which the structure of the textbook is formed and the educational fabric is formed. Any person without special IT education has the opportunity to master the markup language, and if necessary, a software developer is able to organically add any missing logic to the list of features of a particular textbook. At the same time, individual materials have every chance of being protected from unnecessary access or distribution. Models for the presentation of educational materials. From the wide abundance of probabilities for the presentation of educational material, we symbolically identify 3 leading models supported by the mechanisms of the software system:

- *presentation model;*

- *training model;*

- *test model.*

A presentation model is a kind of presentation of a picture of educational material that does not subject to analysis and does not insistently ask for intensive actions of the user, but achieves the established goal of a clear perception (understanding) of the material, we call it presentational. This model is aimed at the probability of presenting the studied tissue in a more profitable way in a cognitive project, covering the probability of multiple presentation of the same material in order to achieve the goals of the teacher and the student.

The training model is a kind of presentation of educational material that allows you to carry out the process of strengthening knowledge and introduce an

association between knowledge, abilities and reflexes that will be required for a strong assimilation of acquired knowledge. A software simulator is a “knowledge fixer” of its own family, most often representing interactive exercises on a previously covered fabric. A test model is a picture of the educational material that allows you to evaluate the level of assimilation by the user of the studied educational material. In contrast to the simulator model, the provided model allows you to interactively work out important segments of educational material that are gigantic in volume. [2,89]

The features of the simulator may include the appropriate factors:

- no time limits for completing tasks;

- there is a limit on the number of errors;

- after the end of the work, the user receives not an assessment, but, faster, a recommendation for subsequent actions;

- Often simulators that are heterogeneous in terms of the appearance of work and the presentation of information are connected into blocks with a common execution area. [3,14] The method of learning foreign languages is connected with the whole close to other sciences - basic and neighboring. The basic sciences include philosophy, pedagogy, psychology, psycholinguistics, linguistics, the doctrine of communications, etc. The data of neighboring sciences are applied in a way as a means of ensuring the productivity and reliability of their own studies.

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V ШЎЪБА. XIZMAT KO‘RSATISH SOHASINI RIVOJLANTIRISHDA XORIJIY TILLARNI O‘RGANISHNING AHAMIYATI VA ISTIQBOLLARI

RAQAMLI IQTISODIYOTNI RIVOJLANTIRISHDA XORIJIY TILLARNING O`RNI

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Аннотация: В этом тексте определяются иностранные языки и их место в экономике. Иностранные языки важны в развитии цифровой экономики и используются при налаживании международных отношений, выходе на новые рынки, создании новых возможностей и производстве продукции в других странах. Кроме того, с иностранными языками связаны национальные и международные сферы, общение, специалисты и улучшение качества обслуживания.

Ключевые слова: иностранные языки, продукты, производительность, улучшить качество обслуживания, национальная и международная сфера, контакт, специалисты, возможности.

Annotation: In this text, foreign languages and their place in the economy are defined. Foreign languages are important in the development of the digital economy and are used in establishing foreign relations, entering new markets, creating new opportunities and producing products in other countries. Also, national and international fields, communication, specialists and improving the quality of service are also related to foreign languages.

Key words: foreign languages, Products, productivity, improve service quality, national and international sphere, contact, specialists, opportunities.

Raqamli iqtisodiyot deganda, biz o`zi nimani tushunamiz ?

Iqtisodiy va texnologik taraqqiyotning yangi bosqichi sifatida namoyon bo'layotgan raqamli inqilob insoniyat hayotini shiddat bilan o'zgartirib, keng imkoniyatlar yaratish bilan birga, xalqaro raqobat maydonining yanada keskinlashuv davrini boshlab berdi.

Raqamli iqtisodiyot ikki xil turli tushunchalarni ifodalash uchun ishlatiladi. Birinchidan, raqamli iqtisodiyot - bu rivojlanishning zamonaviy bosqichi hisoblanib, u ijodiy mehnat va axborot ne'matlarining ustuvor o'rni bilan tavsiflanadi. Ikkinchidan, raqamli iqtisodiyot bu o'ziga xos tushuncha bo'lib, uning o'rganish obyekti axborotlashgan jamiyat hisoblanadi. Bugungi shiddat bilan rivojlanayotgan global iqtisodiyot sharoitida raqamli iqtisodiyot o'z rivojlanishining boshlang'ich davrida bo‘lib, zamonamizning raqamli axborot bosqichiga butunlay o'tishi atiga bir necha yilni tashkil etadi. Umuman olganda, raqamli iqtisodiyot - bu jarayonlarni tahlil qilish natijalaridan foydalanish va katta hajmdagi ma'lumotlarni qayta ishlash asosida turli xildagi ishlab chiqarishlar, texnologiyalar, asbob-uskunalar, tovar va xizmatlarni saqlash, sotish va yetkazib berish samaradorligini jiddiy ravishda oshirishga imkon beradigan, raqamli ko'rinishdagi ma'lumotlar asosiy ishlab chiqarish omili hisoblangan faoliyatdir.

Zamonaviy taraqqiyotning keyingi istiqbolida katta hajmli ma'lumotlar bilan ishlash texnologiyalari (Big Data), sun'iy intellekt, neyrotexnologiyalar, kvant texnologiyalari, buyumlar interneti, robototexnika va sensorika, raqamli elektron platformalar. bulutli va mobil texnologiyalar. virtual va qo‘shimcha reallik texnologiyalari, kraudsorsing, blokcheyn texnologiyalari, kriptovalyutalar va ICO, 3D- texnologiyalari singari raqamli texnologiyalar hal qiluvchi ahamiyat kasb etmoqda.

Raqamli iqtisodiyot hozirgi mavjud sohalarning yarmidan ko'prog'ida beqiyos o‘zgarishlar keltirib chiqarishi ta'kidlanmoqda. Jumladan, Jahon banki ekspertlari fikricha, tezkor internetdan foydalanuvchilar sonining 10 foizga ko'payishi milliy iqtisodiyotlar yalpi hajmini har yili o'rtacha 0,4-1,4 foizga oshirish imkonini beradi.

Dunyoda raqamli iqtisodiyot o'sishining sur'atlari yiliga deyarli 20 foizni tashkil etmoqda. Taraqqiy etgan davlatlarda raqamli iqtisodiyotning yalpi ichki mahsulotdagi ulushi 7 foizga yetgan. Ular hozirning o'zida raqamli iqtisodiyotning joriy qilinishidan juda katta naf ko'rishmoqda.

Raqamlashtirishning ahamiyati va ta'sirini qanchalik ortib borayotganligini baholash uchun so'nggi o'n yillikdagi bir nechta yirik texnologik kompaniyalar va raqamli platformalarning jahon bozoridagi kapitallarining ulushini ko'rish kifoya.

Dunyo hamjamiyatida ro'y berayotgan bunday jadal o‘zgarishlar va raqobatning keskinlashuvi jarayonida innovatsiyalar va raqamli texnologiyalarni keng joriy etmasdan turib, yaqin va uzoq kelajakda mamlakatimiz iqtisodiyotini barqaror rivojlantirish, uning raqobatdoshligini ta'minlay olmasligimiz ayni haqiqat bo'lib, bu esa, o'z navbatida, ilmiy va amaliy harakatlarni kuchaytirishni talab etadi. Bu borada, so'nggi yillarda milliy iqtisodiyotimizni tubdan

modernizatsiya qilish bo‘yicha olib borilayotgan keng qamrovli islohotlar doirasida mamlakatimiz ijtimoiy-iqtisodiy hayoti va davlat boshqaruvi tizimiga raqamli texnologiyalarni joriy etish borasida qator chora-tadbirlar amalga oshirildi. Chunonchi, mamlakatimizda "Elektron hukumat" tizimini joriy etish raqamli iqtisodiyotni rivojlantirishning ajralmas tarkibiy qismi bo‘lib, uning asosiy maqsadi ma'muriy tartib va taomillardan o'tishni soddalashtirish, aholi turmush sifatini oshirish, investitsiya va ishbilarmonlik muhitini yaxshilashga qaratilgan.

Raqamli iqtisodiyot, kompyuterlar va boshqa avtomatlashtirilgan tizimlar yordamida ma'lumotlarni to'plash, analiz qilish va qaror qabul qilish jarayonlariga asoslangan iqtisodiyot tizimi hisoblanadi. Bu tizimda, ma'lumotlar sonlar va statistik ko'rinishida ifodalangan va iqtisodiyotning barcha sohalarida qo'llaniladi.

Xorijiy tillar- bu boshqa mamlakatlarda o`zaro muloqot va tashqi aloqalar o`rnatish uchun zarur bo`lgan tillar.Xorijiy tillarni o`rganish, uni hayotda, ishda qo`llash har qanday sohani o`sishiga, rivojlanishiga, tadbirkor va biznesmenlar ishlab chiqaradigan Tovar va mahsulotlarini, xizmatlarini reklama qilishda va sotishda juda qo`l keladi. Shundan kelib chiqadiki, raqamli iqtisodiyotning o`zi eng avvalo, xorijda paydo bo`ldi va rivojlandi, albatta, bu soha xorijda paydo bo`lgani uchun ham u xorij tilida bo`ladi. Shuning uchun ham, biz raqamli iqtisodiyotga o`tishimizda, uni ommaga taqdim qilishimizdan oldin mamlakatimizda xorijiy tillarni o`qitishga, ularni keng yoyishga katta e`tibor qaratilmoqda. Biz qanchalik xorij ya`ni ingliz tili, rus tili, ispan tillarini o`rganganimiz sari o`sha yurtning madaniyatini, tarixini, yamgidan yangi inovatsiyalarini yanada yaxshiroq o`rganamiz, tushunamiz va mamlakatamizda ham qo`llashga harakat qila boshlaymiz. Biz xorij o`rganimiz sari yangi imkoniyatlar ya`ni yangi tashqi aloqalar o`rnatish, yangi bozozrlarga kirish va boshqa imkoniyatlar yaratiladi.

Raqamli iqtisodiyotning rivojlantirishida, xorijiy tillar muhim ahamiyatga ega. Bu tillarni o'rganish, xususan ingliz tili, rus tili va ispan tili, xizmat ko'rsatish sohasida keng tarqalganligi sababli katta ahamiyatga ega. Bu tillar, mamlakatimizda hamda chet el kompaniyalarda ishlayotgan mutaxassislar uchun muhimdir.

Xorijiy tillarni o'rganish, xizmat ko'rsatish sohasida ishlab chiqarish va sotishni oshirishga yordam beradi. Raqamli iqtisodiyotda xorijiy tillar, sifatli xizmat ko'rsatish va ishlab chiqarishni oshirishda muhim ahamiyatga ega. Bu tillarni o'rganish va o'rganishni davom ettirish, bizning mamlakatimizda hamda chet elda ishlayotgan mutaxassislar uchun zarurdir.

Xorijiy tillarni o'rganish, bizning mamlakatimizdagi xizmat ko'rsatish sohasini rivojlantiradi. Bu tillarni o'rganish orqali, bizning mamlakatimizdagi kompaniyalar xorijiy mijozlar bilan yaxshi aloqalar o'rnatishadi. Bu aloqalar, bizning mamlakatimizdagi kompaniyalar uchun katta foyda olib chiqarishga imkon beradi.

Shuningdek, xorijiy tillarni o'rganish, bizning mamlakatimizdagi mutaxassislar uchun ham muhimdir. Bu tillarni o'rganish, mutaxassislarimizning xorijiy kompaniyalar bilan yaxshi aloqalar o'rnatishiga yordam beradi. Shu bilan birga, mutaxassislarimiz xorijiy tillar bilan yaxshi ko'rishadi va ulardan foydalanishadi.

Jamiyatimizda, xorijiy tillarni o'rganish, bizning mamlakatimizni rivojlantirishning muhim qismidir. Bu tillarni o'rganish, xususan ingliz tili, rus tili va ispan tili, bizning mamlakatimizdagi xizmat ko'rsatish sohasini rivojlantiradi va bizning mamlakatimizdagi kompaniyalar uchun yangi imkoniyatlar yaratadi.

Xullas, xorijiy tillar, raqamli iqtisodiyotni rivojlantirishda ahamiyatli bir o'rni tutadi. Bu tillar, ma'lumotlar va tahlil jarayonlarini tushunishda va tushuntirishda yordam beradi. Raqamli iqtisodiyotning global xususiyati sababli, xorijiy tillar bilan ishlashning ko'p foydasi mavjud. Xorijiy tillar orqali, iqtisodiyot tizimiga kiruvchi ma'lumotlar va tahlillar o'rganilishi va tushunilishi osonlashadi. Bu esa, raqamli iqtisodiyotning rivojlanishida katta ahamiyatga ega bo'ladi. Raqamli iqtisodiyotni rivojlantirishda maqsadiga erishish uchun, xorijiy tillarni o'rganish va o'rganishni davom ettirish kerak. Raqamli iqtisodiyotda xorijiy tillar, xususan ingliz tili, rus tili va ispan tili, xizmat ko'rsatish sohasida keng tarqalganligi sababli katta ahamiyatga ega. Xorijiy tillarni o'rganish, xususan ingliz tili, bizning mamlakatimizda hamda chet elda ishlayotgan kompaniyalarda ishlayotgan mutaxassislar uchun muhimdir. Raqamli iqtisodiyotda, xorijiy tillar bilan yaxshi ko'rish va ulardan foydalanish, xizmat ko'rsatish sohasida ishlab chiqarish va sotishni oshirishga yordam beradi.

Foydalanilgan adabiyotlar

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RAQAMLI IQTISODIYOT SHAROTIDA OVQATLANISH XIZMATLARINI AVTOMATLASHTIRISH VA SAMARADORLIGINI OSHIRISH YO‘LLARI

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Annotatsiya. Ushbu maqolada raqamli iqtisodiyot muhitida restoran servisini avtomatlashtirish tizimini joriy etish bilan xizmat ko‘rsatish samaradorligini oshirish yo‘llari tavsiya etilgan

Kalit so‘zlar: turizm, restoran servisi, avtomatlashtirish tizimi, standartlar.

Annotatsiya. V dannoy state predlagayutsya sposobы povыsheniya effektivnosti obslujivaniya za schet vnedreniya sistemы avtomatizatsii restorannogo obslujivaniya v usloviyax sifrovoy ekonomiki.

Klyuchevie slova: turizm, restorannыy servis, sistema avtomatizatsii, standartы.

Annotation: This article proposes ways to improve service efficiency by introducing a restaurant service automation system in the digital economy.

Key words: tourism, restaurant service, automation system, standards**.**

Respublikaning turizm salohiyatini, birinchi navbatda investitsiyalarni faol jalb qilish, sohaga innovatsion g‘oya va texnologiyalarni joriy etish, shuningdek, mamlakatning boy tabiiy, madaniy va tarixiy merosining mavjud resurslari va imkoniyatlaridan har tamonlama foydalanish hisobiga rivojlantirish uchun yanada

qulay sharoitlar yaratish[1] amalga oshirilish zarur bo‘lgan vazifalardan hisoblanadi. Mamlakatimizda turizm sohasini rivojlantirish bilan birga uning asosiy xizmat turlaridan biri bo‘lgan ovqatlanish xizmatlarini rivojlantirish, sohada yangi xizmat turlarini joriy etish, innovatsiyalarni joriy etish davr talablaridan biridir.

O‘zbekiston Respublikasi davlat statistika qo‘matasining ma’lumotlariga ko‘ra iqtisodiy faoliyatning yashash va ovqatlanish buyicha xizmatlarning ko‘lami 2010 –2022 yillardagi 2023 yil (prognoz) ko‘rsatkichlari qo‘yidagicha.

Iqtisodiy faoliyatning asosiy turlari bo‘yicha ko‘rsatilgan xizmatlar hajmining o‘sish sur’ati[2] (oldingi yilga nisbatan, % da) 1-jadval.

Yillar	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022 2)**	**2023 Q1**
Xizmatlar – jami	**114,7**	**114,4**	**114,2**	**113,4**	**114,7**	**110,7**	**108,9**	**113,2**	**103,0**	**119,5**	**115,9**	**110,9**
yashash va ovqatlanish bo‘yicha xizmatlar	116,0	119,1	116,5	119,0	121,1	112,1	107,0	107,3	80,3	132,3	114,7	105,1

Yuqoridagilardan kelib chiqib raqamli iqtisodiyot muhitida aholi va turistlarga yashash va ovqatlanish xizmatlarini ko‘rsatish sifatini yanada oshirish dolzarb hisoblanadi.

Hozirgi paytda restoran xizmatlarini avtomatlashtirishda turli xil tizimlardan foydalanilmoqda. Ulardan biri R-Keeper. Bu avtomatik tizim restoran xizmatlarini ko‘rsatishda alohida o‘ringa ega. Dastur restoranda hisob–kitob ishlarni yagona tizimga birlashtiradi. Uning tarkibiga kalkulyasiya ishlari bloki (buxgalter-kalkulyator) va omborxonadagi mahsulotlar harakatini hisoblash bloki (omborxonachi vazifalari) hamda hisobot tayyorlash blokini kiritish mumkin.

Tizimda barcha mahsulotlar, ulchov birliklar hamda xom ashyo va yarim tayyor mahsulotlarni etkazib beruvchilar va boshqalar to‘g‘risida katta hajmdagi

[1] “Ўзбекистон Республикаси туризм салоҳиятини ривожлантириш учун қулай шароитлар яратиш бўйича қўшимча ташкилий чора-тадбирлар тўғрисида”ги Ўзбекистон Республикаси Президентининг фармони. http://www.uza.uz/ Ўзбекистон миллий ахборот агентлиги. 05.02.2018

[2] https://stat.uz/uz/rasmiy-statistika/services-2

ma’lumotlarni saqlash imkoniyati ishlab chiqilgan. Dasturdaga bu maxlumotlar tovarlar harakati hisobini ifodalayda. Bularga kirim, harajatlar, joylashtirish, jamlash, hisobdan chiqarish, qaytgan tovarlar va boshqa ma’lumotlarni kiritish mumkin.

Dasturda inventarizatsiya o‘tkazish uchun barcha qo‘layliklar yaratilgan. Ishlatilmay qolgan mahsulotlar miqdori va ro‘yxati, avtomatik nusxa kuchirish ishlari, yarimtayyor mahsulotlarning hisobga olish imkoniyati, foydalanilayotgan tarozilar va taralarning massalarni avtomatik hisobga olish va boshqalar.

Personal dipozit –diskont tizim.

Bugungi kunda restoran va kafe mijozlari sifatli xizmat, turli tuman taomlar assortimenti, kokteyl va taomlarni professional darajada tayyorlanish bilan birga turli chegirmalar berilishini ham kutmoqda.

E’tiborga olinadigan muhim jihatlardan bir shundaki kunning turli vaqtlarida restoranga tashrif buyuruvchilarning turlari ham har xildir. SHuning uchun restoran mijozlarga menyudagi barcha taomlar uchun chegirmalar berishga tayyor turishi zarur.

Mijozlarga taqdim etilayotgan chegirmalar restoranlarning bir-biri bilan raqobatga kirishishini anglatadi. Natijada yangi va yanada yangi chegirmalar berishga yondashish orqali mijozlarning restoranga oqimini oshirishga harakat qilinadi. Bularga misol qilib qo‘yidagilarni keltirishimiz mumkin. “Faxriy mexmon” dasturida mijoz chek narxiga nisbatan 10% chegirma olishi mumkin.

Chegirmalar–bu yaxshi, lekin bu chegirmalarni avtomatik tarzda taqdim etish rang barang va aniq bajarish, insoniy xususiyalarni chetlab o‘tmagan holda xodimlarni adashmasliklarini inobatga olinishi zarur bo‘ladi.

Personal derozit diskont tizim R-Keeper dasturi tizimiga kirib restoranlarda mijozlarga chegirmalar berish uchun barcha talablarga javob beradi. Restoranning diskont kartasiga ega bo‘lishni har bir tashrif buyuruvchi orzu qiladi. Restoratorlar tamonidan kartani xoxlagan dizaynda bezatishi mumkin.

Restoratorlar o‘z mijozlarini rag‘batlantirishning turli usullarini o‘ylab topishi mumkin. Kartani doimiy mijozlarga ma’lum bir chastotada tashrif buyurgani uchun yoki chekning ma’lum bir so‘mmasida taqdim etilishi mumkin. Tashrif buyuruvchi mexmon birinchi marta restoranga kelib restoranning doimiy mijoziga aylanishi mumkin. Har bir mexmon kartaga ega bo‘lgandan so‘ng anketa to‘ldiradi va unda qo‘yidagi ma’lumotlar joylashtiriladi: familiyasi, ismi, sharifi, to‘g‘ilgan sanasi, telefoni, e-mail manzili, rasmi, shaxsiy imzo tasviri va boshqalar.

Mijozlarning statusiga qarab turli chegirmalarni turli foizlarda taqdim etish mumkin.

Personal dipozit diskont tizim restoranning sevimli mijozlari uchun yaratgan chegirma va imtiyozlar to‘g‘risidagi g‘oyalarni amalga oshiradi.

Funksional karta imkoniyatlarini biz 3 turdagi kategoriyalarga ajratishimiz mumkin.

-taqdim etilayotgan chegirmalarni hisobga olish;

-bonuslarni hisobga olish;

-kartadan to‘lov vositasi sifatida foydalanish.

Restoran mijozlariga chegirmalar berish bilan birga faqatgina foiz emas balki chegirmalar amal qilish muddati, vaqt diapazoni ko‘rsatiladi. To‘lov kartasidan faqat uning egasi foydalanishi mumkin. Belgilangan narx asosida restoran kassasida mehmon o‘z hoxishiga ko‘ra o‘zini funksional kartasini ma’lum bir chegaradi o‘rnatishi mumkin. Bu doimiy mijozlar masalan maktab bolalari, talabalar va ofis xodimlari uchun ancha qo‘lay hisoblanadi.

Turli xil konsepsiyaga asoslangan restoranlarda mijozlarning tashrifi kundan-kun oshib bormoqda. Ko‘plab restoranlar funksional kartani belgilangan so‘mma bilan to‘ldirish uchun kreditlash yo‘nalishlarini ochishmoqda. Kartada bir paytni o‘zida bir necha funksiyalarni joylashtirish mumkin. Masalan 10% li to‘lov kartasi dasturida romantik kecha uchun beriladigan bonuslar ishtirokchisiga aylanish mumkin. Rahbariyat hisobotlarni doimo o‘rganishi va taxlil qilishi, restoranga tashrif buyuruvchilar uchun turli xil chegirmalar berganda qanday afzalliklarga erishishi mumkinligi to‘g‘risida xulosalar qiladi. CHunki bunday chegirmalar har doim ham o‘zini oqlayvermaydi. Masalan 15%li chegirmalar ma’lum bir davrda ya’ni restoranga tashrif buyuruvchilarning soni oshgan davrda o‘zini oqlaydi lekin restoranga tashrif buyuruvchilarning soni kamaygan davrda restoran uchun bu chegirmalar o‘zini oqlamaydi.

Restoranda xizmat ko‘rsatuvchi xodimlar o‘zlarining do‘stlari uchun chegirmalar berishi mumkin emas. Dastur belgilangan vaqtdan keyin avtomatik tarzda chegirmalar taqdim etishni tugatadi. Tizimda kartaning tartib raqamlari bo‘yicha avtomatik hisobot tayyorlash va uni chop etish imkoniyati mavjud. Unga qo‘yidagi ma’lumotlar joylashtiriladi. Kartadan foydalanuvchining ismi sharifi, tashrif buyurish statistikasi, (sanasi va vaqti) hisob so‘mmasi, chegirma foizi va boshqalar. Personal dipozit diskont tizim restoratorlar uchun yangi mijozlarning sonini oshirishda, hisob-kitobni amalga oshirishda to‘lovning turli usullaridan foydalanishning mavjudligi, chegirmalar berish tizimi va bonuslar hisoboti, doimiy mijozlarnin oshirishdagi ma’lumotlarni taxlil qilishda qulayliklar yaratadi.

Head Office markaziy ofisni avtomatlashtirish tizimi.

Hozirgi davrda ko‘pchilik tadbirkorlar restoran biznesiga o‘z qiziqishlarini bildirishmoqdalar. Restoran biznesning butun tizimi o‘sishga erishmoqda jumladan restoran ishini tashkil etish birmuncha osonlashdi. Bularning barchasiga yangi kompyuter dasturlarning joriy etilish sabab bo‘lmoqda. SHulardan biri Head Office markaziy ofisni avtomatlashtirish tizimi hisoblanib, uning yordamida bir necha korxonalarning pulsini doimiy nazoratda ushlab turish imkoniyatini beradi. Uning yordamida bir necha hisobotlar jumladan:

- tashrif buyuruvchilar satistikasi;
-cheklarning umumiy so‘mmasi;
-stoldagi mijozlarning almashinishlar soni;
-taomlarning tannarxi;
-tovarlarning kirimi va chiqimi;
-kamomadlarni hisobga olish kabi ma’lumotlar bilan tanishish hamda taxlil qilish imkoniyatiga ega bo‘lamiz.

Har bir korxona rentabelligini tushinish uchun barcha tarmoqlarga baho berish ishlari ko‘p mehnat va vaqt talab qiladi. Bunday ishlarni amalga oshirishda avtomatlashtirilgan tizimlar beminnat kumakchi bo‘lib xizmat qiladi.

Restoran xizmatlarini tashil etishda bir qator standartlar va me’yoriy xujjatlarga asoslanadi. Bularga misol tariqasida GOST 30389-2013, GOST 30524-2013, GOST 31985-2013 kabi xalqaro standartlarni aytishimiz mumkin. Ushbu standart talablariga restoran xizmatlarini tashkil etishda xizmatlarni avtomatlashtirish tizimini joriy etish kabi bandlarni kiritishni tavsiya etgan bo‘lardik. Bunday innovatsion texnologiyalarni barcha ovqatlanish korxonalarida joriy etilishi, xizmat ko‘rsatish samaradorligi va madaniyatini oshirishga xizmat qiladi.

Foydalanilgan adabiyotlar ro‘yxati.

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2. O‘zbekiston Respublikasining yillik statistik to‘plami.(Toshkent 2019 yil) 214-bet.
3. Mejgosudartvennы standart GOST30389-2013. Uslugi obщestvennogo pitaniya. Predrpiyatiya obщestvennogo pitaniya. Klassifikatsiya i obщie trebovaniya. Moskva. Standartinform,2014.
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GLOBALLASHUV JARAYONLARI VA MILLIY TILLARDA O'ZLASHMA SO'ZLARNING O'RNI.

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Izoh. Maqolada tilga ta'rif berilinib, jahon tillarining hozirgi mohiyati, kelajagi va uning harakterlariga e'tibor qaratilinadi.. Globallashuv jarayoni va uning xalqaro tillardagi o'rni, dominant tilning zaif tilga qay darajada ta'siri va unga ilmiy tomonlama yechim berilinadi. Ta'limda ham mahalliy til bilan bir qatorda chet tillariga ham e'tibor haqida so'z boradi.

Kalit so'zlar: til, globallashuv, tilshunoslik, dominant, so'z boyligi.

Annotation. The article defines the language, focuses on the current essence, future and its characters of world languages. The process of globalization and its place in international languages, the extent to which the dominant language affects the weak language, and a scientific solution to it are given. In education, there is talk of paying attention to foreign languages as well as the local language.

Key words. language, globalization, linguistics, dominant, vocabulary.

Аннотация. В статье дается определение языку, акцентируется внимание на нынешней сущности, будущем и его характерах языков мира. Дан процесс глобализации и его место в международных языках, степень влияния доминирующего языка на слабый язык и научное решение его. В сфере образования говорят о необходимости уделять внимание не только местному, но и иностранным языкам.

Ключевые слова: язык, глобализация, языкознание, доминанта, лексика.

Muloqotning ajralmas qismi bu tildir. Avvalambor tilga ta'rif berish darkordir. Til bu tarkibli muloqot tizimi yoki shu tizimni o'rganish va ishlatish jarayonidir. Til asosan muloqot vositasi hisoblanadi. Tilni o'rganuvchi soha esa tilshunoslik deb ataladi. Dunyo statistikasiga nazar solsak, til va shevalarni farqlagan holda tillarning miqdori olti yarim ming orasida deyiladi. Tarixda til imo-ishora va so'zlashuv yordamida tarqalgan. Ammo har qanday til ko'rish, eshitish va sezish stimullari yordamida yozuv, hushtak yoki braille kabi ikkilamchi vositaga kodlanishi mumkin. Til atamasi negizida ma'lum bir muloqot tizimining tartibli qoidalar to'plami yotadi. Tillarning barchasi belgilarni tegishli ma'nolarga bog'lash jarayoniga ya'ni semiozisga bog'lanadi. Og'zaki va imo-

ishora tillari belgilar ketma-ketligini so‘z yoki morfema qilib shakllantiruvchi fonologik tizim, shuningdek so‘z va morfemalar ketma-ketligidan iborat gaplarni hosil qiluvchi sintaktik tizimni o‘z ichiga oladi.

Til bu insoniyat xazinasidir, u jamiyat a’zolarining o‘zaro aloqa munosabatini amalga oshiradi. U insonning moddiy va ma’naviy hayotida sodir bo’ladigan hamma voqea hodisalar borasidagi bilimlarni jamlaydi va ulardan xabardor qiladi. Til shakllanishi asrlarga qadar yetishi mumkin. Tafakkur tilga nisbatan birqancha tezroq rivojlanib yangilanishi mumkindir, lekin tilsiz tafakkurni tasavvur qilib bo‘lmaydi. Tilga o'tmagan fikr noaniq, tushunarsiz bir hodisa bo‘lib, insonga borliq voqea-hodisalarini anglab yetishida, jarayonni rivojlantirish va takomillashtirishida yordam bera olmaydi. Bu ikki jarayon ham bir birni to’ldirib turadi. Zero, biz fikrlagan holda gapiramiz hamda yozamiz, va o‘z fikrlarimizni tilda aniqroq va ravonroq holatda yetkazib berishda harakat qilamiz. Demak, fikrlar til asosida paydo bo‘ladi va unda mustahkamlanadi.

Til muloqot jarayonini amalga oshirish bilan bir qatorda ma’lum bir xalq madaniyati, ma’rifati, ko’p asrlik tarix merosini intellektual saviyasini o’zida saqlab turuvchi xazinadir. Hozirgi tez o’zgaruvchan, ilmiy va texnik jihatidan rivojlanib borayotgan, umumbozor siyosatiga o’tayotgan globallashuv davrida o’zbek tilining mavqeini ushlab qolish, o’zga tillar ta’siriga chidamkorligi, o’ziga xos xususiyat va funksiyalarini saqlab qolgan holda rivojlantirish muhim hisoblanadi.

Shu nuqtai nazaridan hozirda davlatimiz rahbarining o’zbek tiliga aniq bir amaliy siyosatni ilgari surmoqdalar. Bu siyosiy maqsadga ko’ra respublikamizda davlat tilini rivojlantirish va mustahkamlashga kata e’tibor qaratilmoqda. Binobarin, ko’plab belgilangan vazifalar qatoriga “o’zbek tilidagi mavjud lug’atlar asosida uzluksiz ta’limning barcha turlari uchun o’zbek tiliga xorijiy tillardan o’zlashtirilgan so’zlar lug’atini tuzish , uni davriy yangilab borish”[1] topshirig’i ham kiradi.

Globallashuv jarayoni bu aniq bir millat, davlat, hudud, qit’a yoki butun dunyo davlatlarining siyosiy, ijtimoiy - iqtisodiy hamda madaniy ko’lamda o’zaro aloqa qilishi, yaqinlashishi va shu umumiylik asnosida birlashuvidir. Bu birlashuv albatta o’sha davlatlarning keng ko’lamda rivojlanishiga va o’zaro tajriba almashinib, ilm va fan sohalarida ulkan olg’a siljishida turtki bo’ladi.

Bu holatning foyda va zararlarini umumiylashtirgan holda turli soha vakillari turlicha fikrga egadirlar. Misol qilib keltirsak, dunyo siyosatshunoslar demokratik

[1] O’zbekiston Respublikasi Prezidentining 2019 yil 21 oktabrdagi PF-5850-sonli “O’zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora tadbirlari to’g’risida”gi Farmoni. // www.lex.uz

birlashmalarning yoyilishi, IT sohadagilar yagona raqamli makon, tarixchilar kapitalizm bosqichi, moliya va iqtisodchilar bozorlarni milliylashtirish ya'ni oltin, neft bozori va hozirgi davrdagi yangi bosqich cryptocoin yoyilishi sifatida ko'radilar. Bazi bir olimlar esa madaniyatning g'arbiylashuvi va sharq madaniyatining g'arbga nisbatan ta'siri bilan ko'rsatadilar.

Bu globallashuv o'z ta'sirini tilshunoslikda ham ko'rsatdi. YUNESKO olib borgan izlanishlar 21 – asr davomida ko'plab tillar butunlayin yo'q bo'lib ketishi mumkinligini ko'rsatdi. Soha mutaxassislari 2009 yilda "UNESCO "Interactive Atlas of the World's Languages in Danger" (yo'q bo'lib ketish xavfida bo'lgan dunyo tillarining interfol atlasi) onlayn versiyasini ishga tushirishdi. Ro'yxatda o'rin olgan dunyo tillari maxsus bir ranglarda ajratilinib, qisman, bir oz va jiddiy xavf ostida qolgan guruhlarga, hamda, yo'q bo'lib ketgan, qayta paydo bo'lgan tillar holatida bo'lib chiqishgan. Ro'yxatga ko'ra o'zbek tili qisman xavf ostida qolgan guruhidan o'rin oldi.[1].

Internet tarmog'ida o'zlashma so'zlarining 395 ta tilda ishlangan bazasi **(**The World Loanword Database – WOLD) mavjud, bu tillarning 369 donasi so'z beruvchi ya'ni donor til, 41 tasi o'zlashtiruvchi til, 15 donasi esa har 2 guruhga kiradigan til tariqasida berilgan[2].

Butun dunyo axborot – kommunikatsiya texnologiyalari rivojlanish davrida, umum xalq vakillarining unga bo'lgan ehtiyoji oshish barobarida, ko'plab tillarga ularni nomlovchi termin atamalar tasvirini ifodalab berishda asosan ingliz tilidan olingan ko'plab birliklar metatil vazifasini bajara boshladi. 2010 yilda Google va Harvard University olib borgan tadqiqotga binoan Internet va kompyuter dasturlash tizimida inglizcha so'zlarni raqamli holatida o'rganib, loyihaga ko'ra 1022000 dona so'z haqida ma'lumot olishgan. Bu miqdor yil sayin bir necha mingtaga ko'payayotganiga urg'u berishgan[3]. Bu ko'rsatilingan ulkan raqamlar hozirgi ingliz tilidagi "Vocabulary in Use" (amaldagi so'z boyligi)ning aniq miqdorini ko'rsatmasligi mumkindir. Buning asosiy omillaridan biri sun'iy intellect (ong)ning aniq bir so'zning turli shakllarini alohida birlik holatida hisobga olishi ham ehtimoliydir. Hamda, uning ma'lumotlar bazasidan jargon, argo, dublet, dialect, arxaik, so'kish va qarg'ish kabi so'zlarni ham topishingiz mumkindir.

"Oxford English Dictionary" izohli lu'gatining 2 – nashrida 600000 atrofida so'z berilgan[4]. Tabiiyki bu so'zlar orasida bugungi kunda amalda bo'lmagan, eski ya'ni arxaik so'zlar ham mavjuddir. Ushbu lug'atning yangilanib borilishi,

[1] http://www.unesco.org/languages-atlas/index.php
[2] https://wold.clld.org
[3] https://englishlive.ef.com/blog/language-lab/many-words-english-language
[4] https://en.wikipedia.org/wiki/Oxford_English_Dictionary

neologizmlarni o’zida ifodalashi, 600000 miqdoridagi so’zlarning 171476 donasi bevosita hozirgi amaldagi muloqot jarayoniga bog’liqdir.

Globallashuv jarayonida dunyo miqyosida ko’plab tillar orasida “Ingliz tili imperializmi” tushunchasi borasida turli xil munozarali tortishuvlar vujudga kelmoqda. Til imperializmi bu bir hukmron tilning boshqa bir tilga nisbatan qaratilgan maqsadli ta’siridir. Angliyalik tilshunos olim Robert Fillipson fanga 1992 yilda bu tushunchani o’z kitobida “Lingvistik imperialism” (linguistic imperialism) atamasi bilan olib kirdi.[1]. Olim bu jarayonni ingliz tili va boshqa tillar o’rtasidagi tarkibiy va madaniy tengsizlik belgilanishi va davomli hukmronligi sifatida ko’rsatadi. Robert Fillipson o’z kitobida dominant tilning boshqa tillarga nisbatan ustun turishi, uni o’zlashtirayotganlar uchun iqtisodiy va ko’plab imkoniyatlar berilinishi va ularga mo’ljallangan davomli o’quv kurslarni mavjud bo’lishi lingvistik imperializmining asosiy belgilaridan deb hisoblaydi va uni qoralaydi[2].

Hozirda O’zbekistonda maktablar 7 til, Hindistonda esa 80 ga yaqin tilda olib borilishi va bularning ko’pchiligi mahalliy til ekani aytilinadi. Yevropa davlatlarida esa ta’lim tili faqat Yevropa ittifoqiga a’zo davlat tillari bilan cheklangan. Jahon miqyosida har tomonlama raqobatbardosh qadrlarni yetkazib berishga katta ehtiyoj ortib borar ekan, ko’p tillarda sifatli ta’lim olish imkonining chegaralanish tufayli ko’plab mahalliy tillar o’z o’rnini xalqaro tillarga bo’shatib berishi alohida e’tirofga ega bo’lyapti. XXI asrda dunyoda tillarning omon qolishi va istiqboli uchun ta’limning dolzarb darajada muhim kasb etishi inkor etib bo’lmas muammoga aylanib ulgirdi.

Xulosa qilganda, globallashuvning tilshunoslikka bir qancha omillar bilan o’zining jiddiy ta’sirini o’tkazyapti. Bu esa tilning milliy tabiatini o’zgartirishga asoslanmasligi muhim masala hisoblanadi. Shuningdek, til va milliy madaniy meros uzviyligi, tilshunoslikda o’zga tilning miqdorini ehtiyoj darajasidan oshirmaslik, tilning sofligi kabi muammolar tilshunoslik muhim vazifalarining umumiy ro’yxatidan tushmasligi kerak.

Foydalanilgan adabiyot va manbalar.

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INGLIZ TILI VA O`ZBEK TILIDA YAXSHILIK VA YOMONLIK KONSEPTUAL TIZIMI

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Annotatsiya: Ushbu maqolada insoniy tuyg`ular bilan birga yaxshilik va yomonlik konseptual tizimining nafaqat o`zbek tilida balki ingliz tilida qanday ma`no ahamiyat kasb etishi va shu bilan birga konseptual tizim o`zi nima ekanligi va insoniylik tuyg`ularining chambarchas bog`liqligi haqida umumiy tushunchalar keng yoritilgan.

**Kalit so`zlar:** Konseptual tizim, ingliz tili , o`zbek tili, yaxshilik, yomonlik, insoniy tuyg`ular

Annotation: In this article, the meaning of the conceptual system of good and evil, along with human feelings, is important not only in Uzbek but also in English, and at the same time, what the conceptual system is and the close connection of human feelings. general concepts about are widely covered.

Key words: Conceptual system, English language, Uzbek language, good, bad, human feelings

Аннотация: В данной статье важно значение понятийной системы добра и зла, наряду с человеческими чувствами, не только в узбекском, но и английском языке, и в то же время, что такое понятийная система и тесная связь человеческих чувства, широко освещены общие понятия о.

Ключевые слова: Концептуальная система, английский язык, узбекский язык, хорошее, плохое, человеческие чувства.

Zamonaviy kognitiv tilshunoslikning va lingvomadaniyatning asosiy atamalaridan biri bu-konsept atamasidir. Sir emas konsept atamasi insonning tafakkur xususiyatlari va uning muammolari bilan qiziquvchilarning diqqatini o‘ziga jalb etib kelmoqda. Konsept tushunchasi ko’plab atoqli tilshunos olimlar tomonidan keng tadqiq va mushohada qilinib, ularning har biri bu termin yoki tushunchani turlicha individual tarzda talqin qilishgan. Hozirgi kun tilshunosligidagi eng dolzarb yo’nalishlar qatoriga biz bevosita sotsiolingvistika, kognitiv tilshunoslik, psixolingvistika, lingvokulturologiya, paralingvistika, etnolingvistika, antropololingvistika kabilarni ko’rsatishimiz mumkin. Shulardan kognitiv tilshunoslik ayni damda yurtimizda rivojlanib borayotgan tilshunoslikning o’ziga xos bosqichlaridan biri ekanligi ahamiyatlidir.

Yaxshilik va yomonlik-axloqshunoslik fanining juft tushunchasi hisoblanadi.Odamlarning xatti-harakatlariga, ijtimoiy hodisalarga berilgan ijobiy yoki salbiy bahoni ifodalaydi. Yaxshilik - eng muhim fazilat bo‘lib, inson faoliyatining asl va azaliy mohiyatini anglatadi. U insonga kuchli ruhiy lazzat bag‘ishlashi barobarida, uni shaxsga aylantiradigan haqiqiy baxtga olib boradi. Yaxshilik insonning axloqiy va amaliy faoliyatida yuzaga chiqib, unda kamtarlik, ochiqko‘ngillilik, mardlik, halollik, insoflilik, adolat, rostgo‘ylik kabi fazilatlar mujassam bo‘ladi. Yomonlikyaxshilikning ziddi, shaxs va jamiyat taraqqiyotiga to‘sqinlik qiluvchi illat.

One of the devices of the evil inclination is to turn our attention away from the present by heightening our anticipation of the future- Yomonlikka moyillikning

vositalaridan biri kelajakka bo'lgan intizomni, e’tiborni kuchaytirish orqali e'tiborimizni hozirgi zamondan uzoqlashtirishdir ya’ni odamlar yaxshi kelajakni orzu qilib hozirgi hayotida ko’plab yomonliklarga qo’l urmoqda. Hozirgi holatidan

mamnun bo’lmay kelajakda yaxshi hayot kechirish maqsadida turli jinoyatlarga,

korrupsiya holatlariga qo’l urayotganlar talaygina. [1]

Ingliz milliy madaniyatida ham aforizmlarning ahamiyati yuqori hisoblanadi. Chunki aforizmlar shu xalq vakillariga tegishli bo’lib, har bir aforizm o’zida xalqning hayotini aks ettiradi. Quyida ingliz lisoniy tasvirida “yaxshilik” va “yovuzlikni” ifoda etuvchi bir qancha aforizmlarga to’xtalib o’tamiz. It is not from reason that justice springs, but goodness is born of

wisdomAdolat paydo bo'lishi aqldan emas, biroq ezgulik donolikdan tug'iladi. Muallif bu hikmatli so’zlari bilan yaxshilikni kelib chiqish sababi donolik va aql zakovat ekanligiga ishora qilmoqda.[2]

Goodness is love in action, love with its hand to the plow, love with the burden on its back, love following his footsteps who went about continually doing goodYaxshilik bu amaldagi sevgi, o’z qo'li bilan yerga bo'lgan muhabbat, yelkasidagi og’ir yukni sevish, doimo yaxshilik qilib yurgan inson izidan borishdir. Yaxshilik qilish bu qilayotgan amallarini sevishi, mehnat qilishdan qochmaslik, yelkasida turgan vazifalardan tonmaslik va uni sidqidildan bajarish hamda yaxshilik qilishni o’ziga odat qilgan insonlar yo’lidan ketish kabi xislatlarni o’z ichiga oladi.

Nothing can be compared to a faithful friend, and no weight of gold and silver is able to countervail the goodness of his fidelity- Hech narsani sodiq do'st bilan taqqoslash mumkin emas va hech qanday oltin va kumush uning sadoqati hamda yaxshiliklariga teng kelolmaydi. Ushbu aforizm ingliz tilidagi A friend in need is a friend indeed maqoliga mos keladi ya’ni haqiqiy do’st kulfatda bilinadi. Insonning yaxshi va yomon kunlarida yonida qarindoshlaridan tashqari haqiqiy do’stlari ham turadi, imkoni boricha do’stiga yordam qo’lini cho’zadi. Kerak paytda ko’rsatilgan yordam esa yaxshilikdir. Bunday yaxshiliklarning qiymatini biz ingliz xalqining aforizmlarida ko’rishimiz mumkin [3]

Ёмон — ўз ғамида, Яхши — эл ғамида.

Bad - in his sorrow, It's good - people are sad.

Ёмонга ёндашма, Яхшидан адашма.

Do not approach evil, Don't go wrong.

Ingliz rohiblaridan biri Rohib Augistin yaxshi va yomon insonlarga quyidagicha ta’rif berib, ular orasidagi farqni mohirona tasvirlagan. “The good man is free, even if he is a slave. The evil man is a slave, even if he is a king” - Yaxshi inson ozoddir garchi u qul bo’lsa ham. Yomon inson quldir garchi u shoh bo’lsa ham. Evil so’zi ham ot ham sifat so’z turkumi bo’lib kelishi mumkin. Ushbu aforizmda evil sifat so’z turkumida kelib yomon, yovuz kabi ma’nolarni beryapti. Aksariyat hollarda esa evil ot so’z turkumida kelib, yovuzlik, yomonlik kabi ma’nolarni anglatadi. Misol uchun, Evil requires the sanction of the victim- Yomonlik qurbonining tasdig’ini talab qiladi. Ushbu misolda keltirilishicha, yomonlik o’z o’zidan bo’lib qolmaydi ya’ni insonni o’zi unga xohish, yoki tasdiq

bildirmasa yovuzlik aslo sodir bo’lmaydi. Yomonlikdan o’zini tiyish uchun insondan kuchli iroda va sabr talab etiladi. [4]

Yuqoridagilardan shuni ko’rishimiz mumkinki, yaxshilik va yovuzlik

konseptlari mavhum tushuncha hisoblanib bevosita insonning bilish jarayoni bilan bog’liqdir. “Yaxshilik” va “yovuzlik” konseptlarini o’zida ifoda etgan aforizmlar bevosita muallifning ijod mahsuli bo’lib, o’zining yo o’zi guvoh bo’lgan holatlarga bildirgan xolisona yondashuvi hisoblanibgina qolmasdan, balki davrining, jamiyatning qarashlarini va hayot tarzini o’zida mujassam etgan haqiqatlardir.

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PROBLEMS OF USING INNOVATIVE TECHNOLOGIES IN IMPROVING THE QUALITY OF TEACHING FOREIGN LANGUAGES

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Abstract: This article reviews the literature on the difficulties of implementing cutting-edge technologies in teaching foreign languages. The use of technology in language training has several potential advantages, such as higher student involvement and easier access to authentic materials, which are highlighted in the article. The article also points out several obstacles that need to be overcome to guarantee that all learners have access to high-quality language instruction, including a lack of teacher preparation programs, infrastructure issues, a lack of technological access, and financial constraints. The paper ends with suggestions for dealing with these issues and maximizing the potential advantages of technology in language learning.

Keywords: foreign language teaching, innovative technologies, benefits, challenges, access to technology, teacher training, issue of cost.

Аннотация: В данной статье рассматривается литература о трудностях внедрения передовых технологий в преподавание иностранных языков. Использование технологий в обучении иностранным языкам имеет ряд потенциальных преимуществ, таких как более высокая вовлеченность учащихся и более легкий доступ к аутентичным материалам, которые освещаются в статье. В статье также указывается на ряд препятствий, которые необходимо преодолеть, чтобы гарантировать всем учащимся доступ к высококачественному обучению иностранным языкам, включая отсутствие программ подготовки преподавателей, проблемы инфраструктуры, отсутствие технологического доступа и финансовые ограничения. В конце статьи приводятся предложения по решению этих проблем и максимальному использованию потенциальных преимуществ технологий в обучении иностранным языкам.

Ключевые слова: преподавание иностранных языков, инновационные технологии, преимущества, проблемы, доступ к технологиям, подготовка преподавателей, вопрос стоимости.

Annotatsiya: Ushbu maqolada xorijiy tillarni o‘qitishda ilg‘or texnologiyalarni joriy etishdagi qiyinchiliklarga muhokama qilinadi. Maqolada chet tillarini o'rgatishda texnologiyadan foydalanish talabalarning faolligini oshirishda va bir qator potentsial afzalliklar yoritilgan. Shuningdek, barcha talabalarning yuqori sifatli chet tili ta’limiga ega bo‘lishini ta’minlash uchun bir qator to‘siqlar, jumladan, o‘qituvchilar malakasini oshirish dasturlari yo‘qligi, infratuzilma bilan bog‘liq muammolar, texnologik imkoniyatlarning yo‘qligi va moliyaviy cheklashlar kabilarni bartaraf etish zarurligi qayd etilgan. Maqolaning oxirida ushbu muammolarni hal qilish va chet tillarini o'qitishda texnologiyaning mumkin bo'lgan afzalliklaridan maksimal darajada foydalanish bo'yicha takliflar berilgan.

Kalit so'zlar: chet tillarini o'qitish, innovatsion texnologiyalar, afzalliklar, muammolar, texnologiyalardan foydalanish, o'qituvchilar malakasini oshirish, xarajatlar masalasi.

Introduction: A product or development that is "new" or "enhanced" in some way is referred to as an "innovation". True innovative technologies have been existed and always is in the process of advancement. It can be identified as a complex, uncommon, and situation-specific phenomenon. Innovative tools for improving the caliber of foreign language instruction have recently come to light. More independent, persistent, and successful learners are produced thanks to advancements in language learning technologies. The traditional language classroom is gradually evolving towards integrated learning (Horton, 2000) as a result of technological advancements and growing usage (Nguyen, 2008).

Technology provides new options for language learners to practice and develop their skills, from virtual reality simulations to online language learning platforms. Learners may be encouraged to use technology both within and outside of the classroom as it may increase opportunities for authentic, or at least semi-authentic, communication in the target language (Chirimbu & Tafazoli, 2013). Using technologies opens up a world of opportunities for EFL students to practice their language abilities.

Increased student participation is among the most important advantages of technology in language training. Students may find it more entertaining and engaging to learn a language when using interactive multimedia tools like games

and films. For instance, according to Mich et al. (2004), as mentioned in Abu Bakar & Nosratirad (2013), computer games may serve as a useful tool to help create a proper atmosphere for language learners. According to Aghlara and

Hadidi Tamjid (2011, as cited in Ebrahimi & Zamanian, 2013), through playing digital games, even the shyest students participate in language learning. According to DeHaan et al. (2010), referenced in Vahdat & Rasti Behbahani (2013), video games can be both entertaining and (help) train students to become proficient language users by allowing interaction between players and game features.

Technology also makes it possible to access real content, including news articles and videos, which is essential for honing language abilities in authentic situations. Online resources give students the chance to interact with native speakers and hone their language skills in real-world situations. Furthermore, according to Agarval (2010), online resources may make students more autonomous which is considered a key element of today's student-centered instruction.

The difficulties of integrating cutting-edge technologies in language instruction.

It is widely known that the learning process can be impacted by some variables, such as age, attitude, anxiety, aptitude, intelligence, learning achievement, motivation, and personality (Lehmann, 2006, as referenced in Zainol Abidin, Pour-Mohammadi, & Alzawari, 2012). Children up to the age of 12 often like studying, but not in a boring setting, according to Iacob (2009). And integrating technology into the young learners' classroom instruction may serve as a tool as well as a threat. The reason is, at a younger age it might be more difficult for learners to focus on the content rather than the process since technologies make the process more entertaining and interesting. And to make the language teaching process beneficial for young learners with the implication of technologies it is highly recommended to take into account the age of the target learners.

Another of the biggest drawback in how to use technology for language instruction is the absence of teacher training. According to the recent statistics the newest technology may be alien to many teachers, and they may lack the abilities or understanding to incorporate them into their lessons.

Another issue is that certain schools and communities lack the resources and access to technology. Timely it may be due to the issue connected with the cost. Innovative technology can be costly to create and execute, and many communities and institutions do not have the financial means to make such an investment. Some students may find it challenging to have access to the most recent resources and tools for language learning because of this.

Recommendations: To solve these problems, it is crucial to concentrate on teacher education and professional advancement in the efficient application of technology in language instruction. To effectively incorporate technology into the lessons the teachers must have the necessary skills and knowledge. The infrastructure and availability of technology in educational establishments and communities should also be improved. This can involve attempts to raise funding for technology in education as well as steps to give students access to devices and fast internet.

Finally, stakeholders need to collaborate to provide affordable solutions that make cutting-edge technologies available to all pupils.

Conclusion: All in all, the discussion of the benefits and drawbacks of innovative technologies in language teaching classrooms was the article's main goal. There is no denying the exciting opportunities for creative challenges in the teaching and learning of foreign languages that the availability of contemporary technologies offers both students and teachers.

Due to a lack of time and real materials, traditional classroom-based training does not give learners a wide range of information, but innovative technologies can address all of these issues; cutting-edge technology might have enormous potential for improving the caliber of teaching foreign languages. To guarantee that all learners have access to top-notch language teaching, nevertheless, there are considerable obstacles that must be overcome. These difficulties include the absence of infrastructure, access to technology, as well as expense. All students can receive top-notch language instruction by leveraging the potential advantages of technology in language education by concentrating on enhancing infrastructure, improving teacher training processes, accessing technology, and developing cost-efficient solutions.

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ЗНАЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ И КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ В МИРЕ ДЛЯ СОВРЕМЕННОГО ЧЕЛОВЕКА

Направление конференции:
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Аннотация. В статье рассматриваются возможности билингвов в цифровой экономике; о пользе иностранного языка в деятельности

человека; о некоторых проблемах, возникающих при цифровизации образования.

Ключевые слова: цифровизация, твердые и гибкие навыки, иностранный язык, платформа, информационно-коммуникативные технологии.

Annotatsiya. Maqolada raqamli iqtisodiyotda ikki tillilarning imkoniyatlari muhokama qilinadi; chet tilining inson faoliyatidagi afzalliklari, ta'limni raqamlashtirishda yuzaga keladigan ayrim muammolar haqida so’z boradi.

Kalit so'zlar: raqamlashtirish, qattiq va yumshoq ko'nikmalar, chet tili, platform, axborot-kommunikatsiya texnologiyalari.

Annotation. The article discusses the possibilities of bilinguals in the digital economy; about the benefits of a foreign language in human activities; about some problems arising in the digitalization of education.

Key words: digitalization, hard and soft skills, foreign language, platform, information and communication technologies.

Стремительная эволюция технологий изменяет направление вектора экономики в виртуальный мир, где происходит оборот электронных денег, цифровизация товаров, работ и услуг. В мире, где теряется стабильность, и трудовая экономика переходит в цифровую, где функции многих профессий выполняет искусственный интеллект, людям приходится осваивать новые профессии, требующие знания информационной технологии и иностранных языков. Цифровая экономика не ограничена во времени и расстоянии, и требует постоянной готовности для работы в любых условиях и в любое время суток, поэтому присутствие постоянного переводчика в бизнесе физически невозможна. В эпоху цифровизации для экспорта и импорта товаров, для составления договоров с поставщиками и потребителями, и конечно же для интеграции в мировой рынок людям нужно иметь «твердые» и гибкие навыки- это hard skills и soft skills. Если hard skills – это технические и специализированно-профессиональные навыки, то soft skills – это умение решать проблемы, иметь критическое мышление, быть креативным, уметь управлять людьми и взаимодействовать с ними, иметь эмоциональный интеллект, уметь принимать правильные решения, ориентироваться на сервис, уметь вести переговоры и гибко мыслить. (Всемирный экономический форум "Топ -10 навыков в 2020")

Овладению гибкими навыками помогает изучение иностранных языков. Изучение иностранного языка расширяет кругозор человека,

стирает стереотипы и повышает толерантность по отношению к особенностям других народов, наций и религий.

Аннета Павленко в своей книге "Билингвизм и эмоции" пишет, что иностранный язык воспринимается менее эмоционально, чем родной. [2]. Даже реклама на иностранном языке звучит менее убедительно, чем на родном, а значит она не может манипулировать нами. «Это происходит потому, что иностранный язык имеет меньше привязок к глубоким переживаниям в детстве» – говорится в книге Анетты Павленко. [2]. Исследователи из Чикагского Университета выяснили, что, принимая важные решения, следует мыслить на иностранном языке, поскольку тогда нас меньше одолевают эмоции, и мы можем прийти к более логичным выводам. Размышляя на иностранном языке, мы лучше планируем, правильно выстраиваем приоритеты и думаем менее предвзято. Иными словами, иностранный язык делает нас более логичными. В 2014 году учёные выяснили, что те, кто изучают языки, просто становятся умнее, причём это не зависит от возраста. А ещё улучшаются отношения с окружающими людьми. Человек начинает лучше декодировать слова в смысл.

В цифровой экономике участвуют крупнейшие компании и для презентации своих услуг и товаров за рубежом нужны специалисты языка и этой области. Знание общего для диалога языка помогает изучить психологию команды и быть готовым к любым изменениям условий бизнеса. Самые востребованные иностранные языки: английский, немецкий, французский. [3]. Знание одного иностранного языка считается нормой, а второго или третьего можно назвать преимуществом, которое повышает успешность среди других людей. Знание одного иностранного языка уже открывает человеку новые возможности в цифровой экономике и повышает доход в несколько раз. В современном маркетинге английский язык официально признан языком бизнеса. Чтобы обладать новыми методами и технологиями, быть в курсе инноваций в науке, для успешного взаимодействия с людьми и успешных переговоров нужно знать, как минимум, русский и английский язык. Появление большого количества англицизмов стимулирует людей к изучению английского языка. Для построения деловых отношений и для презентаций нужно знать деловой английский и деловой русский язык. Знание не только грамматики, но и устного общения, знания делового стиля языка обеспечивает успешность бизнеса. Сейчас, когда всё больше укрепляются отношения нашего государства с Китаем, становится востребованным и китайский язык.

Владение информационными технологиями и владение иностранным языком нужны во всех отраслях экономики и сфер деятельности.

Я провожу индивидуальный онлайн-курс русского языка как иностранного для одной студенки университета через imo. На онлайн-курсах мне пришлось немного поменять методику преподавания. Использование раздаточного материала, выдачу и проверку заданий я осуществляю через telegram. В дальнейшем я планирую проводить онлайн-курсы нескольким учащимся и для этого мне нужна платформа. Через конструктор сайтов я могу открыть себе платформу, научиться управлять ею и пользоваться интерактивной доской.

Онлайн-обучение имеет свои трудности, в том числе психологические. Одна из них – это плохая связь (мы, студенты Намаганского государственного университета, сталкивались с данной проблемой во время карантина из-за пандемии корона вируса: учились онлайн на платформе). Из-за плохой связи теряется интерес к учёбе. Даже если задержка по звуку не превышает 1-2 секунды наш мозг воспринимает собеседника как менее вовлечённого и заинтересованного в разговоре. Паузы, задержки со звуком, абсолютная тишина нарушают естественный ритм речи и заставляют мозг напрягаться сильнее.

При трансляции через ZOOM связь хорошая, но трансляция через ZOOM не превышает 40 минут и не обеспечена полной безопасностью: к конференции может подключиться каждый, кто имеет доступ к ссылке.

Другая проблема онлайн-обучения – это невозможность контролировать студентов при выключении камеры; так как не все студенты готовы через камеру «приглашать» преподавателя к себе домой.

Русский язык стал ещё в школе для меня вторым родным языком, после узбекского. Мне нравится английский язык, и я хочу свободно говорить и думать на английском языке также, как на русском. Для того, чтобы в будущем увеличить количество учеников на онлайн-курсах, я изучаю английский язык и надеюсь обучать иностранных студентов. Это позволит мне повысить и уровень жизни.

Таким образом, глобализация и цифровизация большинства сфер жизнедеятельности современного человека требует знания им как иностранных языков, так и компьютерных технологий. Нашим Правительством утверждено требование к выпускникам вузов – знание двух иностранных языков на продвинутом уровне. Чтобы наша страна наравне конкурировала в экономике с ведущими странами мира, считаем, будет логичным предпринять следующие шаги:

1) внедрение по всем направлениям вузовского образования дисциплин, связанных с ИКТ;
2) повысить требования по владению ИКТ к выпускникам вузов;
3) разработать обязательные темы курсовых и дипломных работ, связанных с иностранными языками и информационно-коммуникативными технологиями, для студентов вузов.

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LEXICAL MEANING IN THE SENTENCES AND ITS FUNCTIONS

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Annotation. Lexical functions is a formalism for description and use of combinatorial properties of individual lexemes. It provides a powerful mechanism for syntactic transformations, lexical disambiguation in semantic analysis, lexical choice in text generation. This mechanism is useful in automatic text analysis, machine translation, text generation.

Аннотация. Лексические функции — это формализм для описания и использования комбинаторных свойств отдельных лексем[1]. Он обеспечивает мощный механизм синтаксических преобразований, лексического устранения неоднозначности при семантическом анализе, лексического выбора при генерации текста. Этот механизм полезен при автоматическом анализе текста, машинном переводе, генерации текста.

Key words: natural language,
rocessing, Spanish, syntax, semantics, dictionaries.

Ключевые слова: обработка естественного языка, испанский язык, синтаксис, семантика, словари.

Kalit so'zlar: tabiiy tilni qayta ishlash, ispan tili, sintaksis, semantika, lug'atlar.

An exact definition of any basic term is no easy task altogether. In the caseof lexical meaning it becomes especially difficult due to the complexity of theprocess by which language and human conscience serve to reflect outward realityand to adapt it to human needs. The definition of lexical meaning has beenattempted more than once in accordance with the main principles of differentlinguistic schools. The disciples of F. de Saussure consider meaning to be therelation between the object or notion named, and the name itself. Descriptivelinguistics of the Bloomfieldian trend defines the meaning as the situation in whichthe word is uttered.

Both ways of approach afford no possibility of a further semantic problemsin strictly linguistic terms, and therefore, if taken as a basis for general linguistictheory, give no insight into the mechanism of meaning. Some of Bloomfield'ssuccessors went so far as to exclude semasiology from linguistics on the groundthat meaning could not be studied objectively, and was net put of language but anaspect of the use to which language is put. This point of view never generallyaccepted. The more general opinion is well reveals in Jakobson’s pun. He said:"Linguistics without meaning is meaningless."

In our country definitions given by the majority of authors, howeverdifferent in detail, agree in one basic principle: they all point out that lexicalmeaning is the realization of the notion by means of a definite language system. Ithas also been repeatedly stated that the plane of content in speech reflects thewhole of human consciousness, which comprises not only mental activity butemotions as well. The notional content of a word is expressed by thed e n o t a t i v e - meaning (referential or extensional meaning) which may be oftwo types, according towhether the word's function is significative or identifying (demonstrative). Todenote, then, is to serve as linguistic expression for a notion or as a name for anactually existing object referred to by a word. The term denotatum (PI. denotata) orreferent means either a notion or an actually existing individual thing to whichreference is made. The e m o t i o n a l content of the word is its capacity

to evokeor directly express emotion. It is rendered by the emotional or expressivecounterpart of meaning, also called emotive charge, intentional or affective connotationsof words.

The denotative meaning may be of two types according to whether the wordfunction is significative and evokes a general idea, or demonstrative, i.e.identifying.

To find words in their significative meanings it is best to turn to aphorisms andother sayings expressing general ideas. Thus *A good laugh is sunshine in thehouse* (THACKERAY) or *A man cannot be too careful in the choice o f hisenemies* (WILDE) contain words in their significative meanings. The second type(demonstrative meaning) is revealed when it is the individual elements of realitythat the word serves to name. *Some large blue china jars and parrot-tulips wereranged on the mantelshelf and through the small leaded panes o f the windowstreamed the apricot coloured light o f a summer day in London* (WILDE) [12, 78].

The expressive counterpart of meaning is optional, and even when it is present,its proportion with respect to -the logical counterpart may vary within wide limits.

The meaning of many words is subject to complex associations originating inhabitual contexts, verbal or situational, of which the speaker and the listener areaware, and which form the connotational component of meaning. In some wordsthe realization of meaning is accompanied by additional stylistic characteristicsrevealing the speaker's attitude to the situation, the subject-matter, and to hisinterlocutor.

Within the affective connotations of a word we distinguish its capacity toevoke or directly express: a) emotion, e.g. *daddy* as compared to *father,* b)evaluation, e.g. *clique* as Compared to *group c)* intensity, e.g., *adore* as comparedto *love,* d) stylistic colouring, e.g. *slay* as compared to *kill.*

The complexity of the word meaning is manifold. Apart from the lexical meaningincluding denotative and connotative meaning it is always combined with thegrammatical meaning.

More than that, every denotational meaning is itself a combination of severalmore elementary components. The meaning *o f kill*, for instance, can be describedas follows: {cause [become (not+alive)]}. One further point should be made:*cause, become, not* and *alive* in this analysis are not words of English or any otherlanguage; they are elements of meaning, which can be combined in various wayswith other such elements in the meaning of different words. In what |follows theywill be called semantic c o m p o n e n t s . To illustrate this idea of componentialanalysiswe shall consider the word *adored* the following epigram by Oscar Wilde: *"Mencan be analysed, women — merely adored. " Adored* has a lexical meaning and agrammatical meaning. The grammatical meaning is that of a Participle II of atransitive verb. The denotational counterpart of the lexical meaning realizes forcorresponding notion, and consists of several components, namely — feeling,attachment, intensity, respect. The connotational component is that of intensityand loftiness. The definition of *adore* is 'to feel a great attachment and respect, toworship.

It is only recently that linguists have made any serious attempt to give asystematic, account of grammar and semantics, semantics and context. Everymeaning in language and every difference in meaning is signalled either by theform of the word itself or by context. Cf. *ship, sheep, brothers :: brethren, smokescreen :: screen star.*

We have therefore to search for cases of unity for both facets of the linguisticsign— its form and its content. This unity is present in the so-called lexicogrammaticalvariants of words.

All the lexical and lexico-grammatical variants of a word taken together form itssemantic structure. Thus, in the semantic structure of the word *youth* three lexicogrammaticalvariants may be distinguished: the first is an abstract

uncountablenoun, as in *the friends o f one's youth,* the second is a countable personal noun 'ayoung man' (plural *youths}* that can be substituted by the pronoun *he* in thesingular and *they* in the plural; the third is a collective noun 'young men andwomen' having only one form, that of the singular, substituted by the pronoun *they.*

Within the first lexico-grammatical variant two shades of meaning can bedistinguished with two different referents, one denoting the state of being young,and the other the time of being young. These shades of meaning are recognizedduo to lexical peculiarities of distribution and sometimes are blended together as in*to feel that one's youth has gone,* where both the time and the state can be meant.

These variants form a structured set because they are expressed by thesame sound complex and are interrelated in meaning as they all contain thesemantic component 'young' and can be explained by means of one another. Thedifference in syntactic context and distribution is best seen in verbs.

Nonce usage takes place in cases of occasional figurative meanings. Nonceusage is also sometimes called application and defined as the extensional meaningof a word or term. The following example serves to illustrate nonce usage asapplication: *Tom possessed a formidable capacity for psychological bustling. Inan easy agreeable way he bustled other people into doing things they did not wantto do.* (W. COOPER) Here the word *bustle* does not show any of its dictionarymeanings. This is nonce usage, which is clearly motivated and readily understood.

To sum up the semantic structure of a word I return to its definition as astructured set of interrelated lexical variants with different meanings. Thesevariants belong to the same set because they are expressed by the samecombination of morphemes, although in different conditions of distribution. Theelements are interrelated due to some common semantic component. In otherwords, the word's semantic structure' is an organized whole comprised

byrecurrent meanings and shades of meaning a particular sound complex can assumein different contexts, together with emotional or stylistic colouring and otherconnotations, if any.

It is very important to distinguish between the lexical meaning of a word in speechand its semantic structure in language. The meaning in speech is contextual. If oneexamines, for example, the word *bother* in the following: *"ANY woman will loveany man who bothers her enough* (H. PHILIPPS) one sees it in a definite contextthat particularizes it and makes possible only one meaning: to cause trouble'. Thisnotion receives the emotional colouring of irony revealing the protagonist's view oflove as cynical and pessimistic. This colouring in the word *bother* is combinedwith a colloquial stylistic tone. Actually used it has only one meaning, it ismonosemantic but it may render a complicated notion or emotion with manyfeatures.

Polysemy does not interfere with the communicative function of the languagebecause in every particular case the situation and context, i.e. the environment ofthe word, cancel all the unnecessary meanings and make speech unambiguous [2, 45].

No general or complete scheme of types of lexical meaning has so far beenaccepted by linguists. Linguistic literature abounds in various terms reflectingvarious points of view. The following terms may be found with different authors:the meaning is direct or nominative when it nominates the object without the helpof context, in isolation, i.e. in one-word sentences. A typical case is the titles:*"Rain"* (a short story by W. S. Maugham), "*The Egoist"* (a novel by Meredith),etc. The meaning is figurative when the object is named and at the same timecharacterized through its similarity with another object'. Note the word"characterized"; it is meant to point out that when used figuratively a word while'naming the object simultaneously describes it.

Other oppositions are abstract: concrete—main of primary: secondary,central, p e r i p h e r i c , n a r row e x t e n d e d , g e n e r a l 'p a r tic

u la rand so on [6, 88]. One readily sees that in each of these the basis of classification isdifferent, although there is one point they, have in common. In each case thecomparison takes place within the semantic structure of one word.

Take, for example, the noun *screen.* We find it in its direct meaning when itnames a movable piece of furniture used to hide something or protect somebody,as in the case *o ffirescreen*placed in front pf a fireplace. The meaning is figurativewhen the word is applied to anything which protects by hiding, as in *smoke screen.*

We define this meaning as figurative comparing it to the first that we called direct.Again, when by *a screen* the speaker means a silver-coloured sheet on whichpictures are shown, this meaning in comparison with the first will be secondary.When the same word is used attributively in such combinations as *screen actor,screen star, screen version,* etc.,

It comes to mean pertaining to the cinema and is abstract in comparison withthe first meaning, which is concrete.The main meaning is that which possesses the highest frequency at thepresent stage of development. Alt these terms reflect relationships existing betweendifferent meanings of a word at the same period, so the classification may be calledsynchronic and paradigmatic, although the terms are borrowed from historicallexicology and stylistics.

If the variants are classified not only by comparing them inside the semanticstructure of the word but according to the style and sphere of language in whichthey may occur the classification is stylistical. All the words are classified intostylistically neutral and stylistically coloured. The latter may be classified intobookish and colloquial, bookish styles in their turn may'be (a) general, (b)poetical, (c) scientific or learned, while colloquial styles are subdivided into (a)literary colloquial, (b) familiar colloquial,(c) s 1 a n g .[5, 116-146]. If we are primarily interested in the historical perspective, the meanings will beclassified according to their genetic characteristic and their growing or diminishingrole in the language. In this way the following terms are used: etymological, i.e.the

earliest known meaning; archaic, i.e. the meaning superseded at present by, anewer one but still remaining in certain collocations; present-day meaning, whichis the one most frequent in the present-day language and the original meaningserving as basis for the derived ones. It is very important to pay attention to thefact that one and the same meaning can at once belong, in accordance withdifferent points, to different groups. These features of meaning may therefore serveas distinctive features describing each meaning in its relationship to the others.

Diachronic and synchronic ties are thus closely interconnected as the newmeanings are understood thanks to their motivation by the older meanings.

Hornby's dictionary, for instance, distinguishes in the word *witness* fourdifferent meanings, which may be described as follows:

Witnessi'evidence, testimony' — a direct, abstract, primary meaning*Witness2* 'a person who has first-hand knowledge of an event and is able todescribe it' — a metonymical, concrete, secondary meaning;

Witness3 'a person who gives evidence under oath in a law court' — ametonymical, concrete, secondary meaning specialized' from *witness?*

Witness4 'a person who puts his signature to a document by the side of that ofthe chief person who signs it' — a metonymical, concrete, secondary meaningspecialized from *witness 2*[3, 33-78]

Lexicographers abstract the meaning of words from examples of usage.Every meaning is thus characterized with reference to what it denotes in the extralinguisticreality (referential meaning), and with respect to other meanings withwhich it is contrasted (differential meaning). The hierarchy of'lexico-grammaticaland lexical variants, shades of meaning and nonce usage characterizes thesemantic distance between them as signaled by distribution. It is of greatimportance for applied linguistics, for lexicography in particular, as mistakes inthis respect distort the lexicographical description of words and hinder the usefulness of dictionaries.

SPECIALIZED SOFTWARE TECHNOLOGIES AS A MEANS OF IMPROVING THE QUALITY EDUCATION

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Annotation. *This article provides information on the use of specialized software technologies as a means of improving the quality of education and expanding the knowledge of students using various game methods and types.*

Key words: *software technologies, educational environment, presentation model, training model, test model, educational environment.*

Аннотация. *В данной статье представлена информация об использовании специализированных программных технологий как средства повышения качества образования и расширения знаний учащихся с использованием различных игровых методов и видов.*

Ключевые слова: *программные технологии, образовательная среда, презентационная модель, обучающая модель, тестовая модель, образовательная среда.*

Annotatsiya. *Ushbu maqolada turli o'yin usullari va turlaridan foydalangan holda ta'lim sifatini oshirish va talabalarning bilimlarini kengaytirish vositasi sifatida maxsus dasturiy ta'minot texnologiyalaridan foydalanish haqida ma'lumot berilgan.*

Kalit so'zlar: *dasturiy ta'minot texnologiyalari, ta'lim muhiti, taqdimot modeli, o'qitish modeli, test modeli.*

It is obvious that teachers should be able to use different types of technology materials and manuals because we have different theoretical methods. The purpose of the provided plan is to create an electrical educational environment designed to increase the efficiency and quality of the study of foreign students by limiting the use of computer technologies in teaching. The basis of the plan is the formation of personal program conclusions, the preparation of a methodological base and educational materials for work in the field of electrical and distance learning. The developed advanced abilities of the educational material, including all kinds of forms of self-control and the help of

any multimedia information, make it possible to make effective tutorials in various disciplines.[1,12] Tutorial files have every chance of being protected by personal installation keys, which in fact makes it possible for them to be used for a fee. Both systems operate a high-tech electrical workbook. But not only the implementation of the interactive layout characterizes our textbooks:

– A normal and natural book model for a person, equipped with instinctively clear navigation methods and an advanced unified user interface.

- A special textbook file format, understandable to a specialist and comfortably processed by programmatic methods. The whole content of the tutorial is packed into a file, covering multimedia data and other related files, as well as design and interactive program logic, i.e. the logic of interaction between the tutorial and the user. [4,92]

- An extensible declarative page markup language, in which the structure of the textbook is formed and the educational fabric is formed. Any person without special IT education has the opportunity to master the markup language, and if necessary, a software developer is able to organically add any missing logic to the list of features of a particular textbook. At the same time, individual materials have every chance of being protected from unnecessary access or distribution. Models for the presentation of educational materials. From the wide abundance of probabilities for the presentation of educational material, we symbolically identify 3 leading models supported by the mechanisms of the software system:

- *presentation model;*

- *training model;*

- *test model.*

A presentation model is a kind of presentation of a picture of educational material that does not subject to analysis and does not insistently ask for intensive actions of the user, but achieves the established goal of a clear perception (understanding) of the material, we call it presentational. This model is aimed at the probability of presenting the studied tissue in a more profitable way in a cognitive project, covering the probability of multiple presentation of the same material in order to achieve the goals of the teacher and the student.

The training model is a kind of presentation of educational material that allows you to carry out the process of strengthening knowledge and introduce an association between knowledge, abilities and reflexes that will be required for a

strong assimilation of acquired knowledge. A software simulator is a “knowledge fixer” of its own family, most often representing interactive exercises on a previously covered fabric. A test model is a picture of the educational material that allows you to evaluate the level of assimilation by the user of the studied educational material. In contrast to the simulator model, the provided model allows you to interactively work out important segments of educational material that are gigantic in volume. [2,89]

The features of the simulator may include the appropriate factors:

- no time limits for completing tasks;

- there is a limit on the number of errors;

- after the end of the work, the user receives not an assessment, but, faster, a recommendation for subsequent actions;

- Often simulators that are heterogeneous in terms of the appearance of work and the presentation of information are connected into blocks with a common execution area. [3,14] The method of learning foreign languages is connected with the whole close to other sciences - basic and neighboring. The basic sciences include philosophy, pedagogy, psychology, psycholinguistics, linguistics, the doctrine of communications, etc. The data of neighboring sciences are applied in a way as a means of ensuring the productivity and reliability of their own studies.

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TASKS OF THE THEORY OF TRANSLATION AND LINGUOCULTUROLOGY

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Annotation: The article is devoted to the topic of theory and tasks of translation. In the article, the author touches upon the problem that researchers may encounter in the process of translation.

Keywords: translation, communication, translation studies, linguistics, disclosure, description, interest, editing, creative activity, linguistic translation, the art of translation, numerous complex problems, interaction and mutual enrichment of literatures

Аннотация: Статья посвящена теме теории и задачам перевода. В статье автор затрагивает проблему, с которой могут столкнуться исследователи в процессе перевода.

Ключевые слова: перевод, общение, переводоведение, языкознание, раскрытие, описание, интерес, редактирование, творческая деятельность, лингвистический перевод, переводческое искусство, многочисленные сложные проблемы, взаимодействие и взаимообогащение литератур.

Among the numerous complex problems that modern linguistics studies, an important place is occupied by the study of the linguistic aspects of interlingual speech activity, which is called "translation" or "translation activity". From the very beginning, translation has performed an important social function, making it possible for people to communicate across languages. The dissemination of written translations opened wide access for people to the cultural achievements of other peoples, made possible the interaction and mutual enrichment of literatures and cultures. Knowledge of foreign languages allows you to read books in the original in these languages, but not everyone succeeds in learning even one foreign language, and not a single person can read books in all or at least in most literary languages. Only translations made the brilliant creations of Homer and Shakespeare, Dante and Goethe, Tolstoy and Dostoevsky accessible to all mankind.

Translations have played an important role in the formation and development of many national languages and literatures.Often, translated works preceded the appearance of original ones, developed new linguistic and literary forms, and educated a wide range of readers. The languages and literature of Western European countries owe much to translations from classical languages.

Translation is a complex multifaceted phenomenon, some aspects of which can be the subject of research in different sciences. Within the framework of translation studies, psychological, literary, ethnographic and other aspects of translation activity are studied, as well as the history of translation activity in a particular country or countries. Depending on the subject of research, one can single out psychological translation studies (translation psychology), literary translation studies (the theory of artistic or literary translation), ethnographic translation studies, historical translation studies, etc.

The leading place in modern translation studies belongs to linguistic translation studies (linguistics of translation), which studies translation as linguistic phenomenon. Separate types of translation studies complement each other, striving for a comprehensive description of translation activities.

The theory of translation sets itself the following main tasks:

1) to reveal and describe the general linguistic foundations of translation, i.e. to indicate what features of language systems and patterns of functioning of languages underlie the translation process, make this process possible and determine its nature and boundaries;

2) define translation as an object of linguistic research, indicate its difference from other types of linguistic mediation;

3) develop the basis for the classification of types of translation activities;

4) reveal the essence of translation equivalence as the basis for the communicative equivalence of the texts of the original and the translation;

5) to develop general principles and features of the construction of particular and special theories of translation for various combinations of languages;

6) to develop general principles for the scientific description of the translation process as the translator's actions to transform the original text into the translated text;

7) reveal the impact of pragmatic and sociolinguistic factors on the translation process;

8) define the concept of "translation standard" and develop principles for assessing the quality of translation.

In addition to theoretical sections, translation linguistics includes the development of a number of applied aspects related to the methodology of

teaching translation, the compilation and use of various reference books and dictionaries, the methodology for evaluating and editing translations, as well as various practical issues, the solution of which contributes to the successful performance of the translator's functions.

A special place among the applied tasks of linguistic translation studies is occupied by the development of methods for formalizing the translation process in order to transfer part or all of the translator's functions to an automatic device, i.e., the implementation of machine (automatic) translation. The linguistic theory of translation is, first of all, a descriptive theoretical discipline that deals with the identification and description of the objective laws of the translation process, which are based on the structural features and rules of functioning of the languages involved in this process. In other words, the theory of translation describes not what should be, but what is, what constitutes the nature of the phenomenon under study. At the same time, based on the description of the linguistic mechanism of translation, it turns out to be possible to formulate some normative (prescriptive) recommendations, principles and rules, methods and techniques of translation, following which the translator can more successfully solve the tasks facing him. In all cases, scientific analysis of observed facts precedes normative prescriptions.

In the process of translation, the translator expresses in another language what he understands through the source language, that is, the translation is a kind of interpretation. However, such an interpretation should not be subjective, but objective, because “the translator’s incorrect interpretation of the original content leads to the appearance in the translation of segments of speech that cannot be found to have any correspondence in the original.” In addition, the reason for the incorrect interpretation of the original in another language may be not only the subjectivity, but also the incompetence of the translator. However, the author of the calm theory does not touch upon the issue of the translator's competence. Nor does it deal with the issue of comments in translation. In particular, “the commentary and the translation are close to each other. Each of them is an independent creative process, but the process is interconnected and complementary.

It is indisputable that translation is a means of intercultural communication, and therefore the presence of appropriate comments in it should be considered as a natural phenomenon. Translation can also play an important role in the development of skills in creating secondary texts. Translation of abstracts, annotations, abstract translation allow you to activate the knowledge of the relevant means of the Russian language, to more fully master the features of the

organization of these speech works. Translation is no less important when working with highly specialized texts, as a means of enriching the vocabulary with professional vocabulary, as a school of practical stylistics. Accounting and analysis of typical mistakes made in translation allows to differentiate and individualize tasks, makes it possible to achieve from the trainee the use of exactly those structures that the teacher wants to pay attention to, to ensure the activation of language means belonging to different styles of speech.

One of the urgent problems of the linguistic theory of the text is the study of the portrait characteristics of a literary character, which is the most important means of creating the image of a literary hero. The purposeful and effective use of language means to convey the character's appearance contributes to an accurate understanding of the idea of the work and the style of the author.

Two main trends are observed in translation: equivalent translation, in which all the above features of the portrait characteristic are preserved, and translation, in which the structure of the portrait description undergoes various qualitative and quantitative changes. Full and partial correspondence is observed in cases where the portrait characteristic is expressed mainly by pictorial-descriptive and evaluative-descriptive features. It is known that the purpose of literary translation is, first of all, the achievement of adequacy in the transfer of imagery. Due to the fact that languages have different structures, different traditional figurativeness and a different set of features for representing one and the same de-referent, it is natural that the semantic field of the character’s portrait characteristic in the original can be transmitted by other expressive means during translation. The translation of figurative and descriptive features is not difficult, as it conveys only factual information about the "portrait".

As for evaluative and descriptive features, their translation presents some difficulties and allows certain lexical transformations and substitutions. The greatest difficulty is the translation of emotional and descriptive features of a portrait characteristic. The analysis of the language material revealed certain inconsistencies in the transfer of the emotional characteristics of the portrait. Particularly noteworthy are the difficulties in translating stylistic devices of figurativeness, which is explained by the mismatch of images in different languages. The results of the study confirmed that the portrait descriptions of the characters represent a special structure of the work, reflecting the characteristic features of the author's style. The study of the expressive, emotional, evaluative potential of language markers explains the linguistic nature of the verbal portrait and its conceptual significance. Therefore, the reconstruction of the portrait characteristics of a character in translation requires a creative approach from the

translator, the ability to compare portrait features in the original language and in the translation. In methodological terms, such a comparative analysis of the original and the translation will enable a more conscious assimilation of the constructions characteristic of the portrait description in three languages.

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METHODS OF TEACHING SPEAKING ENGLISH IN SERVICE SECTOR

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Annotation: Today, one of the main requirements for a high professional qualification is perfect knowledge of foreign languages. It is not for nothing that special attention is paid to speaking English, which is the leading language of international communication. In the educational system of the Republic of Uzbekistan, speaking and teaching English is rising to a new level of quality based on the scientific approach and the introduction of new information and communication and pedagogical technologies that fully meet the requirements of the time.

Аннотация: На сегодняшний день одним из основных требований к высокой профессиональной квалификации является совершенное знание иностранных языков. Недаром особое внимание уделяется владению английским языком, который является ведущим языком международного общения. В системе образования Республики Узбекистан говорение и преподавание английского языка поднимается на новый качественный уровень на основе научного подхода и внедрения новых информационно-коммуникационных и педагогических технологий, полностью отвечающих требованиям времени.

Annotatsiya: Bugungi kunda yuqori kasbiy malakaga ega bo‘lish uchun asosiy talablardan biri chet tillarini mukammal bilishdir. Xalqaro muloqotning yetakchi tili bo‘lgan ingliz tilida so‘zlashishga alohida e’tibor qaratilayotgani bejiz emas. O‘zbekiston Respublikasi ta’lim tizimida ingliz tilida so‘zlash va o‘qitish ilmiy yondashuv va zamon talablariga to‘liq javob beradigan yangi axborot-kommunikatsiya va pedagogik texnologiyalarni joriy etish asosida yangi sifat bosqichiga ko‘tarilmoqda.

Keywords: international communication, means of speech, free conversation, complete expression, speaking fluency

Kalit so'zlar: xalqaro aloqa, nutq vositalari, erkin suhbat, to'liq ifodalash, ravon nutq

Ключевые слова: межнациональное общение, средства речи, свободная беседа, законченное выражение, беглость речи.

We know that there are many languages in the world, but only a few of them are considered international. The importance of the English language in the world is growing day by day, which causes the interest in it to increase day by day. English, like any language, contains several important means of speech, but among them, speaking is more used and important than others. Although speaking English is not difficult, we cannot say that Asian peoples do not face some problems in this regard. For example, some nations do not have all the sounds that exist in English. Or, the lack of attention paid to speech activity in elementary schools is the reason for the slow development of this type of activity in children later. Sometimes, this can be caused by an improperly structured methodology, not allowing those who are shy to speak while paying attention to a few active students in the group may result in not being able to speak English well. Some teachers may think that in order to teach speaking, we should go through grammar first and then focus on speaking, but in my opinion, this is a wrong choice, because it makes English language learners take a long time. As a result of my observation, I am convinced that there are many students who cannot

master the grammar of the English language well and cannot speak well, or those who have a large vocabulary in English but cannot have a free conversation. Therefore, it is necessary to form the ability to speak in the learner from the moment they start teaching English. Someone may wonder how to teach a learner who knows nothing to speak at once. The way to do this is easy, it is necessary to start by giving easy vocabulary to the student who is just starting to learn. For example: Good morning, Good afternoon, my name is…, what is your name? and speaking should be increased as grammar is explained to students day by day. It will definitely pay off. In order to improve the speaking level of a student who cannot speak English well, it is necessary to identify the things that prevent him. They are often shy, afraid to make mistakes, think in their native language, do not know the structure of speech well, and sometimes lack vocabulary. After identifying the shortcomings, it is necessary to make an effort to eliminate them, so that the learner's speaking in English will increase significantly. In order to speak English well, you need to pay attention to three things. The things that should be paid attention to are the correct pronunciation of words, the aspect of being able to speak at length, i.e. the complete expression of the thought, the fluency of speech. The correct pronunciation of words is one of the most important factors, because replacing one sound with another can lead to a change in the meaning of the word or not being understood at all. For example, "law" and "low" or "think" and "sink" and other words. Learn this from the CDs that often come with modern dictionaries
what we learn by listening to the pronunciation of the carriers themselves is easy and gives a good result. Or, if the teacher is a native speaker, learn by listening to him pronounce the same word.

Long talk. This is also very important. The reason is that I myself have come across many students who have trouble not knowing what to say after speaking two words. To avoid this, you can use various games to form long speaking in them. For example, give a picture and tell me to describe it, create different situations and turn them into participants, take part in staged theater, or the easiest way is to send home a topic and make it a task to prepare for this topic, etc. In this, their English fluency will increase; they will be able to choose the right words and the art of speaking for a long time without stopping.

Speaking fluency is also an important part of speaking. As an antonym for this understanding, we can say not to speak clearly. Adding words to each other, not paying attention to the tempo, indifference to the speed, not pausing after some words, such situations have consequences that can hinder the fluency of speaking. In this case, it becomes difficult to understand what the speaker is saying.

Sometimes their English is reminiscent of someone speaking with something in their mouth. In order to prevent such a situation, it is necessary to practice and observe the representative of this language. Then it will be accepted quickly.

In conclusion, we do not teach anyone to speak, because everyone learns to speak in his own language, that is, in his own mother tongue. We teach them to speak English. To learn to speak English, you must first use the right methods. Every student in every group should not be neglected. In order to develop speech during the lesson, interactive games should be used. And don't forget to give every student a chance to speak. I have no doubt that if we use the above while teaching students, their ability to speak English will increase.

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DEVELOPMENT OF THE ECONOMY OF UZBEKISTAN: ANALYSIS OF THE PAST, PRESENT AND FUTURE.

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Abstract: This article presents the factors that are detrimental to the development of the economy of Uzbekistan and various differences from the previous economic situation to the current situation. In addition, research and proposals for the development of the economy of Uzbekistan have been organized.

Keywords: economy, economic development important factor, business development, investments,business environment .

Аннотация: В данной статье представлены факторы, которые наносят ущерб развитию экономики Узбекистана, и различные отличия от предыдущей экономической ситуации от текущей. Кроме того, были организованы исследования и предложения по развитию экономики Узбекистана.

Ключевые слова: экономика, важный фактор экономического развития, развитие бизнеса, инвестиции,бизнес-среда

Annotatsiya : ushbu maqolada O'zbekiston iqtisodiyotining rivojlanishiga zarar yetkazuvchi omillar va avvalgi iqtisodiy vaziyatdan hozirgi vaziyatgacha bo'lgan turli farqlar keltirilgan. Bundan tashqari, O'zbekiston iqtisodiyotini rivojlantirish bo'yicha tadqiqotlar va takliflar tashkil etildi.

Kalit so'zlar: iqtisodiyot, iqtisodiy rivojlanishning muhim omili, biznesni rivojlantirish, investitsiyalar,ishbilarmonlik muhiti

Introduction Located in the heart of Central Asia, Uzbekistan has been experiencing significant economic changes since gaining independence from the Soviet Union in 1991. Various economic reforms were implemented in the country to transition from a centrally planned economy to a market-oriented economy. The economy of Uzbekistan is primarily based on natural resources,

including oil and gas, cotton and gold. However, the government is working to diversify the economy by investing in manufacturing, agriculture and tourism.

This article is aimed at analyzing the development of the economy of Uzbekistan, including its past, present and future. The study examines the country's economic history, including the legacy of the Soviet era and subsequent economic reforms. It also examines the challenges and opportunities of Uzbekistan's economy, such as its reliance on natural resources, weak institutional capacity, and regional integration.

The article uses a qualitative research method that involves reviewing secondary sources such as academic journals, government reports, and news articles. The information collected from these sources is analyzed using content analysis to determine the development trends and laws of Uzbekistan's economy.

This research provides insight into the main factors of Uzbekistan's economic development and assess the impact of external factors such as world economic trends, regional conflicts, and geopolitical shifts on the country's economy. The article concludes with recommendations for policymakers and stakeholders to promote sustainable economic development in Uzbekistan.

Research methods:A qualitative research method is used to analyze the development of the economy of Uzbekistan. This approach involves reviewing secondary sources such as academic journals, government reports, and news articles to gather information about a country's economic history, current status, and future prospects. The information collected from these sources is analyzed using content analysis to determine Uzbekistan's economy's development trends and laws.

Content analysis is a research method that involves analyzing textual data to identify themes, patterns, and trends. This study uses content analysis to analyze data collected from secondary sources. The information is divided into categories based on the main topics and concepts related to the development of the economy of Uzbekistan. These categories are then analyzed to identify patterns and trends in the data. Secondary sources considered include academic journals, government reports, and news articles. Academic journals provide information on economic theories and models used to understand the economy of Uzbekistan. Government reports provide information on policies and strategies implemented by the government to promote economic development. News articles provide insight into the current state of Uzbekistan's economy, problems and opportunities facing the country.

General information about literary sources; Literature review:

Uzbekistan is a Central Asian country that has experienced significant economic changes after gaining independence from the Soviet Union in 1991. During the Soviet Union, the country's economy was mainly based on cotton cultivation and other agricultural products, but after gaining independence, the government implemented a number of activities. economic reforms to diversify the economy and attract foreign investment.

One of the main factors of the economic development of Uzbekistan was the government's attention to industrialization. In recent years, the government has implemented a number of policies and programs aimed at supporting the development of production sectors, including tax incentives for investors and the establishment of special economic zones. These efforts led to the growth of industries such as textiles, food processing, and automobiles.

Another important factor of the economic development of Uzbekistan was its strategic location. The country is located at the crossroads of major trade routes between Asia and Europe, making it a regional trade center. In recent years, the government has invested heavily in infrastructure projects such as roads, railways and airports to improve connectivity and facilitate trade.

Foreign investment also played a big role in the economic development of Uzbekistan. In recent years, the government has implemented a number of measures to attract foreign investors, including simplification of procedures for obtaining licenses and permits for business activities, tax incentives and other benefits. As a result, in recent years, the volume of direct foreign investments in Uzbekistan, in particular, in the energy, mining and manufacturing sectors, has increased significantly.

After the independence of Uzbekistan from the Soviet Union, the development of its economy was amazing. The government's focus on industrialization and attracting foreign investment has led to significant growth in manufacturing industries such as textiles, food processing, and automotive. The country's strategic location at the crossroads of the main trade routes between Asia and Europe also played a major role in its economic development.

However, problems such as high levels of informality in the economy and dependence on natural resources remain. High levels of informality limit the government's ability to collect taxes and regulate economic activity, while

dependence on natural resources makes the economy vulnerable to global fluctuations in commodity prices.

To overcome these problems, policymakers and stakeholders need to implement measures that help formalize the economy and diversify away from natural resources. This could include policies that encourage entrepreneurship and small business development, as well as investment in areas such as technology and renewable energy.

In addition, the government will need to continue its efforts to attract foreign investment, particularly in sectors with high growth and job creation potential. This requires continuous improvement of the business environment, including simplification of procedures for obtaining licenses and permits for business activities, providing tax breaks and other benefits.

In general, the development of Uzbekistan's economy has been amazing, but there is still work to be done to achieve sustainable economic development. By addressing informality and natural resource dependence and continuing to attract foreign investment, Uzbekistan can continue to build a strong and diversified economy that benefits all its citizens.

In conclusion, it can be said that the economy of Uzbekistan has made significant progress after gaining independence from the Soviet Union. The government's focus on industrialization and attracting foreign investment has led to the growth of manufacturing industries, while the country's strategic location has played an important role in its economic development. However, problems such as informality and dependence on natural resources remain.

To address these issues, policymakers and stakeholders need to implement measures that help formalize the economy and move away from natural resources. This could include policies that encourage entrepreneurship and small business development, as well as investments in technology and renewable energy. In addition, the government should continue to improve the business environment to attract foreign investment.

In general, Uzbekistan has the potential to build a strong and diversified economy that benefits all citizens. By continuing to address issues and implement policies that support sustainable economic development, Uzbekistan can continue on its path to growth and prosperity.

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THE ROLE OF SPEAKING IN LEARNING FOREIGN LANGUAGE

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Annotation. This article aims to identify the main purpose of raising reader's awareness of classroom interactions and the need of self-belief in speaking skill as well as particular speaking barriers faced during the lesson.

Key words: speaking skill, comprehension, pronunciation, fluency, grammar, communication.

Аннотация. Эта статья направлена на определение основной цели повышения осведомленности читателей о взаимодействии в классе и необходимости веры в себя в навыках говорения, а также о конкретных языковых барьерах, с которыми они сталкиваются во время урока.

Ключевые слова: говорение, понимание, произношение, беглость, грамматика, общение.

Annotatsiya. Ushbu maqola o'quvchilarning sinfdagi o'zaro nutq ta'sirlari va nutq mahoratiga ishonish zarurati, shuningdek, dars davomida duch keladigan muayyan nutq to'siqlari haqida xabardorligini oshirishning asosiy maqsadini aniqlashga qaratilgan.

Kalit so'zlar: nutq qobiliyati, tushunish, talaffuz, ravonlik, grammatika, muloqot.

It is clear that language is very important in our lives as it is the means by which people interact with others. Speaking skills are often considered the most essential part of an English Foreign Language course. In foreign language teaching and learning, ability to speak is the most important skill since it is the basic for communication. Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language. [4,312] Moreover, much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking. Speaking can be realized as the most peculiar way to share the message to others and the ability to communicate effectively is a basic requirement which needs to be taken seriously in English education [1, 114].

Language is very essential and fundamental in our lives as it is the means by which people communicate. Speaking skills are often considered the most important part of an EFL course. In foreign language teaching and learning, the ability to speak is the most essential skill since it is the basic for communication. Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language.

Many philologists say that speaking is an activity which involves the areas of knowledge, they are the mechanics which are comprehension, pronunciation, grammar, and vocabulary.

Comprehension- it is the most vital aspect of speaking as it certainly requires a subject to respond, to speech as well as to initiate it. Supposing ones are not able to understand speakers' speech, they are less likely to respond correctly. For gaining great comprehension ability, students work on listening as well.

Pronunciation - spellings of words in a tone. Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they do not have the range of vocabulary and grammar patterns. Pronunciation refers to the national, traditional or customary utterance of words. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow. Good pronunciation makes people understand and listen easier. If ones speak with manifold mistakes and unclear pronunciation, this get listeners be bored and hesitate to give a respond. Furthermore, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation,

rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. [2,35]

Fluency- the main aim of teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Grammar - it is quite fundamental and essential aspect of speaking because the words of a sentence should be chosen attentively and correctly. Especially, in an academic English grammar is highly paid attention. What's more vocabulary illustrates the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Gaining limited vocabulary is also a challenge that prevents learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be obtained [69, 67]. According to this measurements, philologists claim that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly. [3,78]

The main advantages of speaking skills are:

- To travel to a foreign country.
- To participate actively in pair or group activities in the classrooms.
- To earn high respect in the society.
- To give presentations for all purposes.
- To communicate effectively with others
- To give a maiden and impressive speech on different occasions. [5,89]

To conclude, since there are many advantages of speaking skills, the English teachers should concentrate more on these skills and give the best priority to them as they are very useful for the overall development of the EFLs' performance. Thus, the teachers have to think of various techniques and approaches of speaking skills to develop the learners' oral communication which is the most essential one in this contemporary world.

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ТЕОРИТИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ ГОВОРЕНИЮ В ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация: В данной статье говорится о необходимости вооружить студентов EFL эффективными разговорными навыками как наиболее важным средством общения, и об уделении большого внимания разговорному английскому языку.

Ключевые слова: навык, достижение, носитель языка, речь, письмо, эффективность, социальный, интерактивный.

Annotatsiya: Ushbu maqolada EFL talabalarini muloqotning eng muhim vositasi sifatida samarali so'zlashuv ko'nikmalari bilan jihozlash zarurligi va og'zaki ingliz tiliga katta e'tibor berish haqida so'z boradi.

Kalit so'zlar: mahorat, yutuq, til tashuvchi, nutq, yozish, samaradorlik, ijtimoiy, interaktiv.

Основная цель обучения английскому языку — дать учащимся возможность общаться на английском языке, чтобы они могли выйти на рынок труда и справиться с трудностями. Таким образом,.

Разговорная речь является одним из четырех языковых навыков (чтение, письмо, аудирование и Говорящий). Это средство, с помощью которого учащиеся могут общаться с другими, чтобы достижения определенных целей или выражения своего мнения, намерений, надежд и точек зрения. Кроме того, люди, которые знают язык, называются «носителями» этого языка. Кроме того, почти в любой обстановке речь является наиболее часто используемым языковым навыком. Ривер отмечает, что речь используется в два раза чаще, чем чтение и письмо в нашем общении. [9]

Согласно Джонсону и Морроу, «говорение, которое часто называют устным общением, представляет собой деятельность, в которой участвуют два или более человека, в которой слушающие и говорящие должны реагировать на то, что они слышат, и вносить свой вклад на высокой скорости». [6,70].

Ричардс утверждает, что «овладение навыками разговорной речи на английском языке является приоритетом для многих изучающих второй или иностранный язык. Следовательно, учащиеся часто оценивают свои успехи в изучении языка, а также эффективность своего курса английского языка, основываясь на том, насколько, по их мнению, они улучшили свои навыки разговорного языка» [8,19].

Кэмерон говорит, что «говорение — это активное использование языка для выражения значений, чтобы другие люди могли их понять. Более того, он признается интерактивным, социальным и контекстуализированным коммуникативным событием» [1,40]. Устная речь требует, чтобы учащиеся обладали знаниями о том, как производить не только лингвистически связанные, но и прагматически подходящие высказывания. Короче говоря, учащиеся должны знать, как использовать язык в контексте.

Проблема обучения студентов английскому языку, особенно проблема устного общения, до сих пор не решена, и в этой области можно найти много интересного. Из-за значительной роли речи многие исследователи, такие как Бейли и Кристин С.М. Го предложили методы улучшения разговорных навыков с помощью разработки программы, принципов обучения, типов заданий и материалов, а также оценки разговорной речи. [11]

Кристин К.М. Го отмечает, что речь играет ключевую роль в облегчении усвоения языка и является жизненно важным навыком языкового общения.

Умение говорить важно для личного, академического и профессионального успеха. Это также незаменимый инструмент для мышления и академического обучения. Хотя разговорная речь в настоящее время является неотъемлемой частью многих языковых программ, вероятно, верно будет сказать, что, хотя она часто встречается в классе, разговорная речь преподается реже. [2]

Эта проблема находилась в центре внимания и отечественных исследователей Н.Д.Гальскова, Н.И.Гез, Е.И.Пасов, Г.В.Рогова, В.Л.Щукин, А.А.Леонтьев, В.Г. Костомаров, О.Д.Митрофанова, Е.Ю.Сосенко, И.Л.Бим, П.Б.Гурвич, И.А.Зимняя, Е.П.Шубин и другие.

Работая над ним, они предложили способы повышения разговорной речи учащихся с помощью различных методов обучения, использования соответствующих упражнений и личностно-ориентированного подхода к обучению.

Большинство исследователей уверены, что, поскольку говорение является одним из четырех основных навыков, необходимых для эффективного общения на любом языке, навыки говорения следует развивать наряду с другими навыками, чтобы эти интегрированные навыки повышали способность учащихся к общению. Эффективное общение посредством устной речи обычно создает ряд преимуществ как для говорящих, так и для деловых организаций.

Развитием коммуникативного метода занимались многие научные группы и исследователи. Цель коммуникативного метода - научить говорить. Этот метод основан на том, что процесс обучения представляет собой модель процесса общения. Э.И. Пассов сформулировал принципы коммуникативного обучения учащихся общению, которые дают наиболее полное представление о коммуникативном подходе:

1. Принцип речевой деятельности предполагает, прежде всего, такую организацию обучения, когда учащийся постоянно вовлечен в процесс общения. Практическая речевая направленность является не только целью, но и средством.

По принципу речевой деятельности проблематична содержательная основа коммуникативного обучения.

2. Принцип индивидуализации обучения, т. е. учет всех свойств учащегося как личности: его способностей, способностей к осуществлению речевой и учебной деятельности и главным образом его личностных свойств. Общение всегда индивидуально, всегда окрашено и обусловлено

всеми чертами личности человека: индивидуальными, субъективными и личностными.

3. Принцип функциональности предписывает функциональный отбор и организацию речевых средств. Это означает, что любая речевая единица, любая языковая форма выполняет в процессе общения те или иные речевые функции.

4. Принцип ситуативности предусматривает признание ситуации единицей организации процесса обучения иноязычному общению. Ситуативность способна воссоздавать коммуникативную реальность и тем самым

вызвать интерес к достоверности высказывания.

5. Принцип новизны охватывает весь процесс обучения, и его реализация чрезвычайно важна для успеха коммуникативного обучения. Процесс общения характеризуется постоянной сменой предмета разговора, обстоятельств, условий, задач и т. п. Новизна обеспечивает необходимое развитие навыков речи, в частности ее динамичности, умения перефразировать, механизма сочетания творчества высказывания, темпа речи и особенно стратегии и тактики говорящего. [12]

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THE IMPORTANCE OF INTERACTIVE METHODS THAT DEVELOP LISTENING SKILLS IN TEACHING A FOREIGN LANGUAGE

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Annotation: the importance of interactive methods that develop listening skills in teaching a foreign language. This article deals with the importance of interactive techniques used to teach listening skills and some terms related to teaching listening skills.

Keywords: audio segment, video segment, interview, acoustic apperception, special exercises, audible exercises, active listening.

Аннотация: значение интерактивных методов развития умения слушать при обучении иностранному языку. В этой статье рассматривается важность интерактивных методов, используемых для обучения навыкам аудирования, и некоторые термины, связанные с обучением навыкам аудирования.

Ключевые слова: аудио сегмент, видео сегмент, интервью, акустическая апперцепция, специальные упражнения, голосовые упражнения, активное слушание.

Annotatsiya: chet tilini o'qitishda tinglash qobiliyatini rivojlantiruvchi interfaol usullarning ahamiyati. Ushbu maqolada tinglash qobiliyatlarini o'rgatish uchun ishlatiladigan interaktiv usullarning ahamiyati va tinglash qobiliyatlarini o'rgatish bilan bog'liq ba'zi atamalar haqida so'z boradi.

Kalit so'zlar: audio segment, video segment, intervyu, akustik appersepsiya, maxsus mashqlar, ovozli mashqlar, faol tinglash.

Listening or listening to a foreign language in teaching is one of the most important components. In language learning, listening is the ability to correctly perceive and interpret messages in the communication process. Listening is the key to all effective communication.

Listening is paying attention to sounds and trying to get meaning from them. Previously, however, some assumed this to be a passive activity, listening is an active process in which the listener must separate within sounds, understand words and verbal structures, interpret intonations, and store the information collected for interpretation in context. There are two specific processes or methods associated with listening; a top-down and bottom-up focused process. Benet argues that listening is a one-or two-way process. The two processes are spontaneous and thus interrelated.

Research shows that an average of 45% is spent listening compared to 30% speaking, 16% reading, and 9% writing [1, 82]. That is, according to any standard, a lot of time is spent on listening. For this reason, it is advisable to spend a little more time to ensure that you listen effectively.

According to factors listening with hearing is not the same. Hearing refers to the sounds that enter your ear. This is done automatically if you have physical hearing, if there are no hearing problems. But it takes more than that to listen: both mental and sometimes physical, attention and concentrated effort are required.By listening, it is necessary to pay attention not only to the story, but also to how it is told, to use language and voice, and how the other person uses his body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you receive and understand these messages. For this reason, ticking is not a passive process.

Notes the difference between audience materials and audience researchers and class practitioners ' interests in order to develop metacognitive knowledge by increasing the audience and audience's awareness of listening processes. It is very important to teach students how to listen. This directs attention to listening practice from product to process and changes the responsibility of learning from teacher to student and thus helps students become self-governing students.

It is worth noting that the listener must at least participate in the same process as the speaker, listen to the conversation and perceive it. To describe this process of full participation, the phrase “active listening” is used.

Listening comprehension is a three-stage activity, behind the general auditory perception (acoustic apperception), the differentiation of the sound side of words (phonematic) and the perception of the essence, the content in speech is perceived, learned and understood.

In addition to effective, modern methods of teaching listening skills, there are interactive exercises as well as multimedia resources. Listening skills are effectively learned through simple, fun activities that focus more on the learning process than on the final product.

One effective way to enhance listening skills in the language teaching process is to organize mutual interviews. Learners can organize a specific listening process by being assigned to subgroups of two or three people. Provides an opportunity to develop listening skills through interaction. In addition, larger group activities also serve as a useful way to teach listeners listening skills.

Listeners do not care about everything; they listen selectively according to the purpose of the task. This, in turn, determines the type of listening required and how the audience approaches the task.

The system of exercises intended for listening and understanding (auditive) is divided according to its purpose into two types: special and non-special exercises. In non-specific exercises, listening and understanding is taught verbally. For this reason, the organization of the lesson in a foreign language is one of the stages of teaching listening and understanding. Special exercises, on the other hand, are classified into auditory comprehension preparatory and purely colloquial exercises. Listening skills can also be developed through audio segments, online podcasts, instructional lectures, and other audio messages. In order for this process to be effectively organized, the necessary environment and conditions must be created. Alternatively, it is necessary to repeat the exercises.

Another useful resource for teaching listening skills is video segments, including short sketches, news programs, documentaries, interview segments, and dramatic and comic material. As with sound segments, the portion and length of the video segment are selected depending on the level of skill of the students.

Analyzing task requirements in the listening process, activating the necessary listening processes, making appropriate predictions, observing their understanding and assessing the success of their approach, they are using metacognitive knowledge to understand successful listening. This is essential for the development of Self-Directed Education.

The process of listening and understanding involves mechanisms such as speech perception, auditory memory, speaking in, comparing, antisipation (preconception), logical understanding. As a result of finding a form of these mechanisms, the learning skills are generated by listening and understanding in the language learning process. The skill of listening and understanding is formed and developed due to the performance of the necessary exercises in a foreign language. For the successful implementation of listening comprehension, the following three factors are envisaged. Dependence on the listener himself (in particular, such characteristics as the development of auditory skills, memory, attention), listening conditions (speed of speech, volume and shape of language material) and, together with this, linguistic aspects of his Applied Material are taken into account.

In the process of listening to students, managing them not only gives them knowledge that can successfully perform the listening task it also stimulates them and takes control of their knowledge.

Thus, listening is an invisible mental process. Listening is an active skill, so more attention should be paid to the listening process when teaching a language. Listeners need to distinguish sounds, understand and interpret vocabulary and grammatical structures. Learning and teaching listening comprehension in a foreign language using modern and interactive technologies is one of the most effective methods. It can see and hear video rollers, demonstrations, dialogues, movies or cartoons using computers in jaaryon. In addition, hearing and watching foreign-language radio broadcasts and television programs is also one of the effective methods. The use of these techniques ensures that the process of students learning by listening and understanding a foreign language is more interesting and effective.

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IQTISODIYOTNI INNOVATSION RIVOJLANTIRISHDA XORIJIY TAJRIBALARNING O'RNI VA AHAMIYATI

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Anotatsiya: Ushbu maqolada xorijiy investitsiyalarning mamlakat iqtisodiyotining rivojlantirishdagi ahamiyati hamda ularning mazmun-mohiyati yoritib berilgan. Shuningdek, milliy iqtisodiyotimizga xorijiy investitsiyalarni jalb qilishni faollashtirishdagi chora-tadbirlar to'risida takliflar keltirib o'tilgan

Kalitso'zlari: To'g'ridan-to'g'ri xorijiy investitsiyalar, sof investitsiya oqimi, investitsiya muhiti, o'tish iqtisodiyoti, Aholi jon boshiga asosiy kapitalga o'zlashtirilgan investitsiyalar,

Annotation: This article discusses the significance of foreign investment in the development of the country's economy and their content. There are also proposals for measures to stimulate foreign investment in our national economy.

Keywords: foreign investment, net investment flow, investment climate, transition economy, fixed capital, investment.

Аннотация: В данной статье рассматривается значение иностранных инвестиций в развитии экономики страны и их содержание. Есть также предложения о мерах по стимулированию иностранных инвестиций в нашу национальную экономику.

Ключевые слова: иностранные инвестиции, чистый инвестиционный поток, инвестиционный климат, переходная экономика, основной капитал, инвестиции.

Jahonda globallashuv jarayonlarining tezlashib borishi hozirgi davrda mamlakatlar iqtisodiyotida to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni jalb etish imkoniyatini oshirishni taqoza etmoqda. “To‘g‘ridan-to‘g‘ri xorijiy investitsiya mamlakat iqtisodiyotini rivojlantirishda eng asosiy omillardan hisoblanadi”. Dunyo mamlakatlari ilmiy tadqiqotlarida to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni jalb etishda davlat mulkining va davlat ulushi bo‘lgan xo‘jalik yurituvchi jamiyatlarning ishlab chiqarish maydonlari va ob’ektlaridan samarali foydalanish, investitsiyalarni faol jalb etish uchun qulay sharoitlarni shakllantirish, yangi raqobatbardosh ishlab chiqarishlarni va kichik korxonalarni rivojlantirishni yanada qo‘llab-quvvatlash masalalariga alohida e’tibor qaratilmoqda.

O‘zbekiston iqtisodiyotini rivojlantirishda hududlar roli nihoyatda muhim hisoblanadi. Milliy iqtisodiyotda xorijiy investitsiyalarni jalb etishning asosiy muommolaridan biri, hududlarda ularni to‘g‘ri taqsimlash muommosidir. «O‘zbekiston Respublikasining investitsiya salohiyatini to‘liq ro‘yobga chiqarish, investitsiya muhitini yanada takomillashtirish, yillik investitsiya dasturlarini sifatli ishlab chiqish, xorijiy investitsiyalarni jalb etish uchun qulay sharoitlar yaratish, xalqaro moliya institutlari, xorijiy hukumatlarning moliya institutlari, yetakchi chet el kompaniyalari va bank tuzilmalari bilan hamkorlikni kengaytirish, shuningdek, jalb etiladigan chet el investitsiyalari samaradorligini oshirish” vazifasi alohida belgilab berildi.

To‘g‘ridan-to‘g‘ri xorijiy investitsiyalar keng qamrovli tushuncha bo‘lib, uni quyidagicha izohlab chiqamiz. O‘zbekiston Respublikasining «Investitsiya va investitsiya faoliyati to‘g’risida»gi qonuniga ko‘ra, to‘g’ridan to‘g’ri chet el investitsiyalari-chet ellik investorning hukumat kafolatlarisiz, tavakkalchilik sharoitlarida o‘z mablag’lari yoki qarz mablag’lari hisobidan investitsiyalari. A.Sh.Bekmurodov fikricha, to‘g’ridan-to‘g’ri xorijiy investitsiyalar-investorga korxonani nazorat qilish huquqini beruvchi kapitalni to‘g’ridan-to‘g’ri eksport qilish va shu bilan karxona asosiy bosh kompaniyasining xorijiy sho‘ba korxonasiga aylanadi. B.A.Vaxobov esa to‘g’ridan-to‘g’ri xorijiy investitsiyalar-investorga iqtisodiy faoliyati ustidan ta’sirchan nazorat etish imkonini beradigan investorning uzoq muddatli, firmaning kamida 10 foizi ulushiga yoki aksiyadorlar kapitaliga egalik qilishiga imkon beradigan investitsiyalardir, deb ta’kidlaydi. A.S.Azizov to‘g’ridan-to‘g’ri xorijiy investitsiyalar atamasini, avvalo, xo‘jalik

faoliyati ustidan qisman yoki to‘liq nazoratni ta’minlash orqali xorijiy korxonaga investitsiya sifatida tushunish kerakligini ta’kidlaydi.

So’ngi besh yillikda mamlakatimiz iqtisodiyotida investitsiyalarning salmog’i ortib bormoqda. Shuningdek, O’zbekiston iqtisodiyotiga xorijiy investitsiyalar oqiminig jadal sur’atlarda o’sib bormoqda. Buning asosi sifatida quyidagi omillarni ko’rsatishimiz mumkin:

✓ mamlakatdagi investitsiya muhitining barqarorligi;

✓ valyuta kursini tartibga solishdagi ijobiy o’zgarishlar;

✓ mamlakatning soliq mexanizimini takomillashtirishning aniq yo’nalishlari belgilanganligi;

✓ soliq qonunchiligida xorijiy investitsiyalarning faoliyatini tartibga soluvchi qaror va qonunlarning ishlab chiqilganligi;

✓ jahon tovar bozorlaridagi eksportyorlar uchun qulay narx konyukturasining vujudga kelganligi.

Xorijiy investitsiyalar ishtirokidagi yangi korxonalar sonining tobora ortib borishi va yangilari barpo etilayotgani davlatimizning bu sohaga bo’lgan katta e’tibori va ularga yaratib berayotgan qulayliklari natijasidir. Shu boisdan ham mamlakatimizga xorijiy sarmoyalarni jalb etayotgan korxonalarni iqtisodiy rag’batlantirish va ular uchun zarur sharoitlarni yaratib berish o’ta muhim masalalardan biri hisoblanadi. Shuning uchun ham milliy iqtisodiyotimizga xorijiy investitsiyalarni jalb qilishni faollashtirishda quyidagi chora-tadbirlarni amalga oshirish zarur:

✓ inflyatsiya darajasini investitsion loyihalar qiymat o’sishiga ta’sirini kamaytirish, shuningdek, xorijiy investitsiyalar hajmini yanada ko’paytirish;

✓ investitsiyalarni real ishlab chiqarish sohasiga, ya’ni xomashyoni qayta ishlovchi tarmoqlarga jalb etish;

✓ chet el investorlariga yanada qulay investitsiya muhitini yaratish maqsadida rag’batlantirish maqsadida soliq yukini kamaytirish va soliq tizimini investorlar uchun ham soddalashtirish;

✓ uzoq muddatli, past foizli to’g’ridan-to’g’ri xorijiy kredit resurslarini jalb etish ishlarini kuchaytirish;

✓ xorijiy tajribalardan kelib chiqqan holda xorijiy investorlarni davlat tomonidan qo’llab-quvvatlovchi jamg’armalar tashkil etish.

Shuningdek, to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarning yuqori texnologiyali va inson kapitaliga faol yo‘naltirilmasligi mamlakatda yuqori darajadagi inklyuziv o‘sishga erishish va kambag‘allik darajasini qisqartirish kabi maqsadlarga erishish jarayonini xavf ostiga qo‘ymoqda. Investitsiya muhitini

yaxshilash sohasida asosiy qadam xususiy va to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni jalb qilish bo‘yicha shart-sharoitlar yaratishga qaratilgan sa’y-harakatlar orqali to‘liq va samarali institutsional asosni shakllantirish kerak deb hisoblaymiz. Prezidentimiz Sh.M.Mirziyoyev ta’kidlaganidek, “Hayotning o‘zi va o‘tgan yillar tajribasi hududlarni kompleks rivojlantirishni va infratuzilma faoliyatini tubdan o‘zgartirishni ta’minlashdagi jiddiy kamchiliklarni bartaraf etishni talab qilmoqda. O‘zbekistonda 2021 yilda jami 10 milliard dollardan ortiq, jumladan, 8,1 milliard dollar to‘g‘ridan to‘g‘ri xorijiy investitsiya o‘zlashtirilgan. Buning natijasida 318 ta yirik va 15 mingdan ziyod hududiy loyiha amalga oshirilib, 273 mingdan ortiq ish o‘rni tashkil etilgan. Yangi korxonalar jami 1 milliard dollardan ziyod eksport va 530 million dollarlik import o‘rnini to‘ldirish imkoniyatiga ega.

Ta’kidlanishicha, koronavirus pandemiyasi iqtisodiy jarayonlarga hamon jiddiy ta’sir o‘tkazayotganiga qaramay, eksportda izchil o‘sishga erishilmoqda. Xususan, 2020 yilda mamlakatda eksport miqdori 9 milliard dollardan oshgan bo‘lsa, 2021 yilda 12 milliard dollarni tashkil etgan. E’tiborlisi, bunda tayyor va yarim tayyor mahsulotlar ulushi sezilarli ko‘paygan. 2022 yilda 9,5 milliard dollardan ziyod to‘g‘ridan to‘g‘ri xorijiy sarmoyalarni o‘zlashtirish, 282 ta yirik va 9 mingdan ortiq hududiy loyihalarni ishga tushirish mo‘ljallangan. Eksport hajmini 14 milliard dollarga yetkazish hisobkitob qilingan. 2022 yil 1 yanvar holatiga ko‘ra, respublikamizda xorijiy kapital ishtirokida faoliyat ko‘rsatayotgan korxonalarning soni 2017 yilning mos davri bilan solishtirilganda 2,7 barobarga oshgan bo‘lib, 2022 yilda ushbu ko’rsatkich 13289 tani tashkil qildi. Bunga sabab 2018 yil 1 avgustdan boshlab mamlakatimizda xorijiy investitsiya ishtirokidagi korxonalarning ustav kapitalidagi xorijiy investitsiyalarning ulushi 30 foizdan 15 foizga kamaytirilishi natijasida ushbu ko’rsatkichga erishilgan.

Mamlakatimiz iqtisodiyotiga to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni jalb etish uchun tayyor investitsiya takliflarini ishlab chiqish, investitsiya va biznes forumlar, taqdimotlar («Road Show») va marketing kampaniyalari imkoniyatlaridan keng foydalanish davlat-xususiy sheriklik loyihalarini amalga oshirish bo‘yicha ustuvor yo‘nalishlarni tashkil etish ustuvor yo‘nalishlar sifatida qayd etiladi. Shuningdek, to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni taqsimlashda cheklashlar va iqtisodiyotning ustuvor yo‘nalishlarini rivojlantirishda investitsiyalarni rag‘batlantirish, xususiy mulkni dahlsizligi kafolatlarini mustahkamlashda davlatning rolini oshirish maqsadga muvofiq.

Investitsiyalarni jalb etish va biznesni yuritish shart-sharoitlarini (qulay investitsion va ishbilarmonlik muxitini, kredit resurslarga erishish imkoniyatlarini, kreditlash va xalqaro savdo sohalaridagi rasmiyatchiliklarni

soddalashtirishni) ta’minlash, hududlarga investitsiyalarni jalb etish va ularni o‘zlashtirishda soliq pereferensiyalarini berish bo‘yicha normativ bazani takomillashtirish bilan bir vaqtda mahalliy xokimiyat organlarining qabul qilinayotgan qarorlar bo‘yicha mas’uliyatlarini oshirish to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni mamlakat iqtisodiyotiga jalb etish va uning ijtimoiy-iqtisodiy taraqqiyotga ta’siri oshirish uchun xizmat qilishi mumkin.

To‘g‘ridan to‘g‘ri xorijiy investitsiyalarni jalb qilish bo’yicha quyidagi xulosalarga kelindi. Jumladan: To‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni jalb etishning samarali tizimini yaratish uchun birinchidan, rivojlanish strategiyani ishlab chiqish, ikkinchidan, “yo‘l xaritalari” yaratish, uchinchidan, o‘zoq yillarga mo‘ljallangan konseptsiya ishlab chiqish zarurligi asoslandi. Investitsiyalarni kiritish qarorini qabul qilishga ta’sir ko‘rsatuvchi omillar to‘plami investorning qaysi tarmoqqa mansubliligiga qarab farqlanadi, lekin barcha turdagi va guruhdagi investorlarni jalb qilishda hududning investitsion muhitini tavsiflovchi va unga xizmat qiluvchi indikatorlar mavjud bo‘lishi maqsadga muvofiqligi ilmiy jihatdan asoslandi.

To‘g‘ridan - to‘g‘ri xorijiy investitsiyalarni jalb etish tizimini takomillashtirish quyidagi vazifalarni amaliy ijrosini ta’minlash o‘rinli: to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarga oid milliy qonunchilikni xalqaro va mintaqaviy standartlarga uyg‘unlashtirish, xalqaro tajribada investitsiya faoliyatini davlat tomonidan qo‘llab-quvvatlash bo‘yicha turli modelli huquqiy tartibga solish usullaridan foydalanish; innovatsion loyihalarni ishlab chiqayotgan va uni joriy etayotgan yuqori texnologik tarmoqlarga va korxonalarga qo‘shimcha rag‘bat va imtiyozlar berish; to‘g‘ridan-to‘g‘ri xorijiy investitsiyalar ishtirokidagi korxonalar bilan kooperatsiya aloqalarini rivojlantirish, xususan ularning ishlab chiqarish zanjiriga kirish orqali mahalliy iqtisodiyotni jahon bozoriga integratsiyalashuvini ta’minlash zarur deb hisoblaymiz. Xulosa qiladigan bo‘lsak, to‘g‘ridan-to‘g‘ri xorijiy investitsiyalarni mamlakat iqtisodiyotiga jalb etish bo‘yicha turlicha yondoshuvlar bo‘lib, ularning asosiy maqsadi mamlakat iqtisodiyotini rivojlantirish imkonini berishi zarur.

TEACHING ENGLISH AS A FOREIGN LANGUAGE USING SEVERAL METHODS

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Annotation: This article examines the status of English as an international language, the fact that in the era of globalization, many learners learn to communicate with foreigners through English in order to integrate into the world as universal citizens, and also that many language institutions are created to meet the needs of people, and the use different methods in language learning.

Key words: teaching methods, communication, tools, interactive, academic, genres, student centered, approach, target language.

Аннотация: В этой статье рассматривается статус английского языка как международного, факт, что в эпоху глобализации многие изучающие учатся общаться с иностранцами посредством английского языка, чтобы интегрироваться в мир в качестве универсальных граждан, а также, что многие языковые институты создаются для удовлетворения потребностей людей, и использование различных методов в обучении языка.

Ключевые слова: методы обучения, коммуникация, инструменты, интерактивный, академический, жанры, личностно-ориентированный, подход, изучаемый язык

Status of English as universe language has made people in the world to master English. Teaching English became a professional and academic field a half century ago. Many researches for teacher education and teacher training have been conducted in order to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. During the 3rd millennium of speedily globalized world, teaching English as a common communication tool has become even more significant than two decades ago. [3]

The main task of the language is to communicate with people. A person will grow his speech throughout his or her life. A number of concepts and numerous scientific articles on the formation and development of human speech have been widely covered on the works of I.R.Galperin (1977, 1985), N.I.Jinkin (1958, 1965), A.A.Leontiev (2001) and I.A.Zimnaya(2003) . A.A.Leontiev and

I.A.Zimnaya analyzed the stages of speech formation from the scientific point of view, as they are linked to the foreign language teaching method and serve as the basis for a foreign language teaching method. [14]

The research, the methodology, and the materials developed by Charles C.Fries had a particularly strong impact on the teaching English as a foreign language. Fries`s attention to the development of English textbooks for non-native speakers was turned in his work *Teaching and Learning English as a Foreign Language*. [8]

Perhaps the most famous representative of the classical method of teaching a foreign language is N.A. Bonk. Her English textbooks, written jointly with other authors, have long become classics of the genre and have withstood the competition of recent years.

Professional English educators need to be familiar with the academic history of Teaching English as a Foreign/Second Language.

There are many teaching methodologies have been deducted and created as pedagogies of teaching English from the early 19th century. From a post-contemporary point of view, pedagogies half-century ago can be titled as a "traditional" fashion for teaching language. The reason is that they less encourage student-centered, interactive, and immersing environments of teaching English. In the later 19th century, the humanized pedagogies start to emerge, so that the field of teaching English started to develop more maturely and practically.

Grammar Translation Method

This methodology is a conventional way that Latin and Greek were taught in Europe. In the 19th century, this methodology started to be applied for teaching French, German, and English. A classical lesson of grammar translation method is to emphasize the reading proficiency rather than to train the interaction ability. Celce-Murcia (1991) mentioned that the proponents of this school V.Gumboldt, D.Gamilton, G.Ollendorf considered the language to be a system and since the grammar was the most systematic language level, in teaching the emphasis was made on through grammatical system language learning. [2]

Direct Method

In Krause's (1916) the Direct Method in Modern Language and Linguistics, we can discover the characteristics of this teaching method. This is a method that reacts against Grammar Translation Method. It draws attention to the learner's practical speaking ability. Teaching 25 grammar rules might be not indispensable. Both teacher and students should use as much as target language as they can. In fact, the title of direct method means that most meanings can be

conveyed “directly,” because they can be related to learners’ applications of action, objects, mimes, gestures, and any other type of non-verbal method. [9]

Situational Language Teaching

It guides to extensive textbooks created for explaining grammar usages. Situational Language Teaching actually was evolved by British language teachers between 1930s and 1960s. Nowadays, it can be applied in grammatical teaching and preparation for standardized test that focused on the accuracy of English grammatical structures. The belief in dissimilarity between the oral approach and the direct method was that the methods so formulated are based on theoretical foundations guiding the range of content, progression of difficulty of exercises and the management of textbooks and exercises.

Constructive analysis

In 1980s and 1989s, Constructive analysis was mentioned by quite a lot of scholars (e.g. James, 1980; Odlin, 1989). It is a technique comparing the linguistic system of two languages, for instance the pronunciation system or the grammatical structure. [6] Actually, early in 1950s and 1960s, it was developed and practiced. Also, it was an application of constructional linguistics to teaching English. It is based on the foundations that the main difficulties in learning a new language are mainly due to the intrusion from the mother tongue; therefore, the difficulties which might appear during teaching and learning can be forecasted in advance. It has led to better teaching performance in teaching pronunciation. [11] These years, it is frequently applied to in teaching discourse and communication.

Audio-lingual Method

This pedagogy emphasizes that teaching speaking and listening should be in the earlier stage of teaching reading and writing. It detects the teaching through mother tongue and encourages that most of the English teaching should apply the target language to instruct. When the instructors utilize target language to lecture, students will be able to attain their occasion where they can accumulate the knowledge of the target language. Harmer (2001) emphasizes that audio-lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds. That is to say, when students are accumulating their knowledge of the target language, they are at the same time recognizing the differences between the target language and their mother tongue. [5]

Total Physical Response

This language teaching method in which teaching contents are instructed through orders, commands, and instruction demanding the learners’ or even teacher’s physical response through body languages and gestures. For instance,

the students might be called for opening a window or a door when learning the grammatical structure of a sentence of “Would you please make the door open?” Through body actions and gestures, students can learn in a very clear way. Body language as well as the physical response would lead students to have a deep understanding on the target structure and meaning. This method is especially suitable for teachers to teach a beginning level course.

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М У Н Д А Р И Ж А

IV ШЎЪБА. XIZMAT KO‘RSATISH SOHASINI RIVOJLANTIRISHDA XORIJIY TILLARNI O‘RGANISHNING AHAMIYATI VA ISTIQBOLLARI

Z.O.Rakhimov A.Yu.Talibova	**O‘ZBEKISTON TURIZM SOHASIDA EKSKURSIYA XIZMATLARI RIVOJLANISHINING AHAMIYATI.....**	6
D.B.Yuldasheva D.B.Egamkulov	**THE ROLE AND IMPORTANCE OF FOREIGN EXPERIENCE IN THE INNOVATIVE DEVELOPMENT OF THE ECONOMY……**	12
T.K.Mardiyev E.T.Bovamurotova	**XIZMAT KO`RSATISH SOHASINI RIVOJLANTIRISHDA XORIJIY TILLARNI O`RGANISHNING AHAMIYATI VA ISTIQBOLLARI.....**	17
S.Xujanazarova M.Karimova	**THE METHODOLOGICAL VIEW TO PRAGMATICS AND SEMANTICS……...**	20
Z.Sh. Suvonov	**IQTISODIYOTGA INNOVATSIYALARNI JORIY ETISH VA RESTORAN BIZNESIGA “HALOL” STANDARTLARINI QO‘LLASH ISTIQBOLLARI……**	24
Sh.Z.O‘rozov	**XORIJIY TILLARNI O‘ZLASHTIRISHNING “YANGI O‘ZBEKISTON”NI BUNYOD ETISHDAGI AHAMIYATI…….**	28
A.A. Rustamov	**PRAGMATIC FEATURES OF ASSESSMENT OF LISTENING SKILLS OF STUDENTS……**	34
N. Imamov	**ХИЗМАТ КЎРСАТИШ СОҲАСИ, ТУРИЗМ ВА СЕРВИСНИ РИВОЖЛАНТИРИШНИНГ НАЗАРИЙ МАСАЛАЛАРИ……..**	38
Z.I. Nabiyeva	**ABSTRACT FEATURES OF "SOCIAL RELATIONS" PREDICATES……**	43
Г.С. Кудратов	**ФОНЕТИЧЕСКАЯ АССИМИЛЯЦИЯ ЗАИМСТВОВАННЫХ СЛОВ……...**	47
A.A. Rustamov	**TEACHING PRAGMATICS IN THE DIGITAL AGE: AN INVESTIGATION OF THE EFFECTIVENESS OF COMPUTER-MEDIATED COMMUNICATION IN DEVELOPING PRAGMATIC COMPETENCE…….**	50
Nigina Akhmedova Bobur Tolibov	**SPECIALIZED SOFTWARE TECHNOLOGIES AS A MEANS OF IMPROVING THE QUALITY EDUCATION……**	54

V ШЎЪБА. XIZMAT KO‘RSATISH SOHASINI RIVOJLANTIRISHDA XORIJIY TILLARNI O‘RGANISHNING AHAMIYATI VA ISTIQBOLLARI

T.K.Mardiyev S.S.Raxmonkulova	**RAQAMLI IQTISODIYOTNI RIVOJLANTIRISHDA XORIJIY TILLARNING O`RNI…**	58
Z.Sh. Suvonov	**RAQAMLI IQTISODIYOT SHAROTIDA OVQATLANISH XIZMATLARINI AVTOMATLASHTIRISH VA SAMARADORLIGINI OSHIRISH YO‘LLARI……**	62
I.A.Kuchkarov	**GLOBALLASHUV JARAYONLARI VA MILLIY TILLARDA O’ZLASHMA SO’ZLARNING O’RNI……..**	67
O.A. Kuchkarova	**INGLIZ TILI VA O`ZBEK TILIDA YAXSHILIK VA YOMONLIK KONSEPTUAL TIZIMI……**	71
G.N.Yusupova	**PROBLEMS OF USING INNOVATIVE TECHNOLOGIES IN IMPROVING THE QUALITY OF TEACHING FOREIGN LANGUAGES……**	75
M.T. Тошбаева M.P. Юсупов	**ЗНАЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ И КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ В МИРЕ ДЛЯ СОВРЕМЕННОГО ЧЕЛОВЕКА**	79
N.P.Imamov M.Ya.Karimova	**LEXICAL MEANING IN THE SENTENCES AND ITS FUNCTIONS……**	83
Nigina Akhmedova Bobur Tolibov	**SPECIALIZED SOFTWARE TECHNOLOGIES AS A MEANS OF IMPROVING THE QUALITY EDUCATION……**	91
G.N. Shodiyeva	**TASKS OF THE THEORY OF TRANSLATION AND LINGUOCULTUROLOGY……..**	94
D.F.Abulkhayirov S.S. Arolov S.Z. Habibullayev	**METHODS OF TEACHING SPEAKING ENGLISH IN SERVICE SECTOR…….**	98
J.X. Rayimqulov U.J. Bolbekova	**DEVELOPMENT OF THE ECONOMY OF UZBEKISTAN: ANALYSIS OF THE PAST, PRESENT AND FUTURE……**	102
Nigina Akhmedova Azimjon Xakimov	**THE ROLE OF SPEAKING IN LEARNING FOREIGN LANGUAGE……..**	106
M. Олимов Г.Н. Шодиева	**ТЕОРИТИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ ГОВОРЕНИЮ В ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ……...**	109
U.J.Bolbekova	**THE IMPORTANCE OF INTERACTIVE**	

	METHODS THAT DEVELOP LISTENING SKILLS IN TEACHING A FOREIGN LANGUAGE……..	113
N.A.Roziqov S.O’.Xasanova	**IQTISODIYOTNI INNOVATSION RIVOJ-LANTIRISHDA XORIJIY TAJRIBALAR-NING O’RNI VA AHAMIYATI……..**	117
G.Sh. Shodiyeva	**TEACHING ENGLISH AS A FOREIGN LANGUAGE USING SEVERAL METHODS...**	122

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