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DEVELOPING READING COMPREHENSION IN 7-8 GRADES THROUGH SOCRATIC SEMINAR METHOD

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Abstract: This study is experimental research that indicates the benefit of the Socratic seminar method to improve students' understanding of the written texts. The method was used at the 36th secondary school Namangan, grade 7. At schools reading comprehension is considered difficult process as a result, it was hold in English language lessons.Silvia McCarthy from the University of Cincinnati was a peer observer during the process. By reading this paper, readers find how to establish the method and introduce pupils' results in a table and chart. It particularly focused on helping students' achievement in reading comprehension. During 3 weeks it was felt gradually improvement in pupils' reading comprehension and in every seminar they are allowed to assess their partners on the worksheet. At the end of the paper, observers opinion are shown about Socratic seminar (Appendices). Socratic seminar method is advised for other subject teachers also because by the method pupils are able to find ground meaning of the texts and learn to express their ideas independently.

Key words: Pupils, reading, comprehension, facilitator, text, observation, observer, research, worksheet, questions, discussion, respondents, student book, circle, themes, peer assessment, approach.

Introduction: In order to improve pupils' reading comprehension, a number of techniques are being used as a tool. One of them is Socratic Seminar method that based ë on asking and answering questions on a text. Various studies have found that Socratic Seminar Strategy is used to improve students' reading comprehension ability by giving opportunities to the students to actively participate in the sessions which enable them to use their own experiences and knowledge (Ansari& Husain, 2012:512). Despite of having the ability to read and to comprehend, some students face difficulties using a suitable strategy would promote the process of reading and comprehension. Thus, using a suitable strategy would increase the interaction between the text and the reader until there are more ideas on mind. However, generating more and different ideas might need a group of students who read and comprehend the same text and each one of them would have chance to express the idea based on their background (Bidabadi & Yamat, 2010:220). According to Lida Holida Mahmud and Tryana's research with students of Pamulang University using Socratic Seminar method in second semester, Two cycles of classroom action research were conducted among 32 students in detail. Although the research in Pamulang University was organised in a high quality, In Uzbekistan a 32-pupils-class is divided into 2 small groups to enhance their learning. The Socratic

seminar method that we used in 7-8 grades intends to cover the whole of the class to hone pupils' reading skills and comprehend scientific presentations and specific texts. Ostrov (2003:2) states that comprehension is one of important factors that indicate how well people read. When we read extremely fast a text but we cannot understand what we have read, it means we do not read it with comprehension. This paper hypotheses that Socratic Seminar method develops both pupils reading ability significantly and improving in oral communication after using the method.

METHOD

As the purpose of the study is to assess whether Socratic Questioning is particularly useful in improving students' reading comprehension, it should be conducted as class action research while teaching pupils on reading.

This study was prepared according to the procedure used by Mari Venturino's 7th grade science class discussion, in Namangan region Turakurgan Secondary school number 36. During 3 weeks, 14-16 pupils conducted the method in English lessons. As a result, they noticed obviously improvement in reading comprehension. Traditionally, the seminars take place in student-centred setting, with the teacher serving as a facilitator of the discussion in the seminar rather than a knowledge holder. There are several approaches to executing a Socratic seminar, but the basic principle is for students to read a specific text (passage) and then produce questions to further understand t(Chorzempa & Lapidus, 2009). According to Raider in Ellis (2003:2), the Socratic seminar is made

of four key components: the text, the question, the leader, and the participant. During the research time, other subject teachers were also invited as an observer, and participants had been given the text in advance to prepare. Apart from Socratic Seminar method, other approaches are considered as productive but criteria for selecting the method were as follows:

1. It develops pupils reading comprehension.
2. It forces pupils to be attentive.
3. It gets students ready to think quickly.
4. Discovering how to find common ground in depth.

A major advantage of the approach is that it improves not only reading comprehension skills on a text or passage but also academic performance in discussions. Also it would be useful for both participants and observers in classroom. Pupils had prepared for discussion topics that were recruited from their student books for a 3-week-seminar. In 3 weeks we conducted 3 seminars and themes are "Favourite Places ", "Students at work" and "Street Food " which are discursive topics in class. Seminar consists of 14 participants, 3 observers and a teacher as a facilitator. The first step in the process was dividing students into two circles, inner and outer one. Participants inner circle can converse with each other but outer circle students aren't able to interact they need observe and attentively

listen to the discussion. Teacher motivates seminar members with open-ended questions and instruct them to start discussing the pre-reading text. If participants lose

focus or discussion objectives facilitator should redirect them into conversation by asking questions related to the topic. Papers for Peer Assessment and Self -Assessment are hand in students. Sheets are completed silently. Here you may see the following:

Socratic seminar worksheet

Name: _____
Seminar Date:_____
Title:_____
Author(s):_____
Speaker 1 :_____
Speaker 2 :_____
Speaker 3 :_____
Speaker 4 :_____
Speaker 5 :_____
Speaker 6 :_____
Speaker 7:_____
Others :_____

Phrases, quotes from text :_____
Author's main ideas in the text :_____
Main points of reading passage:_____
Assessing participants :_____
Summary :_____

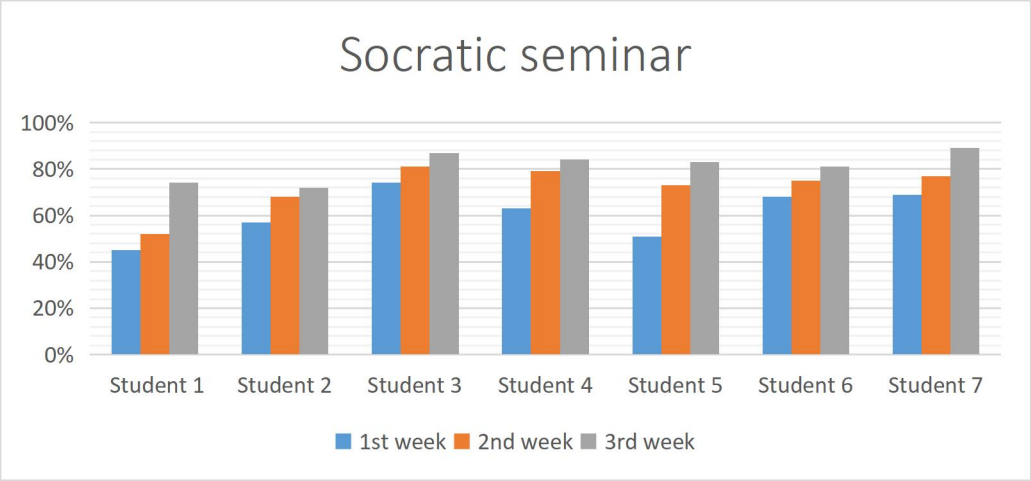
Comprehending the text as well as the author's intention is necessary for effective reading (Gomez and Constain, 2009: 62). In order to achieve both of the comprehending and author's objectives in a text, using socratic seminar method is considered as an useful technique. To the end of the seminars, every week pupils can improve their understanding in real meaning of passage. Socratic seminar's questions which were discussed during the discussion in class are following link to copy and use for others in classes.

https://sg.docworkspace.com/d/cIBvd3OqiAfmzkaoG?sa=S4&st=0

By using worksheets, participants did peer-assessment while they were conducting the seminar, both circles members gave their own feedbacks for counterparts in the other circle. According to pupils' assessing in every week seminar, it is obvious how the method increases pupils reading comprehension in worksheets' result. At the last week seminar, members encouraged by their progress in reading through Socratic Seminar method.

RESULT

(Inner circle group)



[figure 1]

The result of Socratic seminar that was prepared according to pupils' worksheet shows how the method improves learners reading comprehension in 3 weeks. The process was conducted by peer-assessing worksheets in seminar. Participants evaluate other circle speakers' answers without interrupting their discussion. Also, pupils can give their personal opinions for chosen topics in worksheet via finding main points of the passage. "Favorite places" is the topic of the first week seminar demonstrates that among 7 participants, 3rd student achieved the highest balance namely,74% in the first seminar. Taking into all consideration, for the first seminar an easier text had been chosen and facilitator helped pupils conduct a hot debated seminar.3rd speaker reached to 80% at the 2nd seminar and text passage is "Street food" that is considered as an arguable topic in debates. At the final seminar,7th participant collected higher percentage rather than 3rd and other participants. His result is 89% which is the highest result in the whole seminars. The chart mentioned above, is dedicated for inner circle participants of the seminar and second figure demonstrates outer circle members' results.

(Outer circle group)

NAME	1st week	2nd week	3rd week
Speaker1	56%	59%	64%
Speaker2	69%	73%	79%
Speaker3	52%	64%	71%
Speaker4	67%	73%	87%
Speaker5	71%	79%	81%
Speaker6	63%	59%	67%
Spaker7	70%	77%	80%

[Figure2]

Both inner and outer circle group members assessed the participants according to their participation, horizon, and answers. The second figure shows that the highest score

in outer circle members is 85% and the least percentage is more that fifth namely,52%. These kind of evaluating the seminar process helps students improve their ability to participate in future discussions. All speakers of the seminar increase their results gradually with the last seminars' results. Paul and Eder(2008) assert that the Socratic spirit encourages individuals to pay attention to intellectual criteria, specifically whether what they think is correct or wrong, logical or illogical, reasonable or irrational. However, when the context attempts to increase reading comprehension, the necessity to answer correctly becomes the most important aspect of this spirit. Based on finding data, there are observers' opinion about the seminar. It is presented as an appendix at the end of the study.

DISCUSSION

This analysis supports the theory that worksheet of the Socratic seminar indicates the results of the pupils and increases reading comprehension on a text. Students find written text easier to understand when Soctatic seminar is used because they can discuss and ask question about each paragraph that are discussed through the Socratic seminar strategy. According to Ayyash Ahmed Abdullah (M.A) and (Ph.D)Nagham Qadoory Yahya Socratic Seminar increase not only reading comprehension skill, but also it could be attributed to the following factors:

1. Teachers and students can easily implement the Socratic seminaer strategy.
2. It is entertaining to use and adaptable.
3. It inspires students by utilizing a different teaching methodology.
4. It boosts students' self –assurance in their capacity of learning.
5. It aids students' comprehension, memorization, and retrieval of events and facts in written texts.

While previous research has focused on pre and post testing or interviews, these results demonstrate that it will be better to organizing seminars, debates, discussions like Socratic seminar method via the method learners to understand real meaning of the texts by discussing with partners or listening their existing information. Due to the lack of data on some pupils, they can't take higher result in assessment list and the result can't confirm as a thought. The chapter ends several recommendations for future research. Future studies should take into account text difficulty level, pupils' interests, to build a seminar. Finally, the strategy for teaching reading comprehension is better for enhancing pupils' reading comprehension skills than academic methods which teachers always used in classes.

CONCLUSION

This study intended to develop pupils reading comprehension skill on any kind of texts and are able to express their opinions. Socratic seminar method provides individuals to distinguish between significant and less significant ideas and enable them to lead practicing communicatively. Besides that, this strategy motivates pupils to comprehend idea and texts. Developing reading comprehension, the method increases metacognitive skills and, support learner's conceptual understanding.7-8 grades often have a problem

with understanding reading materials and can't imply ideas, if seminars are hold (like Socratic Seminar) in other subjects, pupils don't face self-expression and finding meaningful concepts in passages. Analytically, after discussing texts in a group seminar, it can improve also communicative competence, because they read the text then think it, finally express their ideas independently so it is said that Socratic seminar improve pupils reading comprehension and communicative competence equally.

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APPENDICES

Appendix A

Interviewer: Tojiboyeva Shoira

Interviewee: 3 Teachers of 36th school

Date and time: April 7th 2023 13:00

Location: Namangan Region, Turakurgan school 36

SH.T: Thank you for taking time for this seminar.

Z.A: You are welcome! I am happy to observe your seminars, because the method interests me too.

SH.T: I would like to ask your opinion about the first seminar?

Z.A: the seminar was organized satisfactorily and nearly all of the participants had prepared in advance.

SH.T: Whose participation is satisfactory for you among speakers?

Z.A : Speaker 3 from inner circle and speaker 7 from outer circle.

SH.T: What do you advice to increase the effectiveness of the seminar?

Z.A: Focusing on time and interrupting participants to disrespect each other while speaking.

SH.T: Apart from English, what in subject Socratic seminar may be used ?

Z.A: Literature and foreign languages.

LITERARY ASPECTS OF POETRY IN THE PERIOD OF ENLIGHTENMENT

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In the age of Enlightenment, poets wrote in direct counterpoint and direct expansion of one another, with each poet writing satire when in opposition. There was a great struggle over the nature and role of the pastoral in the early part of the century, reflecting two simultaneous movements: the invention of the subjective self as a worthy topic, with the emergence of a priority on individual psychology, against the insistence on all acts of art being performance and public gesture designed for the benefit of society at large. The development seemingly agreed upon by both sides was a gradual adaptation of all forms of poetry from their older uses[1]. Odes would cease to be encomium, ballads cease to be narratives, elegies cease to be sincere memorials, satires no longer be specific entertainments, parodies no longer be performance pieces without sting, song no longer be pointed, and the lyric would become a celebration of the individual rather than a lover's complaint.

The entire Augustan age's poetry was dominated by Alexander Pope. His lines were repeated often enough to lend quite a few clichés and proverbs to modern English usage. Pope had few poetic rivals, but he had many personal enemies and political, philosophical, or religious opponents, and Pope himself was quarrelsome in print. Pope and his enemies (often called "the Dunces" because of Pope's successful satirizing of them in The Dunciad) fought over central matters of the proper subject matter for poetry and the proper pose of the poetic voice.

There was a great struggle over the nature and role of the pastoral in the early part of the century. After Pope published his Pastorals of the four seasons in 1709, an evaluation in the Guardian praised Ambrose Philips's pastorals above Pope's, and Pope replied with a mock praise of Philips's Pastorals that heaped scorn on them. Pope quoted

1. Casey, Christopher (October 30, 2008). ""Grecian Grandeurs and the Rude Wasting of Old Time": Britain, the Elgin Marbles, and Post-Revolutionary Hellenism".Foundations. Volume III, Number 1. Retrieved 2009-06-25

Philips's worst lines, mocked his execution, and delighted in pointing out his empty lines. Pope later explained that any depictions of shepherds and their mistresses in the pastoral must not be updated shepherds, that they must be icons of the Golden Age: "we are not to describe our shepherds as shepherds at this day really are, but as they may be conceived then to have been, when the best of men followed the employment" (Gordon). Philips's Pastorals were not particularly awful poems, but they did reflect his desire to "update" the pastoral. In 1724, Philips would update poetry again by writing a series of odes dedicated to "all ages and characters, from Walpole, the steerer of the realm, to Miss Pulteney in the nursery." Henry Careywas one of the best at satirizing these poems, and his Namby Pamby became a hugely successful obliteration of Philips and Philips's endeavor. What is notable about Philips against Pope, however, is the fact that both poets were adapting the pastoral and the ode, both altering it. Pope's insistence upon a Golden Age pastoral no less than Philips's desire to update it meant making a political statement. While it is easy to see in Ambrose Philips an effort at modernist triumph, it is no less the case that Pope's artificially restricted pastoral was a statement of what the ideal should be.

Pope's friend John Gay also adapted the pastoral. Gay, working at Pope's suggestion, wrote a parody of the updated pastoral in The Shepherd's Week. He also imitated the Satires of Juvenal with his Trivia. In 1728, his The Beggar's Opera was an enormous success, running for an unheard-of eighty performances. All of these works have in common a gesture of compassion. In Trivia, Gay writes as if commiserating with those who live in London and are menaced by falling masonry and bedpan slops, and The Shepherd's Week features great detail of the follies of everyday life and eccentric character. Throughout the Augustan era the "updating" of Classical poets was a commonplace. These were not translations, but rather they were imitations of Classical models, and the imitation allowed poets to veil their responsibility for the comments they made. Alexander Pope would manage to refer to the King himself in unflattering tones by "imitating" Horace in his Epistle to Augustus. Similarly, Samuel Johnson wrote a poem that falls into the Augustan period in his "imitation of Juvenal" entitled London. The imitation was inherently conservative, since it argued that all that was good was to be found in the old classical education, but these imitations were used for progressive purposes, as the poets who used them were often doing so to complain of the political situation.

In satire, Pope achieved two of the greatest poetic satires of all time in the Augustan period. The Rape of the Lock (1712 and 1714) was a gentle mock-heroic. Pope applies Virgil's heroic and epic structure to the story of a young woman (Arabella Fermor) having a lock of hair snipped by an amorous baron (Lord Petre). Thestructure of the comparison forces Pope to invent mythological forces to overlook the struggle, and so he creates an epic battle, complete with a mythology of sylphs and metempsychosis, over a game of Ombre, leading to a fiendish appropriation of the lock of hair. Its purpose was to reform society using reason, to challenge ideas grounded in tradition and faith, and to

advance knowledge through the scientific method. It promoted scientific thought, skepticism, and intellectual interchange.

The Enlightenment was a revolution in human thought. This new way of thinking was that rational thought begins with clearly stated principles, uses correct logic to arrive at conclusions, tests the conclusions against evidence, and then revises the principles in the light of the evidence. Enlightenment thinkers opposed superstition. Some Enlightenment thinkers collaborated with Enlightened despots, absolutist rulers who attempted to forcibly put some of the new ideas about government into practice. The ideas of the Enlightenment continue to exert significant influence on the culture, politics, and governments of the Western world.

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ANALYZING THE GRAMMATICAL ERRORS MADE IN A SPEECH AND IDENTIFYING THEIR FACTORS IN 7-9 CLASSES' STUDENTS.

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Abstract: The purpose of this study is to identify the sorts of grammatical mistakes students make when speaking English at the 13th secondary school Namangan.

Identification, classification, and description of the different grammatical errors are vital to increase the pupils' understanding of utilizing organized and structured English according to the guidelines. The research found 4 types of grammatical mistakes in students' speech they are omission, misformation, misordering, and addition. Omission and misordering showed the highest percentages in speaking its main factor is 1st language interference. The other 2 types are misformation and addition errors in which intralingual factors exactly poor and improper understanding of the Target language. Google form questionnaires for teachers, recorded interviews of students' speeches, meetings with master's degree students, informal discussions, and lesson observation were used to collect the data.14 students of 7-9 classes, 10 teachers from 13th secondary school Namangan together with Gülnür Nermin Efeoğlu from Bartin Universitry and 8 master's degree students of Namangan State Institute of Foreign Languages participated in this research.

Keywords: grammatical errors, speaking, error analyses, the target language, interlingual and intralingual factors.

INTRODUCTION

It is widely assumed that if we are to compete on a worldwide scale, we must be fluent and accurate in English. Speaking is regarded as the most challenging since students must understand grammar, content, forms, and pronunciation. Moreover speaking happens in real-time, on the spur of the moment. Speaking grammatically correct sentences is a vital part of language learning so that we can communicate and express our ideas adequately.

While speaking a second or foreign language, people need understanding. It is important to distinguish between errors and mistakes made by students since not all of the improper grammar that students use is attributed to errors. According to (Rod Ellis, 1997), mistakes are sporadic performance failures (learners unable to accomplish what they know) and knowledge gaps caused by learners' lack of competence (they do not know what is correct). Additionally, by Dulay (1982), a mistake refers to a performance defect that is either a guess made at random or a "slip". Many kinds of research were conducted in this field. Cut Mawar

Helmanda et al. (2018) noticed the four sorts of grammatical mistakes that students frequently commit, according to this research, are overgeneralization, omission, misformation, and misorder. In addition to all of the aforementioned problems, Susidamaiyanti's research from 2021 mentioned about 5th category called addition.

Based on the researcher’s teaching experience it was observed that most language learners from pre-intermediate to upper-intermediate levels’ students were having problems in speaking English. They often spoke using less structured sentences, omitting the necessary parts, and kept making simple mistakes even if they knew the grammatical rules well.

Various types of research works have been accomplished in this field, however, the results of these works can differ within different places and nationalities. So the researcher decided to conduct a survey with a group of students and teachers to check and analyze the research issue in detail.

This research paper reveals a detailed look at the following objectives::

1. Grammar errors that are made in a speech.
2. The most common errors learners of the 7-9 classes make in the speech.
3. The factors causing students to make grammatical errors in speaking performances

14 students from 7-9 classes at 13 secondary schools, 10 teachers, and 8 master students of Namangan State Institute of Foreign Languages (NamSIFL) participated in this research. Various types of surveys were conducted such as Google form questionnaires, informal discussions with students and colleagues, lesson observations, and recordings. The data shows the deep analysis and results of these surveys.

METHODS

The current study was a descriptive study using a qualitative methodology. According to Schrieber and Asner-self (2001), qualitative research tends to explore things in their natural setting, aiming to understand or interpret occurrences in terms of the meaning people assign to them.

This research was prepared according to the procedures used by Cut Mawar Helmanda et al.(2018). In this research, it was found that the study's findings showed that the four categories of grammatical errors that students commonly make are overgeneralization, omission, misformation, and misorder. Another research conducted by Susidamaiyanti et al. (2021) distinguished 5 types of errors including Addition to all the abovementioned ones.

According to Sinha's research, Bangladeshi students make mistakes for the reasons listed below: 1. Interference from Bengali

1. Transfer of L1 knowledge (Bengali)
2. Incomplete application of rules
3. Ignorance of rule restrictions
4. Overgeneralization
5. Inadequate teaching techniques
6. Lack of enough exposure to English

However, all the results that have been conducted by these researchers can differ within different places and nationalities. So their results can be unsuitable for the students in our place. That’s why the researcher’s purpose is to check and find out what grammatical errors can make students in their speaking performances

The design was a mixed-method study of Grammar-translation and Direct methods. These methods mostly focus on learning grammar and the next one focuses on speaking.

Following the research objectives, which included categorizing different types of grammatical errors, highlighting the most prevalent errors, and discussing the causes of the errors.

Observations were conducted at the 13th secondary school, which is situated in Uzbekistan, Namangan region Turakurgan City, and at Namangan State Institute of Foreign Languages(NAMSIFL) 8 master’s students and 14 students of 7-9 classes

Moreover, 10 English teachers from the 13th school participated in the questionnaires. they were chosen to find out whether these teachers have also this issue and how they react or deal with it.

The participants were chosen according to their Language levels. Intermediate and upper-intermediate students were taken as they have enough knowledge and experience in English learning.

8 Master’s students of NAMSIFL were called to help the researcher with data analyses as they are professional teachers and experienced researchers in Foreign language teaching.

The major advantage of the research is to help students, teachers, and tutors recognize and categorize the grammatical errors made in students' speech performance, find out their causes, and try to eliminate them.

Initially, the researcher conducted a Google form questionnaire for teachers in 13th secondary school asking the following questions:

1. Do students have grammatical errors in speech?
2. Do they make grammatical errors even if they know grammar structures and rules?
3. What do you feel and what action do you take when this problem happens?
4. Why do you think your students have this kind of problem?
5. How do you think you can deal with this issue (having grammar mistakes in speaking)?

The purpose of the questionnaire was whether these teachers have the abovementioned issue in their classes namely in their students' speaking skills and how they react or deal with this situation. After getting the answers from 10 teachers the data was gathered and put in a diagram and explained in detail in the results part.

https://docs.google.com/forms/d/e/1FAIpQLSc38nkrO-CJvi_ioeIlcDz0_DshG8_LZT_iqVYdyvgN2YRYVNA/viewform?usp=sf_link

The next step of the research was to observe and interview 14 students of 7-9 classes asking them to talk about their close friends and asking additional questions about true friendship for around 2-3 minutes for each student. Here you can see the questions:

Describe your close friend:

You should say:

- When and how you met
- What kind of personality he/she has
- What makes you like him/her

- What do you value most in a friendship?
- In what ways do you feel supported in the friendship?
- Can you call yourself a best friend?

Then the researcher and her colleague observed this part and recorded all the answers with the help of their mobile gadgets. The action aimed to find out What kind of grammatical errors the researcher's class usually makes.

Then, the researcher sent these recordings to the master's students of NAMSIFL and requested them to analyze and categorize the grammatical errors that the students made according to the (Susidamayianti, 2018) research table to discuss them thoroughly from a professional point. The table consisted of 4 categories Omission, Misordering, Misformation, and Addition. According to (Coder, 1981), the error analysis process consisted of the following four steps: identification, description, explanation, and categorization. Firstly they identified the errors described the reasons why it is incorrect and categorized in into the table according to their characteristics. As every phrase that has a grammatical problem needs to be coded, this step is part of the analysis that takes a lot of time and thorough study.

The following step was to collect all the error analyses identify the amount and put it in the Excel table to see the statistics and the percentages of the frequency of the errors in each category namely omission, misordering,.overgeneralization and misformation, this is vital to see the precise results of the students, and get ready to perform the next objective of this research. (see the Figure 2)

Afterward, according to the Students' answers, all the data was collected and the researcher organized a meeting with master's students During the meeting they discussed the factors or reasons for making grammatical errors in speech the most frequent error category made by students.

The results of the meeting and the causes of grammatical errors in the speech were described in detail in the results part.

Data consisted of a Google form questionnaire for Secondary school English teachers, 14 interviews from students, 14 recordings of the speaking performances, a meeting, and informal discussions with master's students of NAMSIFL.

RESULTS

The results of the questionnaire prepared for teachers showed that 10 out of 10 teachers had Grammatical errors in their students' speaking. 5 teachers answered that they lose their temper when it happens because students have enough grammatical knowledge. 5 teachers said they do not pay attention so by practicing students can improve it and avoid making grammar errors. 3 teachers answered they recall grammar when students have lots of mistakes in a particular grammar topic. and the possible factors of making grammatical errors in speech they think is lack of practice in using the target language, To identify the most typical errors that students make the researcher asked her students to speak about their close friends periodically asking questions such as how they met, where, and how they communicate with them nowadays and recorded all the answers to analyze them, All recorded transcriptions of student speaking performance were analyzed by the master's students of NamSIFL to identify each sentence with grammatical errors. This process according to (Safrida, 2016) called error analysis.

(Susidamayianti,2021) in her work defined this process as an activity to identify, classify interpret, or describe errors made by someone in writing or speaking. That is done to get information about common difficulties someone faces in writing and speaking English sentences.

When errors were found, a special table was used to show the statistics.

according to Ellis's (1997) four characteristics of grammatical errors:

1. Omission
2. Misformation
3. 3. Misordering

4. Addition.

Meanwhile, (Susidamayianti, 2018) in her research found 5 main types of errors in the abovementioned types and Addition. and called them errors based on the Surface strategy Taxonomy.

Master's students were asked to analyze the errors according to the (Susidamayianti, 2018) Table research. The percentages and numbers of errors were classified and put into the Table shown in Figure 2.

TOTALDATAOFERRORS						
ERROR CLASSIFICATION						
№	Name	omission	misformation	Addition	misordering	Total of errors
1	Student 1	10	5	0	5	20
2	Student 2	6	6	0	7	19
3	Student 3	10	8	2	6	26
TOTALDATAOFERRORS						
ERROR CLASSIFICATION						
№	Name	omission	misformation	addition	misordering	Total of errors
1	Student 1	10	5	0	5	20
2	Student 2	6	6	0	7	19
4	Student 4	9	4	4	4	21
5	Student 5	9	9	3	8	29
6	Student 6	5	6	0	5	16
7	Student 7	10	7	0	10	27
8	Student 8	9	9	6	9	33
9	Student 9	10	3	0	7	20
1	Student	7	5	4	4	20

0	10					
11	Student 11	8	2	6	11	27
12	Student 12	10	4	3	13	30
13	Student 13	10	7	0	9	26
14	Student 14	10	8	2	11	31
	TOTAL:	123	83	30	109	345
	%	35,7	24,3	8,5	31,5	100%

From the data displayed above, we can see several types and the percentage of each error that was found in students' speaking performance. The data tabulation shows that the error in omission gets the highest value, namely 123 or 35,7%, next is misordering with 109 errors or 31,5 %, followed by misformation with 83 errors or 24,3%, overgeneralization with 30 errors or 8.5%.

Each type of error was discussed as follows:

a. Omission. Missing a speech-related item that ought to be there is an indication of an omission mistake. In brief, an omission is when a statement lacks the form or grammar that it should. However, students often forget to include it—for instance, a missing article, verb, auxiliary verbs, preposition, or punctuation subject, object, and possessive case (Helmanda et al., 2018). For instance, in our research, most of the students omitted to put auxiliary verbs in the sentences such as Today I going to meet her after classes. (Wrong). Today I am going to meet her after classes. (Correct). Or I have a friend name is Malika (Wrong). I have a friend her name is Malika (Correct)

b. Misordering. One aspect of this error is the wrong placement of a morpheme or collection of morphemes in speech. When a word is misordered, it cannot be sorted into another word; it is not placed in any particular order. The researcher pointed out it as the second main type of error. in the research, some students confused the order of the words, and in their speech performance, some sentences like *"She all the time helps me."(Wrong) She helps me all the time. (Correct) Or in my class, there is a beautiful girl. (Wrong). There is a beautiful girl in my class. (Correct).*

c. Misformation. This sort of mistake refers to a formation error when regular markers are utilized in place of irregular markers. For instance, Students 1,5,9 in the sentences added Ed to verbs to form past tenses but it is not correct all the time. *I meeted my friend yesterday in the evening. (Wrong). I met my friend yesterday in the*

evening(Correct) My father is more old than my mom (Wrong) My father is older than my father. (Correct).

d. Addition. Finally, The last category of the table is Addition which indicates 8.5% of total errors. This error is characterized by adding some morphemes that are not necessary. For instance, Students 10,11,12 made addition errors. For example, *She doesn't likes walking. (Wrong) She doesn't like walking(Correct).*

The Causes of Grammatical Errors.

The next step of the research action phase was to find out what factors cause these grammatical errors in students' speaking. According to (Brown, 1994) there are four sources of errors, such as Interlingual Error, which means mistakes associated with the original language (L1); Intralingual error caused by misunderstanding of the target language (L2); Learning context and method; and Communication Strategy.

According to this strategy, the researcher analyzed all the errors and concluded that;

Most of the errors in different categories were made because of the first Language Interference (L1) in our case interference of the Uzbek language. In the Uzbek language, there are different sentence structures and there is no grammar rule or special morpheme "TO BE" so most of the students omitted using *to be* in their sentences because they used to speak without it in their Mother tongue. another case where the first language had its influenza is a Misordering category. The Uzbek language has a different sentence structure where Modifier comes after Subject. For instance: *"Men uni maktabni yonida ko'rdim."* if we directly translate the sentences word by word it will be *"I him near the school saw."* In the English language, it is incorrect ordering "I saw him near the school"(Correct).

The students also made errors in regular and irregular markers in a sentence, such as comparative adjectives "more" and "er". This error is caused by the students' generalization of the grammar rules in which they felt confused with the use of the comparative adjective "older and more old". It is called misformation, (Ruminar, 2018) states that misformation errors happen when the learner cannot produce the correct structure or morpheme in a sentence.

The variations in English grammatical structures can cause an immense of misformation errors. The writer regarded this as part of intralingual errors. (Susidamayinti et. al .2021)

From the discussion above, it can be concluded that there are mostly two factors that lead students to make grammatical errors in speaking performance. Interlingual and intralingual factors, Which means the 1st language (L1) interference and problems in the target language acquisition. Mostly students' lack of practice and carelessness when learning a language lead to making errors related to the L1 Interference.

DISCUSSION

Speaking is one of the most important skills in learning a language. Consequently, to speak accurately and fluently one needs to know the grammatical rules well. Analyses

of grammar errors in speaking performances are vital to identifying and correcting mistakes.

The research was conducted to find what grammatical errors students make in their speech, to analyze them from a professional point of view, to find the most frequent errors that students of 7-9 classes made, and to discuss the factors causing the errors to happen.

When 10 teachers answered the questionnaires in the Google form they wrote they had the same issue in their students' performances and would like to improve if possible.

From the research it is obvious that Students of 7-9 classes make grammatical errors in 4 categories: omission, addition, misformation, and misordering. The biggest issue where students made more errors was the omission part where they omitted some vital parts of the sentences, such as To be, and Prepositions. 35,7% (123 errors). The reason for making such errors is related to the 1st language interference when students are not sure what proper words to use they go back to their Native language to search for help.

The next category after omission was Misordering indicating 31.5% 109 errors total. Again in this case intralingual factors were the main factor causing these types of errors to happen

The rest two categories misformation and addition showed 24.3% 83 errors and 8.5% 30 errors. these errors were caused by wrong, improper, or poor understanding of the grammar of the target language which is called intralingual errors. The reason for such mistakes is students' lack of experience in practicing the target language and their carelessness in learning they do not pay proper and serious attention to learning the grammar so they may face the above-mentioned type of issues.

The research aimed to find and analyze the grammatical errors made in the speaking performances of 7-9 classes who are pre- and intermediate learners.

All the research objectives were accomplished and the next step will be how can we eliminate these errors from happening and work out some effective ways to overcome them.

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ПРЕПОДАВАНИЕ ЯЗЫКОЗНАНИЯ И ЛИТЕРАТУРЫ.

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Аннотация: В данной статье рассматривается обзор учебников по методике русского языка и литературного чтения. Методы правильного литературного чтения, пересказ прочитанного,, навыки литературного чтения.

Annotation: This article describes the primary analysis of textbooks on the Russian language and the methodology of literary reading. The correct literary reading methods, retelling of what has been read, and literary reading skills are described.

Ключевые слова: язык, идея, метод, обучение, разговорная речь, литературное чтение, квалификация, культура речи, технология обучения и разумное чтение.

Key words: language, thought, method, education, oral speech, literary reading, competence, speech culture, technology and conscious reading.

Введение. В системе образования занятия с использованием современных технологий направлены на то, чтобы учащиеся сами находили уроки, самостоятельно изучали и анализировали их, оценивали свои знания и делали правильные выводы.

Язык — один из способов общения между людьми. С помощью языка выражают друг другу свои мысли и обмениваются идеями. Если мы посмотрим на историю, то нет ни одного племени, не имеющего звука собственного языка. Ученые давно изучают происхождение языков и сходство каждого языка.

По мере развития общества со временем устная речь развивается, а также развивается литература. Место и роль литературы в развитии человеческого общества велико. Поскольку литература имеет стабильный и постоянно повторяющийся характер, теория литературы определяет принципы и методологию,

методы и течения литературного процесса, основанный на этих общих законах, регулирующих развитие литературы.

Художественная литература — одна из древних форм искусства, притом он отличается от музыки, архитектуры, танца, живописи, скульптуры.

Методы. Литературный стиль происходит, когда за основу берутся группа творческих принципов и исторического фона, и интерпретируя основные вопросы периода, которые находятся в решении идеи идеального героизма в этом смысле, понятие стиля сочетается с понятием литературной школы, литературным образом. Единство писателей отражаются в области литературы.

Литература - это историческое явление, которое происходит в определенный период или особый период в национальной литературе и теряется в определенный период. Методология преподавания литературы привела к развитию науки методологии, в частности, методологии преподавания лингвистики как реальной науки.

Основными важными вопросами преподавания языка являются методы формирования грамотности учащихся, культуры речи, в той или иной степени, выражаемые в той или иной степени методологическими и дидактическими идеями. Понятно, что в методологической литературе проблема растущей речи студентов стала объектом обсуждения, например, «Пересказ», «Культура речи», «Техника речи».

В соответствии с этим термином общие вопросы преподавания языка являются такими вопросами, как наблюдение и изучение лингвистических событий, способность студентов выражать свои взгляды в письменной и устной форме. Живая, выразительная, интересная, сочная и значимая речь учителя положительно влияет на формирование речи учащихся. Поэтому речь учителя должна быть примером для учащихся.

Правильная и выразительная речь - одна из самых насущных проблем в системе образования, которая по-прежнему остается вопросом жизни любого образованного человека. Так, ряд методологов О.Мадаев, В.В.Голубков, А.Ходжаев в методологических рекомендациях по обучению языку, языку и литературе для развития устной и письменной речи студентов, большое внимание уделяется этим вопросам. Каждый преподаватель языка должен разработать различные методологические формы и методы речи учащихся, которые должны показывать все почки живой речи. Ключевые вопросы методологии обучения. результат. Ключевые вопросы методологии обучения. Во время обучения увеличивается богатство студенческой лексики, расширяются их знания. Они постепенно учатся ощущать родной язык.

Известно, что уровень обучения студентов не одинаков. Некоторые студенты быстро читают это, игнорируя содержание произведения, а другие медленно читают его с интересом к содержанию произведения. При преподавании лингвистической литературы рассматриваются следующие вопросы:

1. Навыки обучения студентов;

2. Расширение мировоззрения студентов;

3. Повышение умственной зрелости студентов, духовной красоты, физической зрелости;

4. Помогите студентам иметь вежливый, моральный, эстетический вкус;

5. Совершенствование устной и письменной речи студентов;

Познакомьтесь с родным языком и литературой и привить в них чувство любви. Преподаватель должен решать такие задачи с отличными методологическими навыками, соблюдая правила образования и обучения. Каждый урок должен иметь определенную цель. Когда учитель готовится к уроку, он выбирает методы работы в зависимости от цели изучаемой темы; Во время урока необходимо определить, какие новые знания будут обеспечены, какая самостоятельная работа по этой теме будет выполняться, что будет делаться по развитию речи, а также экспрессивное чтение, планирование и практика. На каждом уроке обычно изучается конкретная тема. Тема урока должна быть тщательно продумана. Подготовка студентов к уроку (вступительные интервью, история учителей, фотографии и т. д.) должна помочь им заинтересоваться этой темой и помочь им лучше понять тему.

Обсуждение.

Затем студент овладеет знаниями и навыками, необходимыми в программе. Независимая работа студентов должна учитываться в области преподавания языка. Пусть они смогут дать независимые мнения о прочитанных работах, их содержании и образах: для того, чтобы иметь возможность выполнять работу самостоятельно, например, план разделения работ на части. Чем выразительнее и впечатляет текст, тем легче будет привлечь внимание студентов. Когда вы читаете текст, словарный запас учеников увеличивается, а уровень мышления увеличивается. Вы должны быть в сознании. Только тогда вы сможете получить правильные и быстрые навыки чтения. Развивать навыки обучения учащихся. У студентов обучаемость основная задача в обучении литературе. При обучении важно обращать внимание на то, что скорость чтения, правильное чтение, сознательное чтение, умение читать вслух и навыки чтения. Читайте, не сбрасывая его, меняя звук, не «глотая» последний слог слов. Применение слова «ударить», следуя правилам орфоэпия (слова на русском языке):

скорость чтения. Скорость чтения должна быть увеличена в сочетании с осознанием, точностью и выразительностью. Скорость чтения достигается только в результате упражнений. Чтобы помочь учащимся с плохой скоростью чтения, вы можете организовать текст в роли. выводы. Сознательное чтение — это чтение каждого слова и предложения, в отличие от основных идей в тексте. В нашем языке есть слова, которые имеют несколько значений, и эти значения известны в контексте. Например, не берите эти саженцы. Первым словом яблоко в слове яблочное растение является командный глагол, а второй — лошадь. В

сознательном чтении необходимо уделять пристальное внимание словам и суффиксам, которые означают побалование, сужение и укрепление текста. необходимо определить. Также важно работать над литературным стилем языка, чтобы расширить словарь/словарь студента и полностью понять прочитанный вами текст.

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TEACHING ENGLISH THROUGH CHILDREN'S LITERATURES

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Annotation: In this article, the methods of teaching English to preschool children are written, and now English is becoming a world language, so it should be started from preschool, i.e. kindergarten age, the article provides information about this. In the last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional pre-school educational institutions.

Key words: foreign language, words, phonetics, rules, fiction, children's speech, rhythmic music, methodology.

Number of people of any age learning English in recent times is increasing a lot. This is because living without knowing English in the process of life it's getting harder. But language learning also depends on age. Even scientists children have proven to acquire language faster and easier than adults. Language in children a natural tendency to learn, that they have a strong imitative character, children have more time than adults and quickly remember the information they have learned storage is one of the main reasons for this.

Today, teaching English language assumes many different shapes. Teaching methods vary from teacher to teacher. However, we can find one common feature these methods do share. They all are tinged with communicative competence objectives. Using literature in the classroom may undoubtedly add to a broad spectrum of classroom activities that communicative approach offers. Poetry being a part of literature offers tremendous potential for ESL/EFL linguistically, culturally and aesthetically particularly in light of the current emphasis on teaching "communicatively" and the need for a deeper diversion to language learning as put by Stern.

For hundreds of years, the role of literature in the foreign language curriculum was unquestioned. Literature being the highest form of expression was believed to be the sole way by which the students could appreciate language. It was the only way to get acquainted with a nation's culture and its people. Even though the literary language was often above the level of the learner, and the vocabulary load unbearable, class preserved in their laborious word-by-word translation.

Literature is like the magpie of varieties of English by stealing legitimately from other English in constructing its messages and undoubtedly can constitute a powerful vehicle in effective teaching English, yet it is still not fully explored and taken advantage of.

Bringing children's literature into English language education is inherently intercultural. Children's literature can transform, challenge and change ways of thinking as well as foster empathy and tolerance. This themed issue provides those working with children's literature in English language education with an opportunity to contribute their ideas, findings and experiences, to enrich our awareness of the significance of using children's literature to develop intercultural understanding through English.

In the selection of children's literature, the teacher should first consider the grammatical structure to be presented, practiced, or reviewed, then the level and the age of the students, next the theme and the length of the children's literature and its appropriateness to the classroom objectives. It is advisable to select a children's literature from 20th century writers. Children's literature, which reflect cultural themes, universal features, humanistic values, or emotional aspects, will be more relevant to the foreign language learners.

Finally, through taking the classroom objectives into consideration, a teacher should effectively benefit from poems as teaching aids.

Children like stories of everyday life, stories full of fantasy and magic. Every single day of a child's life is a kind of story. Children were born as a "tabula rasa." As they grow up, go to school, play with parents, or other children; young children keep the good and the bad experiences in their little heads, the life story is written and hidden or open to teachers, parents or schoolmates.

A good basis for teaching English to 5-year-olds is the Head, Shoulders, Knees and Toes song of the children's exercise song. The song names body parts and shows exercises for charging. The text is light and easy to remember, so the song will be interesting at any stage of the child's learning, even if he does not yet know the language.

Lesson planning plays a very important role in successful classes. Brown says that teachers should think of their objective, consider time management, and then create a lesson plan, which they will use as a lead for their further lessons. Ellis gives clear guidelines for "planning story-based lessons." He suggests useful writing out a detailed lesson-plan, thinking about types of activities and the classroom language as well as preparing materials (flash cards, OHP, etc.). Some teachers may have to work through syllabus, so they may have worked with the book only a couple of lessons or a couple of minutes in each class. "Spending time with the book is very important. In order for young

students to fully absorb an English language book, they must interact with it extensively…" (Brown, 2003)

Ellis discussed whether teachers should use the mother tongue within using storybooks. Using only English is believed as a very useful learning strategy…."the more you would use English and the more your pupils get better at and more familiar with the language, the less you will need to use the mother tongue." (Ellis, 1991) However, teachers should think of when and why they would use their mother tongue. Some situations need to use the mother tongue (according to Ellis, p.23):

- Setting the scene by drawing upon the children's experience related to the story.
- Predicting what comes next in a story.
- Explanation of the main storyline beforehand.
- Eliciting vocabulary or phrases.
- Explaining keywords, grammar, or cultural background.
- Revising of what has happened in the story

Working with a text written in English with unknown words can be a hard work for pupils. If the teacher ensures pupils that their understanding is supported in several ways, pupils' enjoyment will increase enormously. (Ellis, 1991)

Young learners need to be involved in learning in all ways – intellectually, aesthetically, emotionally, and with most of their senses. This can be provided by a variety of activities based on learners´ own work such as making their own worksheets, drawing illustrations, making puppets, and tasting samples of food chosen according to the topic.

We would like to introduce an activity book called James and the Giant Peach based on Roald Dahl's book with the same name. I created this activity pages by shortening chapters of Dahl's book into few small paragraphs concerning the basic story lines and characters. The structure is very simple: left pages contain simplified texts and activities are presented on right pages.

Why have we chosen this fantasy book? The first reason is my personal relation to Roald Dahl's world and literature itself. His world of fantasy mixing with reality is a great opportunity for using childish imagination and sense for "out-of-reality" thinking. His characters are confronted by big problems, adults who do not listen to children. At the age of 10 and 11, many children are being confronted by problems with friendship, parents and events they have no control over. Children sometimes tend to run away from everyday problems to their own world. This story about an orphan is full of fun and gives the readers hope that they can overcome any problems if they keep a positive outlook on the world.

The teacher has an important role in teaching English through literature. First, he should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the

teacher can set up the aim and the objectives of the language teaching. Second, he should select the appropriate language teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc should be taken into account in order not to bore students with inappropriate materials. At elementary levels, for example, students should be given simplified or specially written stories.

Especially, for students with verbal / linguistic intelligence, the language teacher's using literature in a foreign language class serves for creating a highly motivating, amusing and lively lesson. Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

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THE IMPORTANCE OF CULTURAL AWARENESS TO EFFECTIVE READING COMPREHENSION IN LEARNING A FOREIGN LANGUAGE

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Abstract: Effective reading comprehension is closely related to cultural awareness of the target language as without it reading would be daunting. This paper recommends the importance of cultural awareness of an effective reading comprehension and illustrates the methods of them to students. Our objective is to show the importance of culture, without knowing the culture of the language is less effective way which is also takes more time and effort than necessary. Knowing culture and traditional customs in reading process is effective way of understanding the meaning of the content immediately and it can be helpful key of increasing reading speed and comprehend the text.

Keywords: reading comprehension, approaches, cultural awareness, literacy, existence of culture, circumstances, English as a Second or Foreign language, role-plays.

Being one and the most important of four skills, reading determines the beginning of a learning process. It also continues till the end of the process and decides what is or will be comprehended. Effective reading is essential for success in acquiring a second language. After all, it is the main feature of the whole teaching and learning process: reading instructions, books, using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and so on. Reading comprehension, therefore, is an essential component of every second-language curriculum.

Firstly, a description should be made for reading before beginning the topic. According to Beatrice Mikulecky, ― Reading is, a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience‖. This explanation clearly shows that during reading process, a reader relies on his or her own background knowledge which is brought about by national surrounding and culture. Beatrice also says that a reader approaches a text with a huge store of prior knowledge and experience, including preconceptions about the uses of spoken and written language. This implies that when a reader is reading a text regardless of which it was written, he analyzes it according to his conceptions. This phenomenon is totally appropriate with the contexts semantically suitable for the reader's national background including materials from his own or neighboring nations. The main is the apparent misunderstanding when a reader reads from other culture. This difference is clear in even connotation meanings of some words. Sheep 'is a perfect word to illustrate. There is a slight difference between meanings such as the impression of a fool in English and Portuguese contexts but a person who does not decide independently. The same case can be found with texts which include daily

conversations, or with idioms and proverbs.

Language and culture cannot be separated. Language knowledge and thinking patterns are socially constructed within a cultural setting, and each language or culture fosters its own way of understanding the world. In other words, each culture fosters the development of different background knowledge about the world. That is why readers from two different cultural backgrounds can read the same text and construct very different models of what the text means. The ability to analyze the text as the native users of that language are strongly depends on the reader's secondary literacy. Literacy is a term meaning a set of attitudes and beliefs about the ways of using spoken and written language that are acquired in the course of a person's socialization into a specific cultural context (Beatrice S. Mikulecky). In order to avoid misunderstandings and reach the correct comprehension, a learner should be aware of the culture of the language that is being learnt. An American anthropologist Sapir (1921) claims that culture and thought are language dependent on account of conveying the implicit meaning and inherited patterns of life. The acquired knowledge on such patterns reveals one's identity through the ways of thinking, feeling, acting and behaving in a cultural context. Moreover, the cultural context determines the way people interact and make perceptions regarding any situation or the object of life. Thus, the existence of language into culture serves the means of communication among the individuals of a society.

The existence of culture for human society is possible due to the development and use of a common language among the people, for example the cultural representation of an individual can be observed through the use of language in particular context. It is the influence of culture on human minds that not only constructs human personality but also leads one to behave as per the existing norms of society. It is indicated by Emmitt & Komesaroff (2003) that the acquisition of culture requires the learning of a language for the transmission of attitudes, ideas, and values to the next generation. As a result, individuals continue to follow prevailing customs, norms, and values inherited through a social system. Therefore, no human society has ever existed without developing language and culture.

Culture deals with the use of language and communication experienced by people in given circumstances. They tend to learn more than one language for the satisfaction of communicative needs in their academic and professional career. The process of learning a second or foreign language not only requires an individual to practice linguistic forms but also necessitates becoming familiar with the culture of target language in order to interpret intercultural communication. Therefore, in the learning of English as a Second or Foreign language (ESL/EFL), it is necessary to provide learners 'cultural context and awareness so as to obtain proficiency in intercultural communication of target language. To improve the level of knowledge on a foreign language and speak like native speakers one should remember he or she accepts the moral behaviors and culture of that nation as we have said before Language cannot be separated from culture.

In a foreign language classroom student typically and gradually became aware of

the culture. Each unit of course books specialized on area of life such as greetings, daily life, hosting, travelling, education, work life, weather, behavior and etc. introduces students with their type of thinking.

The further methods to acquire the language and blur the line between two cultures are followings:

- teaching and learning from authentic materials (authentic materials tells a lot about the culture of the language users as it is taken from real life);
- watching films or cartoons made in that country (this allows to understand what the nation prefer in life, what are their main goals or what aspect of life is more developed or dreamt about by them. It also contains their typical day, attitude to their relatives, friends and their surroundings, work, leisure; their hopes, dreams, interests, hobbies, activities and so on. A student does not have to apply those manners to himself or herself but be better know it to comprehend properly what they are going to mean in this or that context);
- having conversations with native speakers (today there are a lot of opportunities to contact with people all over the world because of social cites even though if you are living in a remote area without any tourists. It is the fastest and easiest but a bit risky way to be aware of the culture, that is why students are recommended to be careful when they are using this method);
- the use of role-plays (Ismail Kakir. Arranging role-plays in foreign language classrooms is one of the great ways of to improve understanding as while playing students try to find in the character, speak as him, think as him and this may help to imagine the real situation and get rid of the barriers)

All in all, Culture, being an important and integral part of human society, deals with the communication of language by the individuals in a variety of situations and circumstances. They tend to learn more than one language for a number of reasons including academic and professional purposes of life. Consequently, effective reading comprehension is closely related to the awareness of culture to prevent future misleading between people from different countries. When learning a foreign language one should distinguish cultural norms, beliefs and habits to behave and interact properly. One last word must be said that, understanding the culture and its features lead to understanding the core of the content itself, helping to quickly acquire it and feel like one's native language. Although, there has been a lot of research on this issue, it is still under the discussion. Cultural awareness and comprehending a text is valuable in the academic world therefore, it can be further studied and made new concepts.

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BOSHLANG‘ICH SINF O‘QUVCHILARIGA ANIMATSION YONDASHUV ASOSIDA INGLIZ TILINI O‘RGATISH METODIKASI

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Annotatsiya: Ushbu maqolada xorijiy tillarni o‘rganishda oson eslab qolish usullari haqida so‘z boradi.

Аннотация: В этой статье рассказывается о простых методах запоминания для изучения иностранных языков.

Abstract: This article talks about easy memorization methods for learning foreign languages.

Kalit so‘zlar: xotira, eslab qolish, tasavvur, metod, ingliz tili.

Ключевые слова: память, припоминание, воображение, метод, английский язык.

Key words: memory, recall, imagination, method, English language.

Chet tillarini o‘rganish so‘nggi vaqtlarda juda urf bo‘ldi. Ayniqsa, ingliz tilining obro‘si kundan-kunga oshmoqda. Ingliz tilini biluvchilarniku aytmasa ham bo‘laveradi. Til bilish bizga kattadan-katta imkoniyatlarni beradi. Masalan, ingliz tilini bilish orqali muloqot qila olamiz va do‘stlar orttira olamiz. Ingliz tili butun dunyo muloqot qilinyapti. Demak, biz sayohatlar davomida qiyinchilikka duch kelmaymiz. Yana ishga hujjat topshirdingiz raqobatdoshlar ham xuddi siz kabi oliy ma’lumotli, ammo siz til bilasiz. Ular esa bilishmaydi. Endi fikrlab ko‘ring kimning ishga kirish ehtimoli yuqori?

Xullas, Ingliz tilini o‘rganish foyda bersa beradiki, aslo ziyon qilmaydi. Ingliz tilini osonroq o‘rganish uchun biz bir necha usullarni ko‘rib chiqamiz.

Assotsiatsiya usuli (lot. Associo - birlashtirish, qo‘shish) degan ma’noni anglatadi. Inson ongidagi avvalgi turmush tajribalari bilan belgilanadigan tasavvurlar bog‘lanishi, shu bog‘lanishlar tufayli ongda paydo bo‘lgan muayyan tasavvurlar o‘xshashlik, yondoshlik va qarama - qarshilik belgilariga ko‘ra, shunga bog‘liq bo‘lgan boshqa tasavvurlarni hosil qiladi.

“Bitta til bizni hayot yo‘lagiga olib keladi, ikkita til esa ushbu yo‘ldagi barcha eshiklarni ochib beradi”. (Frenk Smit**)**

Istalgan chet tilini o‘rganish -bu har doim vaqt talab qiladi. Agar to‘g‘ri strategiyalar va narsalarni bunga qo‘llasak, ushbu vaqtni kamida ikki barobar qisqartirishimiz mumkin. Va bu bolalarda ham zerishik paydo bo‘lishini oldini oladi. Misol uchun, ingliz tilini o‘rganish jaroyinini tezlashtirish, bilish uchun, u nimalardan iborat ekanligini anglashimiz darkor. 4 xil qobiliyat bor - muloqot, eshitish orqali qabul qilish, o‘qish va yozuv. Biz so‘zlarni yodlash uchun juda katta hajmdagi vaqtimizni

sarflaymiz ya'ni qayta qayta takrorlash uchun. Juda ko'p marotaba zerikarli takrorlashdan keyin biz so'zlarni eslab qolishga harakat qilamiz. Va yodlagandekmiz. Ammo juda qisqa vaqtga. U unut bo'lib ketadi oradan ma'lum vaqt o'tgach. 1885-yil nemis psixologi Ebbinhaus insonning unutishi haqida tajriba o'tkazadi. Va bu tajriba orqali shuni aniqladiki, ilk 20 daqiqa ichida juda kuchli unutish sodir bo'lar ekan.Ya'ni biz eslab qolgan 20% malumotni birinchi 20 daqiqa ichida 40% ini yo'qotamiz. Eslab qolgan vaqtimizdan keyin 1 soat o'tib esa umumiy hisobda 60% ini unutamiz. Bir kundan so'ng esa bizning miyyamizda o'rgangan so'zlarimizning 33% dan ko'p bo'lmagan holati qoladi. Xo'sh, buni oldini olish va so'zlarni qanday to'la yodda qoldirishimiz uchun nima qilish kerak? Oson va qulay usuli bu tasavvur qilish orqalidir. Masalan: Biz stol so'zini eshitdikmi, albatta hayolimizga uning ko'rinishi gavdalanadi. Va biz uni stol deb nomlanishini ham bilamiz.

Ideal xotiraning uch asoslari. Tasavvur qiling, siz hozir auditoriyada o'tiribsiz. Qarshingizda oq doska va proyektor, atrofdagilar xuddi sizga o'xshab har xil odamlar partalarda lektorni kutib o'tirishibdi. Biroz vaqtdan keyin sochlariga oq tushgan olim chiqdi va aytdi: "Men bu tajribada qatnashishga rozi bo'lganlardan minnatdorman. Hozir biz sizga yorqin rangli rasmlar qatnashgan slaydlar ko'rsatamiz. Slaydning oraliq vaqti bir sekund va bu slayd faqat 1 marta ko'rsatiladi. Bunday rasmlardan 10.000 ta bor. Vazifangiz imkoni boricha ko'proq eslab qolish. "Natija ko'rganlarning 80% dan oshig'i tanish bo'lgan va yana davom etishdi. Bu safar qiyin suratlar ammo sanog'i 2500 ta edi. Ammo natijani ko'ringki, 90% suratlarni eslab qolishgan. Ushbu tajribaga asoslangan holsa biz shu xulosaga kelamiz: Miya rasmlar bilan juda yaxshi ishlaydi. Va bu rasmlar "obrazlar" deb nomlanadi. Mana shu esa ideal xotiraning siri hisoblanadi.

Endi esa boshlang'ich sinf o'quvchilariga ham bir so'zni oddiy holatda emas, balki turli obrazlar orqali o'rgatsak ularning xotirasida to'la va uzoq muddatli so'zlarning saqlanib qolishi osonlashadi. Har qanday so'z yaxshi esda qolishi uchun u noodatiy holatlar bilan tuzilgan bo'lishi zarur.

1933-yilda **Restorf effekti** kashf etilgan. Bunda aytishlaricha: boshqalardan ajralib turadigan obyekt (tasavvur)lar yaxshi esda qoladi.

Bulutli ob-havo bo'lgan kunni tasavvur qiling. Hamma odamlar kulrang plash, qora soyabonlar tutib olishgan. Birdan qarshingizdan sariq kurtka kiygan odam chiqib qoldi. Sizning bari e'tiboringiz shu insonga qaratiladi. Qachon diqqatingiz kuchli bo'lsa, eslab qolish kuchli bo'ladi. Tasavvurlar ham shunday. Agar siz oddiy va mantiqqa asoslangan holda tasavvur qilsangiz, bu miyyangiz uchun xuddi, boyagi kulrang to'da ichidagi yana bir kulrang odamdek. Ammo tasavvurlaringiz noodatiy bo'lsa,boyagi sariq kurtkadek e'tiboringizni tortadi va bolalarning eslab qolish darajasini oshiradi. Bu yo'llar orqali bolalarning tasavvur qilish qobiliyati oshadi. Balki ikki so'z orasidagi aloqalarni hosil qilishni ham o'rganadi va eslab qolish metodikasiga ham ega bo'ladi.

Xorijiy so'zlarni eslab qolishning uch oddiy qadami.

1-qadam. O'zbek tilidagi so'zni o'qiymiz va ushbu so'zning obrazini tasavvur qilamiz.

2-qadam. Xorijiy so‘zni o‘qiymiz va o‘zbek tilida ushbu so‘zning eshitilishiga mos bir so‘z tanlaymiz. So‘ng uni ham tasavvur qilamiz.

3-qadam. Ikkita obrazni bitta rasmga joylaymiz ya’ni birlashtiramiz. Ushbu tasavvurni tasavvurimizda ko‘rib, bir necha bor xorijiy so‘zning to‘g‘ri talaffuzini ovoz chiqarib takrorlaymiz. Misol uchun: “wheel” so‘zi o‘zbekchada - g‘ildirak ma’nosini beradi. G‘ildirak ya’ni inglizcha “wheel” so‘zi (vil)ni o‘qiymiz va bu so‘zning eshitilishi o‘zbek tilidagi qaysi so‘zga o‘xshashini topib olamiz. “Wheel” (vil) so‘zi vilka so‘zini eslatmoqda. Birinchi obraz “g‘ildirak”ni ikkinchi obraz “vilka” bilan bitta rasmga joylab, tasavvur qilamiz. Masalan: g‘idirakka sanchilgan vilkani tasavvur qilishimiz mumkin. Biz hozir g‘ildirak so‘zini eslab qoldik.

3-qadamda umumiy tasavvuriy rasmni ko‘rib xorijiy so‘zning to‘g‘ri talaffuzini bir necha bor takrorlash juda ham muhim. Tasavvuriy rasmni programmalashtirayotganimizda, miyyamiz g‘ildirak so‘zi inglizchada “vilka” emas, balki “wheel” bo‘lishini yaxshi va tezroq eslab qoladi.

Yangi tilni o‘rganish – so‘z boyligini oshirish demakdir.

“Chet tillari haqida hech narsa bilmaydigan odam o‘z tili haqida ham hech narsa bilmaydi”. (Iogann Volfgang)

Odatda, yangi tilni o‘rganishni boshlagan bolalar uchun chet tilidagi so‘zlar dastab notanish ohangda jaranglaydi va o‘quvchi uchun umuman tushunarsiz bo‘ladi. Bu huddi o‘zga sayyoraliklar oldingizga kelib gapirishi, siz esa uni tushunmaganga o‘xshaysiz. Ayrim metodlar esa so‘zlarni qisqa muddatda unumli yodlashga yordam beradi. Bu usul sizning takrorlashingiz miqdorini kamaytirib,yodlash jarayonini faol bo‘lishiga hamda yangi yodlangan so‘zlarni gaplarda ko‘proq ishlatishga yordam beradi. Agar bu usulni tushunib, yangi so‘zlarni yodlansa, tilni yaxshi tushunishga yordam beradi. Buning mazmuni yangi so‘zning talaffuziga etibor berib o‘zingiz biladigan so‘z bilan bog‘liq holda eslab qolishdir.

Qanchalik kulguli va g‘ayritabiiy holatlarni tasavvurimizda jonlantirsak yangi so‘z miyyamizda shunchalik ko‘p esda qoladi. Bu orqali yangi so‘zni hech qanday qat’iy takrorlashsiz eslab qolishimiz mumkin. Bu so‘zni mustahkam eslab qolish uchun oz -moz takrorlab, so‘zlashuv nutqida ham ishlatish ham juda foydali bo‘ladi.

Xulosa. So‘zlarni takrorlash orqali xotirada saqlash.

“Takrorlash o‘rganishning onasidir” *(maqol).* Biz insonmiz, aql sohiblarimiz. Aqlimiz tinmay yangi ma’lumotlarni qabul qilib boradi. Bilimimiz doimiy ortib boradi. Bu jarayoni turli jabhalari ro‘y beradi. Ammo, aynan insonligimiz tufayli unutishimiz ham mumkin. Ya’ni, bilimlarimizning ortib borishi barobarida, ma’lum muddat takrorlanmagan yoki ishlatilmagan bilim va ko‘nikmalarimizni unutib boramiz. Bunday unutish bizni chet tili bo‘yicha bilimlarimizga ham taalluqlidir. Olimlarning aniqlashicha, agarda bir marta o‘qigan axborotingizni faqatgina o‘qisangiz va u haqida fikr yuritmasangiz, o‘qiganlaringizning 90% ini 1 oy ichida unutib yuborarkansiz.

Yodlagan so‘zni doim ham takrorlayverish boshlang‘ich sinf o‘quvchilari va o‘rganuvchilarga og‘irlik qilishi mumkin. Ya’ni zeriktiradi. Shuning uchun ham, biz

metodlardan foydalanamiz. Ya'ni avval 25 daqiqada takrorlash bilan shug'ullanib, 10 daqida dam olib keyin yana 10 daqida so'zlani qaytarish bizga foydali bo'ladi. Bolalarda faol takrorlashni quyidagilar tashkil qiladi:

-O'qish mobaynida fikrni bir joyga jamlash;

-O'qilgan materiallarni ovoz chiqarib qaytarish;

-O'rganilgan so'zlardan gaplar tuzish;

-Qidirish ma'nodoshlarini;

-Unutilgan so'zlarni takrorlash.

Qisqa qilib aytganda, tasavvurlar orqali so'zlarni yodlash bizga qulaylikni beradi. Tasavvurlar miyyamizning tili hisoblanadi. Tasavvur qilaylik, marafon barcha yuguryabdi. Kimdir tez, kimdir ma'lum bir sababga ko'ra sekin. Marra aniq, hamma bor kuchi bilan marra sari intilyabdi. Siz esa mashinada ketyabsiz.

Xo'sh, kim birinchi bo'lib marraga yetib boradi. Albatta siz. Chunki sizda texnika bor. Maxsus argoritm va texnologiyalar bilan texnikasiz standard ravishda o'rganishning o'rtasida farq shunda. Texnika bilan biz 95 % muvaffaqiyatga oson erishamiz. Xo'sh, mana shunday metodlarsizchi?

Bolaning qiziqishini so'ngdirish uchun ularga ko'p va qiyin vazifa topshirishning o'zi kifoyadir. Bolalarda til o'rganishga bo'lgan qiziqishni oshirish uchun ularni doimiy ravishda rag'batlantirib turish ham maqsadga munosib bo'ladi. Oson so'z yodlashlari uchun esa, albatta obrazlar orqali va rasmli lug'atlar orqali osonlikni yaratamiz va muntazam ravishda takrorlab turish ham maqsadga muvofiqdir. Bolalarga ta'lim berish jarayonida albatta motivatsiya muhim rol o'ynaydi. Motivatsiya - bu benzin. Bolalar esa, mashina. Agar benzin bo'lmasa, o'rganuvchilar harakatlanmaydi. Umuman harakatlanolmaydi. Yosh bolalar asosan jarayonga ahamiyat berishadi. Agar dars jarayoni qiziqarli va maroqli bo'lsa, ular darsga qatnashishadi. Agar qiziq bo'lmasa ularni urib ham o'qitolmaysiz. Shuningdek, so'z yodlashda ham shunday qiziqarli bo'lsa, bolani to'xtatib ham bo'lmaydi. Bunda esa bizga obrazlar orqali yodlatish osondir. Qiyin yo'llar bilan esa boladagi ishtiyoq so'lib boradi va natija sustlashadi.

Tasavvur qiling, ikki kishi marafonda. Biri tekkis yo'lda ikkinchisi g'adir-budur notekis yo'ldan boryabdi. Kimning benzini birinchi tugaydi? Albatta ikkinchi yo'lovchiniki.

Foydalanilgan adabiyotlar:

1. https://uz.wikipedia.org/wiki/Assotsiatsiya

RUS TILINI O'RGANISHDA DIALOG USULIDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada rus tilini o‘rganishda dialog usulidan foydalanishning afzalliklari haqida so‘z boradi.

Аннотация: В данной статье говорится о преимуществах использования диалогового метода в обучении русскому языку.

Abstract: This article talks about the advantages of using the dialogue method in learning the Russian language.

Kalit so‘zlar: Dialog, rus tili, sinonim, to‘g‘ri gapirish.

Ключевые слова: Диалог, русский язык, синоним, правильная речь.

Key words: Dialogue, Russian language, synonym, correct speaking.

Inson muvaffaqqiyatga erishishi uchun muhim omillardan biri, shubhasiz, xorijiy tillarni bilish hisoblanadi. Xorijiy tillarni o‘rganishda turli usullardan foydalaniladi. Ushbu maqolada rus tilini o‘rganishning oson va samarali usullaridan biri bo‘lgan “dialog” usulidan foydalanish haqida so‘z yuritiladi. Bu usuldan foydalanish orqali bolalardagi lug‘at yodlash paytidagi tez zerikib qolishlari oldi olinadi. Bundan tashqari, gapning to‘g‘ri tuzilishi, so‘zlarni o‘z o‘rnida ishlatish, gap tarkibidagi so‘zlarga qo‘shimchalarni to‘g‘ri qo‘sha olish, zamonga tuslash, birlik-ko‘plik shakllarini hosil qilishdagi ko‘nikma va tushunchalarini oshirishda yordam beradi.

Xech kimga sir emaski, rus tili sinonimlarga boy til hisoblanadi. O‘zbek tilidagi birgina “olmoq” so‘zini rus tilida ko‘plab so‘zlar bilan ifodalash mumkin. Bunga, взять, получить, брать, снимать, вынимать, доставать, взимать, занимать, покупать, хватать va boshqa ko‘plab so‘zlar misol bo‘la oladi[1]. Lekin bu so‘zlarning har biri turli ma’nolarni ifodalash uchun ishlatiladi. Ularni o‘z o‘rnida qo‘llay olish esa so‘zlovchidan alohida mahorat talab qiladi. Buning uchun esa bizga dialog usulidan foydalanish yordam beradi.

Dialog usuli – bu o‘quvchilarga ikki kishi o‘rtasidagi suhbat asosida rus tilini o‘rgatish usuli hisoblanadi, ya’ni bunda o‘quvchi faqat so‘zlarni emas, balki, biror bir mavzu asosida tuzilgan suhbat gaplarini yodlaydi. Shundan keyin, sinfdagi yoki guruhdagi istalgan ikkita o‘quvchini o‘zaro suhbatlashishga o‘rgatiladi. Boshqa tilni o‘rganayotgan har qanday inson, tabiiyki, xatolarga yo‘l qo‘yadi. Ularning gapirishdagi: talaffuzi, intonatsiyasi va yo‘l qo‘yilishi mumkin bo‘lgan boshqa kamchiliklari o‘qituvchi tomonidan nazorat qilinadi. Natijada bolalarda rus tilida muloqot qilish ko‘nikmasi shakllanadi. Bu usul turli mavzularda takror-takror qo‘llanilishi natijasida o‘quvchilarda so‘z boyligi oshib boradi.

Misol uchun faqat so‘zlarnigina yodlayotgan bola bilan dialoglar orqali so‘z yodlayotgan bolalarni taqqoslab ko‘raylik. Shaxsiy kuzatishlar natijasiga ko‘ra, yuqorida keltirilgan birinchi usul bilan rus tilini o‘rganib, mustaqil so‘zlashga harakat qilayotgan bola, tabiiyki, sinonimlar qo‘llash bilan bo‘g‘liq muammoga duch keladi.

“Suratga oldim” “Bozordan oldim” “Pochtadan oldim” “Qarz oldim” va shunga o‘xshash turli gaplardagi “olmoq” (rus tilida “брать”) so‘zi gap mazmunidan kelib chiqqan holda rus tilida turli xil so‘zlar bilan ifodalanadi. Masalan, *“Я вчера сфотографировал горный пейзаж”, “Я купил яблоки на рынке”, “Я получил письмо*

с почты” kabi ko‘plab misollar keltirish mumkin. Yuqoridagi misollardan ko‘rinib turibdiki, gaplari to‘g‘ri gapirish uchun sinonimlarni ham yaxshi o‘zlashtirish kerak. Ularni o‘zlashtirishda esa muloqot usulidan kam foydalanadigan yoki foydalanmaydigan o‘quvchilar “bu so‘zni bilamanku” degan hayol bilan izlanishdan to‘xtab qolishlari va ma’no jihatidan bir-biriga yaqin so‘z (sinonim)larni yodlashda dangasalik qilishlari mumkin. O‘quvchilardagi ushbu xolatni oldini olish uchun til o‘rgatuvchi pedagoglar o‘quvchilarga avvalo o‘zlari o‘rnak bo‘lishlari va muntazam ravishda izlanishda bo‘lishlari shart. Shundagina o‘z sohasining yetuk mutaxassislarini tarbiyalashimiz mumkin.

Xulosa o‘rnida shuni aytish mumkinki, so‘z yodlayotgan bolaga nisbatan dialoglardan ko‘proq foydalangan bolada rus tili grammatikasini o‘rganish, so‘zlardan o‘z o‘rnida foydalanishni yaxshiroq o‘zlashtirish va uni amalda qo‘llash osonroq bo‘ladi. Grammatikani mukammal o‘rganish orqali rus tilida xatolarsiz, ravon va to‘g‘ri gapirishga erishiladi. Bu esa o‘z navbatida so‘zlovchining fikrlarini to‘liq holda tinglovchiga yetib borishiga xizmat qiladi. Shuning uchun nafaqat rus tilini o‘rganish, balki, har qanday tilni o‘rganishda dialoglardan ko‘proq foydalanish samaraliroq bo‘ladi.

Foydalanilgan manbalar:

1. https://sinonim.org/s/%D0%B1%D1%80%D0%B0%D1%82%D1%8C

ACTIVATION OF INTERCULTURAL COMMUNICATION COMPETENCE IN FUTURE GERMAN LANGUAGE TEACHERS , INCREASE SOCIOLINGUISTIC PREPARATION AND DEVELOPMENT OF THEIR DISCURSIVE COMPETENCE

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Abstract: This article is dedicated to activating the intercultural communication competence of future German language teachers, increasing their socio-linguistic preparation and developing their discursive competence. The author describes how to activate intercultural communication competence, increase socio-linguistic readiness and develop their discursive competence in the article.

Key words: Socio-linguistic competence ; Socio-cultural competence; Strategic competence ; eloquence; discourse analysis ; communication skills; pragmatic component; linguistic component.

Today, while organizing the process of foreign language education, it is necessary to study the requirements and wishes of language learners and take into account the requirements of employers for the necessary personnel.

In methodology, the terms "competence" [2], "competence" [3], "communicative competence", "communicative competence" [4]are used in different interpretations. Experts of the concepts of " competence " and " competence " . Experts associate the use of the concepts of "competence" and "competence" with the name of the American linguist N. Chomsky.His ideas competence approach to education basis it happened [5]In particular, N. Chomsky, drawing attention to the fundamental difference between these two concepts, believes that competence is "a perfect knowledge of one's own language and the ability to use it effectively in specific situations [6]. " Speech activity takes place in oral and written form. Oral speech consists of speaking and listening comprehension, written speech reading and writing. In a specific communicative situation, the recipient (speaker and writer) can use the lexical, grammatical and pronunciation phenomena of a specific language to express his/her opinion, and be able to take the initiative to speak from the interlocutor in order to realize the goal of communication; to enable the partner to perform his task; depending on the speech situation, react according to the opinion of the interlocutor; It is important to attract the interlocutor to the speech behavior, correctly perceive the interlocutor's thoughts, and also improve his non-verbal behavior (behavior) and give him an appropriate response.

"discourse" in linguistic dictionaries concept is defined as a linguistic concept, and its essence is initially interpreted as [7]*logical thinking, discussion* , and later as *dialogue, conversation* .

In the opinion of professor J.J.Jalolov, one of the Uzbek Methodist scientists, "discourse is a verbal or written form of speech, and discursiveness is the ability to rely on rules in speech activity, and to use linguistic knowledge in speech with deliberation."

The discourse in the dissertation is complex communicative described as an event . In any field of social and humanitarian sciences, research on discourse is carried out, there is an effort to define this concept in this way [8].

Russian linguist E.V. Schumann was one of the first to define the term discursive competence as follows: "discursive competence is the student's ability to perceive and create a logical speech product presented orally or in writing."[8]

In the process of foreign language education, fulfilling the social order of society, using advanced, fast, modern methods in learning and teaching foreign languages, introducing an approach based on communicative competence, acquiring speaking skills

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[2]Andreev, A. Znaniya ili komentetsii? / A. Andreev // Vysshee obrazovanie v Rossii. -2005. - No. 2. – S. 3-11.
[3]Raven, Dj. Kompetentnost v sovremennom obshchestve: vyyavlenie, razvitie i realization / Dj. Raven; per. English - M.: " Cogito -Center", 2002. - 396 p.
[4]Zimnyaya I.A. Communicative competence: psychological characteristics // V S'ezd Obshcherossiyskoi obshchestvennoy organizatsii "Rossiyskoe psychologicheskoe obshchestvo". Materialy uchastnikov sezda. T.1 – M.: Russian Psychological Society, 2012.
[5]Gorbunov A.G. Discursive inoyazychnaya competence: an ontological approach // Vestn . TGPU. 2014. No. 6 (147). S. 167–171.
[6] *Chomsky N.* Aspect theory syntax. - M.: Progress, 1972
[7] Jerebilo T.V. Dictionary of linguistic terms. Izd. 5-e, ispr . i dop. - Nazran: OOO "Piligrim", 2010. - S. 94-95 .
[8]Demyankov V. Z. Text and discourse of ordinary language // Language. Lichnost / Otv. ed. V. N. Toporov. - M.: Yazyki slavyanskikh kultur, 2005. - S. 34–55.

in a foreign language is the professional goal of education. along with being, the language being studied is recognized as a new and useful means of obtaining/transmitting information.

According to the results of the research, the following factors are considered to be the factors for the development of discursive competence of future German language teachers: the set of motives and personal qualities necessary for the implementation of independent discursive activity; knowledge, skills and competence of discursive activity; the ability and level of training to use acquired knowledge, skills and abilities in practice in the process of intercultural communication.

Based on the analysis, the discursive competence of future German language learners reflects their ability and readiness to use knowledge, skills and competencies in the field of intercultural communication in solving tasks related to the organization of education on the basis of personal and professional necessary qualities. came.

An experienced Methodist scientist , NI Gez, defines communicative competence as "the norms of social behavior, the recipient (speaker and written expression of opinion) and producer (listener and recipient of information) convey their opinion to others or use the opinion of others for the communicative purpose of the work . defines it as "the ability to correlate linguistic tools with the tasks and conditions of communication, taking into account their compatibility" and suggests the following components:

Linguistic competence - to be able to use the grammatical and syntactic standards of a foreign language correctly, that is, to have knowledge [9]of phonetics, vocabulary and grammar of a foreign language in order to understand and create linguistically correct sentences ;

Pragmatic competence is the ability to achieve a goal in oral and written communication using various methods of receiving and transmitting information . It refers to various relationships that are important in the system of meaning expression;

Socio -linguistic competence is the ability of students to choose an effective linguistic form and method of expression, depending on the situation, communicative goals and intentions of the speaker. Its formation should begin with the stage of language and speech material selection [10];

Socio-cultural competence – The language of the people being studied is national taking into account cultural characteristics and the state of speech and non-verbal (non-verbal) communication ability [11]_

Strategic competence - communication in the process language of means not enough to cover ability _

[9] Azimov E.G., Shchukin A.N. Novyy slovar methodicheskikh terminov i ponyatiy (teory i praktica obucheniya yazykam). - M.: Izdatelstvo IKAR, 2009. - P.362 .

[10]Manukhina Yu.V. Formirovanie sotsiolingvisticheskoy kompetentsii v protsse ovladeniya formulami rechevogo etika: dis . ... candy. pad _ science - M., 2006. - 24 p.

[11]Muraveva N. G. Ponyatie sotsiokulturnoy kompetentsii v sovremennoy nauke i obrazovatelnoy praktic // Vestnik Tyumenskogo gosudarstvennogo universiteta. 2011. – No. 9. – S. 136-143.

Discursive competence is the student's ability to use different strategies in creating and changing a text [12].

Discursive competence, on the one hand, is considered as one of the components of communicative competence and is defined as the ability to construct and understand coherent and logical statements of various functional styles (article, letter, essay, etc.). the ability to choose linguistic tools depending on the type of statement. On the other hand, discursive competence is a unifying integrative concept.

• textual competence - the ability to create and interpret texts based on the knowledge of which texts are relevant in a certain topic (for example, it is appropriate to start sentences with a small letter in e-mail messages, and it is wrong to deviate from the rules in an official e-mail);

• Genre competence – creation and interpretation of texts of certain genres in usual or new communicative situations based on the conventions related to their use (how the texts acquire meaning, characteristics);

• social competence - the ability to use language to participate in social or institutional interaction, the ability to express social identity in certain social situations of speech interaction.

Based on an in-depth analysis of the issue of communicative competence, it was determined that their structural basis is directly related to communicative competence: *perception* **, intensive** *(suggestive)* **teaching of a foreign language, empathic, cognitive competencies** are among them. In our research, communicative competence was determined as a didactic parameter of the communicative competence set.

Discursive competence includes the following two main concepts: **cohesion** (lat. cohaesus - stuck, connected) and **coherence** (lat. cohaerens - connection, relationship). **cohesion** is the interconnection of words in a sentence and sentences in a text. **coherence** - grammatical, stylistic, logical-semantic integrity of the text.

The famous Russian linguist IR Galperin devoted a separate chapter in his works to reveal one of the important features of the text: consistency of space and time, more precisely, the phenomenon of cohesion [13].

V. Dressler and Rade Bogrand believe that the position of the text is determined by its having the following seven categorical signs: 1) cohesion - joining of text fragments using grammatical, lexical, rhythmic, graphic means; 2) coherence - connection of text parts on the basis of semantic-logical relations (causal, referential, time-space); 3) intentionality - the connection of the structural and spiritual integrity of the text with the communicative goal; 4) addressability - transfer of information taking into account the characteristics of the recipient, such as social status, mental state (in other words, the recipient's choice); 5) informativeness - the importance of the transmitted information for the addressee or the degree of novelty; 6) situationality - the

[12]Gorbunov A.G. Pedagogical conditions for the formation of discursive inoyazychnoy competence of students of non-philological profile: dis . ... candy. pad _ science - Izhevsk, 2016. - 288 p.
[13]Galperin I.P. Text kak obekt lishnie gichosksh o issledovaniya. - M.: "Nauka", 1981. - 140 p.

connection of the content and structural construction of the text with the communicative conditions, the situation; 7) intertextuality – re-creation of invariant content-meaning in a certain type of text.

During research , the didactic principles of the development of discursive competence of future German language teachers (the principle of mutual respect, communication and interaction between languages and cultures; the principle of ensuring the priority of tolerance thinking; social- the principle of priority of ideological culture; the principle of linguistic culture), methodical factors (prediction of the future, technologicalization, algorithmization, design), types of discursive communication, types, research object, identity hierarchy (linguistically, socially and culturally), components of speech culture , educational tools (textual tools, audio-visual tools, pictorial tools, basic tools, auxiliary tools), scientific-methodical system, content of the lesson, pedagogical motives, interests, unanimity of interests were determined, forms, methods and means of achieving the result of effective communication was selected.

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IMPROVING SPELLING SKILLS BASED ON GENERALIZATIONS

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Annotation: The article is devoted to the improvement of spelling skills based on generalizations. Orientation of education to the development of the conceptual basis of the school spelling course, spelling concepts, phonological, grammatical, lexical, reflecting the essence of the rules. Formation of the necessary skills, working out the way to determine the correct spelling according to the rule (directed writing) and developing the automatism of literate writing (free writing).

Key words: spelling, spelling theory, analysis of written works, writing norms, normative graphic version, test dictation and free dictation.

Успехи современной методики в обучении орфографии в школе не снимают проблемы формирования навыков правописания у школьников. Свидетельство тому-результаты проверочных работ, данные вступительных экзаменов в вузы, выступления в печати. К примеру, анализ письменных работ учащихся, включая данные выпускных сочинений, показывает, что схема классификации ошибок оказывается заполненной почти вся: почти нет правил, которые бы не нарушались. Важнейшие написания (безударные гласные корня, не с частями речи, употребление н/нн составе слова, употребление дефиса) дают высокий процент ошибок даже в выпускных классах, то есть так и не усваиваются до окончания школы.

Мы объясняем создавшееся положение особенностями сложившегося курса орфографии в школе: от орфограммы к орфограмме, от правила к правилу вне орфографической системы, что предопределяет обучение правописанию на уровне частного правила.

Это значительно ослабляет обобщающую силу теории, не позволяя учащимся подняться до осознания системы орфограмм и закономерностей письма.

Правилонаправленный подход в обучении нормам письма не оправдывает себя: правило далеко не всегда служит учащимся надёжным средством решения орфографических задач, т.к. внутренняя содержательная сущность правил остаётся скрытой от учащихся, не осознаётся ими в той мере, в какой это необходимо для становления навыка на теоретической основе.

Это, на наш взгляд, объясняется тем, что правилонаправленный подход обеспечивает усвоение норм правописания по преимуществу в рамках и в период изучаемой темы, на ограниченном специально подобранном учебном тексте. В условиях же свободного письма (диктовка связного - текста, сочинение, изложение и другие виды письменной деятельности), когда специально не выделяются

орфограммы на “правило”, когда требуется ориентировка сразу в большой группе орфограмм и нужно мгновенно и дифференцировано решать вопросы написания, требуется иной, более широкий, чем на уровне конкретного правила, частной орфограммы, тип теоретического мышления и соответствующий способ действия. Обучаясь орфографии, учащиеся будут более успешно овладевать знаниями и пользоваться ими для определения правильного написания, если приобретаемое знание каждый раз будет осмыслено как компонент общей орфографической теории. Основу такой орфографической теории для учащихся, направленной на достижение практических целей сознательного овладения правописанием, должны составить две группы взаимодействующих понятий: специфично орфографические (орфограмма, тип написания, вид написания, признак, определяющий написание) и те понятия языка, которые отражают внутреннюю лингвистическую основу правил правописания. При этом собственно орфографические понятия составляют стержневую линию курса орфографии, а понятия фонологические, грамматические, лексические, отражающие суть правил, будут выполнять иную функцию - является средством определения нормативного графического варианта в каждом конкретном случае. Указанные две группы понятий, взаимодействуя, обеспечивают необходимую для учащихся теоретическую основу обучения на уровне понятий и принципов правописания, благодаря чему формируется способность соотносить частные орфограммы и правила с общей системой правописания. Это позволяет вооружить ученика не только знанием правила и умением применять его при письме, но также квалифицировать факты письма (орфограммы) и соотносить их с общим знанием.

Таким образом, ориентация обучения на освоение понятийной основы школьного курса орфографии предполагает организацию учебной деятельности по единой схеме: орфограмма, её тип — соотнесённость с единицей, явлением языка — вид орфограмм — признак, определяющий написание, — нормативный графический вариант.

В центре внимания обучающегося оказываются явления письма, специфичные понятия орфографии, которые помогают учащимся ориентироваться при письме, т.е. выделять орфограммы как написания, требующие применения специальных правил: квалифицировать и дифференцировать их, прогнозировать возможные графические варианты. Умение оценивать факты письма, характеризовать их создают естественную потребность обращения к правилам для определения нормативного графического варианта. Таким образом, с помощью вводимых понятий формируются важнейшие умения, поскольку теоретические знания необходимы учащимся именно для становления умений и развития навыков, а осознаваться они должны по преимуществу в функционировании, в практической письменной деятельности, выступая одновременно и как основа обучения, и как его результат. Призванные формировать направление мышления через связанный с ним способ действия, знания подаются не столько в виде классических

определений и правил, сколько в форме речевого предписания, ориентирующего на суть явления и задающего правило сообразный характер действий. Такой подход повышает авторитет теории в глазах учащихся и способствует лучшему осмыслению закономерности русской орфографии.

- Система упражнений, с помощью которых усваиваются знания, формируются умения и навыки, направленные на достижение двух целей: формирование необходимых умений, отработки способа определения верного написания согласно правилу (направленное письмо) и развитие автоматизма грамотного письма (свободное письмо). Первое достигается путём орфографического и связанного с ним лексика грамматического, семантического анализа текста в ходе его списывания, записи под диктовку, а также при выполнении направленных заданий (“приведите примеры,” “назовите виды орфограмм” и др.); второе - с помощью проверочного и свободного диктанта, работ творческого характера.

Направленность упражнений определяется содержанием изучаемого материала и этапными целями обучения; свободное письмо учащихся позволит судить о ходе автомотизации учебной деятельности (об уровне формируемых навыков).

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ON THE CONNECTION BETWEEN GRAMMATICAL & LOGICAL SENTENCE CATEGORIES

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Annotation: The article discusses the relationship of sentences with logical and grammatical categories. Logical categories can be expressed in a language by various means: combinations of words, single words, affixes, intonation, etc., but they always get a corresponding expression in the language.

Key words: Logical, grammatical categories, psychological stress and inversion, situational-structural, relational-structural, formalism.

Thinking and the two main types of thought acts that implement it - predication and attribution, expressed in language by a sentence and a phrase, have the goal, in the first case, to generalize a known concrete subject of thought and speech by means of an abstractive comparison of it with some generalizing dynamic feature, and in the second case, the concretization of the abstract object of thought, by concretizing its comparison with any feature that characterizes its property, action or state, its relation to other objects and other thinking. So it is quite obvious that the logical category of the subject is closely related to the grammatical category of the subject, whatever it is expressed in the language, just as the logical category of the predicate is closely related to the grammatical category of the predicate, regardless of what it is expressed in the language - a name with a potential or real a bunch or verb.

Categories of thinking - in this case, two types of mental acts - predication and attribution and categories of language, in this case, two types of syntactic units - sentences and phrases are correlated with each other and are categories common to thinking and languages of all people. Logical and grammatical categories may not coincide with each other, but they always, to some extent, correspond to each other.

Predication processes - integration of generalization and attribution processes - differentiation and concretization, as well as their implementation in the language are general processes, and therefore, they cannot but mutually act in the formation of the corresponding linguistic grammatical categories, which, nevertheless, have different implementations in specific languages. Thus, the main syntactic units in all languages: a

sentence and a phrase have a structure that, to one degree or another, more or less approximately reflects the logical relations of various grammatical categories.

So, in each individual sentence, the subject is opposed to the general, expressed in the predicate, in other words, the separate (concrete) contained in the subject is generalized in a general sentence, more abstract in relation to the subject, the concept contained in the predicate.

Logical categories can be expressed in a language by various means: combinations of words, single words, affixes, intonation, etc., but they always get a corresponding expression in the language.

In this regard, it should be noted that regardless of the specific models of the main types of acts of thinking, i.e., whether the judgment is a message, a question, an exclamation or an urge, as well as regardless of logical or psychological stress and inversion, the structure of the judgment, and also, the structure of the corresponding sentence remains unchanged, that is, the logical subject of the judgment - the grammatical subject always remains a specific, separate concept, which is generalized by the logical predicate of the judgment - the grammatical predicate of the sentence - by means of a generalizing dynamic feature that expresses the attitude of the statement to reality at a given moment.

From the point of view of the internal structure of the grammatical relationship of its members and their grammatical design, sentences - narrative and expressive - do not have any fundamental features.

The structure of sentences can remain unchanged, and their differentiation in speech is achieved, mainly, by intonation, inversion and addition of some service particles or morphemes.

The communicative aspect as the basis of the comparative typology of the sentence is distinguished by two closely interconnected aspects: a) situational - structural, b) relational - structural.

If a certain "consensus" is reached regarding the recognition of the role and position of aspect (a) in the typology of a sentence in the latest literature (disputes are mainly about the taxonomy of subject situations and the nomenclature of their octants), then aspect (b) unites the components (grammatical categories of the sentence), which are still not studied systematically enough or generally remain outside the scope of semantic and syntactic research. In this case, the components of aspect (a) More universal, components of aspect (b) are more ideo-ethnic.

In the comparative typology of languages, as in any comparison of objects or phenomena, it is absolutely necessary to rely on something in common.

Only under this condition it is possible to reveal the coincidences and discrepancies in the interpretation of a certain fact of reality between the speakers of different languages and to reveal the functions of different-level means of language in relation to this event. The general condition of what we rely on in the transition from language to language is the situational - structural aspect of the sentence structure.

The analysis of a sentence in a relational-structural aspect also contributes to the solution of the general problem of the typology of a sentence, which is not only to designate the types of sentences, but to relate them to each other on the basis of differential features, to identify similarities and differences in their structural-semantic organization. to determine in this way the systemic place of each type in the syntax of a particular language. Therefore, the task before us is twofold.

On the one hand, it is necessary to describe the most important typological characteristics and clarify the taxonomy of structures that make up syntactic systems and subsystems in the compared languages. On the other hand, it is important to create the prerequisites for achieving a practical goal - establishing on a single basis those semantic shades that distinguish constructions that are close in meaning in each language.

In this section, we will only outline the main theoretical directions, concepts and units of research of the proposal in each aspect, and in more detail they will be described in special parts of the work.

"Comparison of languages is carried out on the basis of types, subtypes, sentence models and speech patterns, the semantics of which includes the abstract syntactic values of the models."

Undoubtedly, the priority in the development of problems of the semantic structure of the sentence belongs to L. Tenier (L. Tenier, 1988). The author's general approach to the typology of a sentence over the past decades has not only not become obsolete, but, on the contrary, has become even more relevant. We can say that the scientist with his work, as it were, set the main directions and methods of typological and contrastive study of languages for many years to come.

We share the opinion expressed by S. D. Katsnelson about the possibility of splitting all simple sentences into two classes: 1) sentences expressing a feature of any substance; 2) sentences expressing the relationship between substances (Katsnelson, 1972, pp. 174-179).

In accordance with the concept we are developing, in the typical meanings of sentences, the aggregate of objective situations of the same type reflected by consciousness receives its most generalized linguistic implementation. In this case, the following TK proposals are distinguished:

1. Substantively presented (without octant) situation; there is no sense in talking about the semantic structure here, since the situation is undivided and is encoded by one event name, for example: "War", "Spring".

2. The TK “object and its attribute” is represented by two-component sentences, in the semantic structure of which there is one octant - the carrier of the attribute, for example: “It is warming up. The day is lengthening”; "This game is interesting"; "There were three of them."

3. TK "relationship between objects":

1) The relationship between two objects is represented by three-component sentences, in the semantic structure of which there are two octants, for example:

"A boy is reading a book"; "I do not smoke"; “My daughter is a student”; "Children in the country".

2) The relationship between three objects is represented by four-component sentences, in the semantic structure of which there are three octants, for example:

“I gave the book to a colleague”; "I dropped the letter in the mailbox."

The relationship between the four objects is represented by five-component sentences, in the semantic structure of which there are four ooctants, for example:

"The instructor put the pistol from the holster into his pocket."

Finally, all these design choices make the languages described with our system belong to the class of mildly context sensitive languages. We illustrate our formalism with a small subset of interleaved phenomena that deal with extraction. The formalization is still technical, but we argue that this technicality is mostly of linguistic nature. Indeed, the interplay of these phenomena raises a number of particular cases one eventually needs to describe.

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EFFECTIVE STRATEGIES TO IMPROVE WRITING SKILLS IN CHILDREN DURING THEIR EARLY SCHOOL YEARS

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Annotation: This article outlines effective strategies to improve writing skills in children during their early school years. The author emphasizes the importance of reading and its role in exposing children to diverse writing styles, vocabulary, and storytelling techniques. The provided tips focus on creating a writing-friendly environment, teaching foundational skills, and encouraging storytelling as a means to foster creativity and structured thinking. The significance of writing prompts, the breakdown of the writing process, and the value of constructive feedback are highlighted. Additionally, the guide suggests making writing enjoyable through games, journaling, and technology integration, while setting achievable goals to motivate children and celebrate their progress. This resource serves as a valuable reference for parents, educators, and anyone seeking practical techniques to support the development of writing skills in early school-aged children.

Key words: writing skill, development, encourage reading, writing syles, sentence structure.

Improving writing skills in early school ages is crucial for a child's development. Here are some tips to help children enhance their writing abilities:

Encourage reading: Reading regularly exposes children to different writing styles, vocabulary, and sentence structures. It expands their knowledge and helps them develop an understanding of storytelling and language usage. From a psychological perspective, encouraging reading in early school ages has several benefits for children's cognitive and linguistic development.



Cognitive development: Reading regularly stimulates various cognitive processes in children. It engages their attention, improves concentration, and enhances their ability to focus on tasks for extended periods. Through reading, children are exposed to different concepts, ideas, and perspectives, which

broadens their understanding of the world around them. Reading also encourages critical thinking and problem-solving skills as children analyze storylines, characters, and plot developments.

Language acquisition: Reading exposes children to a wide range of vocabulary, sentence structures, and writing styles. As they encounter new words and phrases in context, they expand their vocabulary and develop a better understanding of word meanings. Exposure to different writing styles helps children internalize language patterns and sentence structures, which improves their own writing skills. Reading also enhances their comprehension skills as they learn to interpret and infer meaning from the text.

Storytelling and imagination: Reading exposes children to various narratives and storytelling techniques. This exposure helps them develop their own storytelling abilities and encourages imaginative thinking. Through reading, children learn about character development, plot progression, and narrative structure, which they can then apply in their own writing. Engaging with stories also enhances their creativity and imagination, as they visualize and create mental images of the events and settings described in the text.

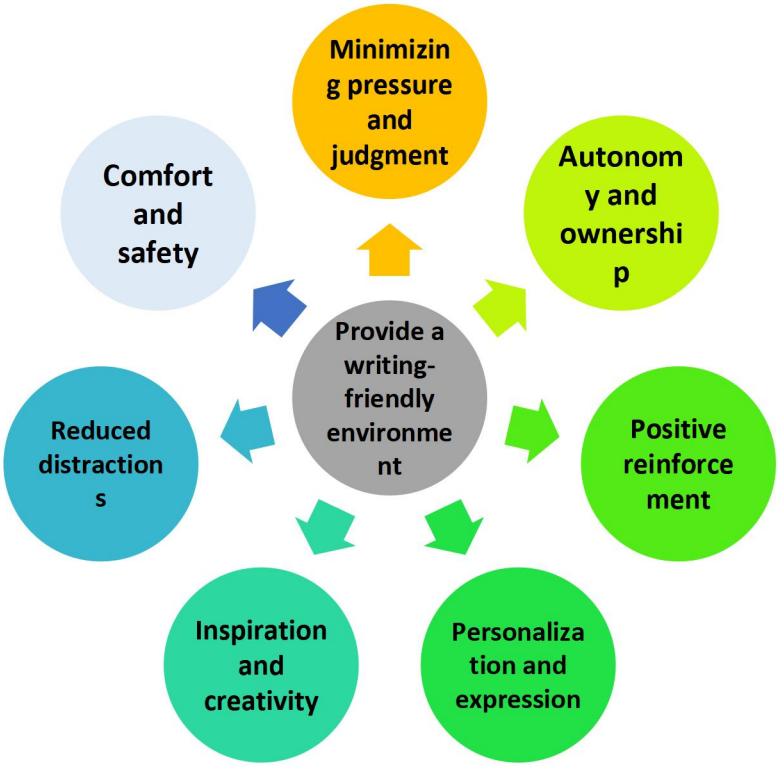
Language usage and communication: Reading provides children with models of well-structured and grammatically correct sentences. They observe how words and phrases are used in context, which improves their understanding of grammar rules and language conventions. By observing the way authors express ideas and convey emotions, children learn to express themselves more effectively in their own writing. Reading also exposes children to different genres and writing styles, which broadens their ability to communicate in diverse ways.

Emotional development: Reading can have a positive impact on children's emotional development. Stories often explore emotions, relationships, and moral dilemmas, allowing children to connect with characters and develop empathy. By engaging with characters' emotions and experiences, children learn about empathy, compassion, and the complex nature of human emotions. This emotional understanding gained through reading can positively influence their own emotional intelligence and social interactions.

Overall, encouraging reading in early school ages is a powerful tool for promoting cognitive, linguistic, imaginative, and emotional development. It lays the foundation for strong writing skills and helps children become effective communicators and critical thinkers.

Provide a writing-friendly environment: Make sure your child has access to writing materials such as pencils, pens, paper, and notebooks. Create a comfortable and well-lit space where they can write without distractions. Creating a writing-friendly environment for children in early school ages has

psychological benefits that can enhance their writing skills and overall development.



Comfort and safety: A comfortable and safe environment is crucial for promoting optimal psychological well-being. When children feel physically comfortable and secure, they are more likely to engage in writing activities with a relaxed and focused mindset. A dedicated space with a suitable writing desk, ergonomic chair, and proper lighting can contribute to a positive writing experience.

Reduced distractions: Minimizing distractions in the writing environment helps children maintain concentration and focus on their writing tasks. A quiet space away from noise and interruptions allows them to fully immerse themselves in the writing process. This promotes sustained attention and enables children to generate and organize their thoughts effectively.

Autonomy and ownership: Providing children with their own writing materials, such as pencils, pens, notebooks, and colorful stationery, instills a sense of ownership and autonomy over their writing. This psychological ownership can foster a greater sense of motivation, pride, and responsibility in their writing activities.

Inspiration and creativity: The writing-friendly environment can be designed to inspire creativity and imagination. Displaying books, posters, or artwork related to different genres or topics can spark ideas and stimulate children's imagination. Providing access to writing prompts, visual aids, or reference materials can also enhance their creativity and encourage them to explore new writing styles and genres.

Personalization and expression: Allowing children to personalize their writing space can promote a sense of ownership and self-expression. Encouraging them to decorate their writing area with drawings, motivational quotes, or photographs can create a positive and supportive atmosphere. Personalized spaces also help children feel more connected to their writing and can boost their confidence and self-esteem.

Positive reinforcement: Recognizing and celebrating children's writing efforts within the writing-friendly environment can have a positive psychological impact. Displaying their completed writing pieces, praising their achievements, or providing supportive feedback fosters a sense of accomplishment and validation. This reinforcement can enhance their motivation, self-belief, and willingness to continue practicing and improving their writing skills.

Minimizing pressure and judgment: It is essential to create a non-judgmental and supportive writing environment. Children should feel encouraged to experiment with their writing, take risks, and make mistakes without fear of criticism. A psychologically safe environment allows them to express their thoughts and ideas freely, promoting creativity and a growth mindset towards writing.

By providing a writing-friendly environment that is comfortable, free from distractions, and supportive of children's autonomy and creativity, we create the optimal psychological conditions for them to develop their writing skills with confidence and enthusiasm.

Start with basic skills: Begin with teaching fundamental skills like holding a pencil correctly, forming letters, and spelling. Practice tracing letters and words to develop fine motor skills and muscle memory.

Encourage storytelling: Encourage your child to tell stories orally and then help them write those stories down. This process helps develop creativity, imagination, and the ability to structure ideas.

Offer writing prompts: Give your child interesting prompts or topics to write about. This could be anything from describing a favorite toy to writing a short story. Encourage them to express their thoughts and ideas freely.

Break down the writing process: Teach your child the writing process, which includes planning, organizing ideas, drafting, revising, editing, and proofreading. Break down each step and guide them through the process.

Provide constructive feedback: When your child writes, provide positive and constructive feedback. Praise their efforts and focus on specific areas where they can improve. Be supportive and encouraging, and offer suggestions for enhancement.

Make writing enjoyable: Incorporate fun activities like writing games, journaling, or writing letters to family members or pen pals. Encourage creativity and let them experiment with different writing styles.

Use technology wisely: Introduce age-appropriate writing apps or software that can engage children and make the learning process more interactive. These tools can offer spelling and grammar assistance and encourage writing practice.

Set realistic goals: Help your child set achievable writing goals, such as writing a paragraph or a short story each week. Celebrate their accomplishments and provide incentives to keep them motivated.

Remember, every child develops at their own pace, so be patient and supportive throughout their writing journey.

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A NEW MECHANISM OF TEACHING ENGLISH VIA COOPERATIVE LEARNING

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Annotation: In this article, information regarding practical learning as a creative method of teaching jargon is provided. Experience and the ability to create with this kind of learning frequently work with informal and base learning. By advocating the implementation of cooperative learning in English education, the cooperative learning mode has been combined with English study to overcome the disadvantages of traditional English teaching mode. A teaching strategy known as "agreeable learning" aims to divide study sessions into social and academic learning experiences.

Key words: effective helpful learning, generally efficiency, popularity based society, bunch, Base gathering learning, Jigsaw exercises, learning methodology, individual accomplishment

Discussions and experiments on cooperative learning have greatly increased in recent years, indicating that it has been a hot topic among educators and researchers; however, research on middle-school cooperative learning is still in its early stages. Thus, the concrete implementation of cooperative learning in English class teaching is studied by analyzing cooperative learning theories, which can provide theoretical foundation and practical guidance for English teaching reform.

A teaching approach called "helpful learning" aims to integrate classroom activities into social and academic learning experiences. A lot more goes into cooperative learning, which has been referred to as "organizing positive reliance," than simply organizing students into groups. Together, students should complete assignments that contribute to their academic goals. In contrast to singular realizing, which can be cutthroat in nature, understudies adapting agreeably can benefit from each other's assets and abilities (asking each other for data, assessing each other's thoughts, observing each other's work, and so on) Besides, the educator's job changes from offering data to working with understudies' learning. Everybody succeeds when the gathering succeeds. Ross and Smyth portray effective helpful learning undertakings as mentally requesting, innovative, open-finished, and include higher request thinking errands. [7]

Five essential elements are identified for the successful incorporation of cooperative learning in the classroom:

- positive interdependence
- individual and group accountability
- promotive interaction (face to face)
- teaching the students the required interpersonal and small group skills
- group processing.

According to Johnson and Johnson's meta-analysis, students in supportive learning environments outperform those in individualistic or competitive learning environments in terms of accomplishment, reasoning ability, confidence level, similarity to cohorts and the learning undertakings, and perception of social support.

Social scientists including Allport, Watson, Shaw, and Mead began developing the cooperative learning hypothesis prior to World War II after discovering that group work was more effective and proficient in quantity, quality, and overall efficiency when compared to working alone. Yet, it wasn't until 1937 that researchers May and Doob discovered that people who engage and cooperate to complete common aims were more successful in reaching results than the people who tried to complete similar objectives on their own. Also, they discovered that independent achievers were more likely to exhibit dishonest behavior.

Savants and analysts from the 1930s and 1940s, such as John Dewey, Kurt Lewin, and Morton Deutsch, influenced the current agreeable learning hypothesis. Dewey thought it was critical that students develop information and social abilities that could be used outside of the classroom and in a popularity-based society. This hypothesis depicted understudies as dynamic information beneficiaries by examining data and answers in gatherings and participating in the learning cycle together, as opposed to being uninvolved data recipients (e.g., instructor talking, understudies tuning in).

Lewin's commitments to beneficial learning relied on establishing connections among a group of people in order to effectively complete and accomplish the learning objective. Positive social association, the possibility that the understudy is answerable for adding to bunch information, was Deutsch's commitment to agreeable learning.

David and Roger Johnson have been effectively adding to the helpful learning hypothesis since that time. They recognized in 1975 that agreeable learning advanced shared enjoyment, better correspondence, high acknowledgment and backing, as well as demonstrated an increase in a variety of speculation systems among people in the gathering. Understudies who demonstrated ruthlessness required their cooperation and trust with others, as well as their enthusiastic contribution with other understudies.

Formal agreeable learning is organized, worked with, and monitored by the teacher over time and is used to achieve group objectives in task work (for example finishing a unit). Any course material or task can be adapted to this type of learning, and gatherings can range from 2-6 people, with conversations lasting from a few moments to an entire period. Formal agreeable learning methodologies include the following:

1. The jigsaw technique
2. Assignments that involve group problem-solving and decision making
3. Laboratory or experiment assignments
4. Peer review work (e.g. editing writing assignments).

Having experience and developing skills with this type of learning frequently works with casual and foundational learning. Jigsaw exercises are fantastic because the understudy assumes the role of the instructor on a specific point and is in charge of

showing the theme to a group. The idea is that if understudies can demonstrate something, they have effectively absorbed the material.

Casual helpful learning combines group learning and inactive instructing by causing to notice material through small gatherings throughout the exercise or by conversation at the end of an exercise, and it frequently includes gatherings of two (for example go to-your-accomplice conversations). These gatherings are frequently transitory and can change from one exercise to the next (unlike conventional learning where two understudies may be lab accomplices all semester adding to each other's scientific knowledge).

Discussions typically include four components: formulating a response to questions posed by the educator, sharing responses with a partner, listening to a partner's responses to the same question, and developing a new well-developed answer. This method of instruction allows students to process, consolidate, and retain more information.

In group-based helpful learning, these friend gatherings accumulate over time (for example, over a year or quite a while, for example, in secondary school or post-auxiliary examinations) to create and add to each other's information authority on a point by consistently discussing material, empowering each other, and supporting the scholarly and individual accomplishment of gathering individuals.

Base gathering learning (e.g., a drawn out examination bunch) is effective for learning complex topics over the course or semester and builds up mindful, strong companion connections, which inspires and fortifies the understudy's commitment to the gathering's schooling while expanding confidence and self-esteem. The base gathering approaches additionally make the understudies accountable for teaching their companion group if a part for an exercise was missing. This is compelling for both individual learning and friendly assistance.

Johnson placed five factors that intervene the adequacy of collaboration. Earthy colored and Ciuffetelli Parker (2009) and Siltala (2010) examine the fundamental and fundamental components to agreeable learning:

- Positive association
- Students should completely partake and invest energy inside their gathering
- Each bunch part has an assignment/job/obligation hence should accept that they are liable for their learning and that of their gathering
- Face-to-confront advances collaboration
- Members advance each other's prosperity

Understudies disclose to each other what they have or are learning and help each other with understanding and finishing of tasks

- Individual and gathering responsibility
- Each understudy should show dominance of the substance being considered
- Each understudy is responsible for their learning and work, in this manner taking out "social loafing"

- Social abilities that should be educated all together for fruitful helpful figuring out how to happen
- Skills incorporate compelling correspondence, relational and bunch abilities
- Leadership
- Decision-production
- Trust-building
- Friendship-improvement
- Communication
- Conflict-the executives abilities
- Group preparing

Gathering preparation occurs when a group of people (a) consider which activities from each section were beneficial and (b) decide which activities to continue with or modify.

The goal of group preparation is to clarify and enhance how effectively people carry out the tasks required to achieve the gathering's goals.

Two qualities should be combined for understudy accomplishment to significantly improve:

While planning agreeable learning errands and prize constructions, singular duty and responsibility should be identified. Individuals need to understand their responsibilities clearly and that they have a duty to the group to accomplish its goals.

Everyone in the group should be actively involved in the request for the group to complete the task. Each component must be responsible for a task that cannot be completed by another member of the group in order for this to occur.

Traditional English educational values comparative analysis since that wants to believe that quantitative assessment is relatively objective. However, students' personalities, let alone non-intellectual factors like growth and progress, cannot be quantified during English cooperative learning. As a result, various methods should be used to evaluate cooperative learning, with equal emphasis placed on the outcomes and implementation of cooperative learning. On the one hand, cooperative learning evaluation is concerned with students' independent learning, cooperative discussion, and communication.

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DIFFERENTIATED APPROACH IN TEACHING ENGLISH AND THE ACTIVITIES IN DIFFERENTIATED INSTRUCTION

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Annotation: This article deals with the information about differentiated instruction and the importance of usage in the different level students in the classroom. Firstly, at the introduction part of this article, several scientists in EFL gave their perspectives on differentiated instruction and their opinions with their examples have been mentioned in this article. Moreover, types of differentiated instruction such as differentiated content, differentiated process and differentiated product have been clarified to the readers and supported with examples. This article also deals with effective activities for mixed level students related to the differentiated instruction and their instructions to implement them in the classroom have been mentioned in the article. This may open doors starter teachers to employ and understand them better.

Keywords: differentiated instruction, differentiated content, differentiated process, differentiated product, learning station, learning teams, using task card, snow ball fight, find your partner, word on your back.

Introduction

The English learners in some classes are different from each other in terms of language proficiency. According to my four-year experience that, the learners who are learning English language as foreign language have different language proficiency, some participants in the class have a high level of language proficiency, on the other hand, other students in the teaching context have low level language proficiency. Consequently, some novice teachers, like me have difficulties teaching both types of students who have different language background. In order to sustain friendly learning environment in the classroom teachers' responsibility is to activate less motivated students and students with low proficiency. To carry out effective lessons to this category of English learners, it is vital that teachers should incorporate differentiated instruction in their classroom.

Main part

Some English specialists in teaching English believe that differentiated instruction is one of the key to solve this issue in language acquisition. Based on the definition of differentiated instruction by Tomlinson (2017, 1) "the teacher proactively plans and

carries out varied approaches to content, process, and product in anticipation of and responses to student differences in readiness, interest and learning needs, the differentiation is proactive: teachers don't just respond to classroom problems, they begin their planning with an awareness of student differences and a plan to help all students succeed". In the following sentences three terms are explained such as differentiated content, differentiated process, differentiated product.

According to the definition of differentiated content by Beth Sheppard (2022, 2) "when we approach content differently for each student, it means that all students do the same type of activity on the same topic, but the content presented to some students may be more challenging than others". For example, to some students a teacher gives explanations of past simple – ed and irregular verbs. To other students a teacher take time to explain "was", "were" and a teacher does not give an explanation to complicated form of past simple.

According to the definition of differentiation process by Bath Sheppard (2022,3) "Differentiating process means creating different tasks for different students. Everyone is working on the same topic, but some students may work on activities that require more independence or abstraction than others. It can also mean that students spend different amount of time on their activities. Learning stations are one great way to differentiate the learning process". For instance, stations are places of the classroom where students do a particular exercise as well as there are given instruction how to do that exercise at the learning station. Students go to a station and do tasks or they go to other station and the levels of tasks at the learning station are various, all of which are from beginner to upper intermediate. It is optional process whether a teacher has student assign to the particular learning station or students have opportunity to choose the station freely.

According to the definition of differentiating product by Bath Sheppard (2022,4) "it means that students can demonstrate their skills in different ways. This contrasts with one-size-fits-all approaches to assessment such as multiple choice tests". Larry Ferlazzo (2019,5) explains that he just adds a blank space at the end of every test and asks students to tell him what else they know about the topic – sometimes students can show more knowledge than they were able to demonstrate in response to the teacher's test questions. Another approach which is suggested by Bath Sheppard (2022,6) is that to offer students a menu of options to demonstrate their knowledge. For example, we could assign students to show that they can use comparative adjectives by producing their choice of a video comparing two items, a poster comparing two places, a paragraph comparing favorite sport players, a letter explaining the grammar to a friend, a diagram, or an instructional web page. Let's pay attention to another example for differentiated content. For example, a teacher informs learners to use past simple tense by producing their choice of video describing between current hometown and the hometown in our childhood, poster describing two historical events, a paragraph describing one invention of air conditioner, a letter explaining the grammar to a friend.

Results

There are a number of activities related to differentiated instruction and their instructions in this article. The first activity that is about differentiated instruction is called “Learning station” and this activity was shared by Maria Imelda Nollora (2022,7). Learning Stations are locations in the classroom where students are expected to complete a certain task. The teacher sets up several stations in the classroom like writing, reading, listening, technology, games, and the teacher station through which groups of students move from one station to another. The number of stations that will be created shall be the same as the number of groups to be formed. Some teachers allot a portion of their class period for students to work in their designated learning stations every day while others use only one day of the week. Groupings are usually based on students’ English level, their needs, or interests. Teachers can also create station activities based on the content he/she plans to teach. This can be facilitated with a flexible schedule because the amounts of time students spend in doing the activities depend on their needs.

The second activity is called “Learning teams” and I learnt this activity when I was studying in online OPEN courses from Maria Imelda Nollora (2022,8). Learning Teams are groups of students who can work independently. Organizing learning teams can increase student engagement and participation in the lesson and activities. This technique provides opportunities for students to work in teams and perform responsibilities or roles. In organizing learning teams, the teacher assigns or gives the team members the freehand to choose or voluntarily take specific roles or responsibilities like moderator, timekeeper, recorder, supply manager, summarizer, and reporter. Members can change roles and teams as needed. Teachers may retain the same teams for a certain period of time like a month or a grading period. Creation of new learning teams depends on the needs of the class. Tasks that could maximize the engagement of students in learning teams include poster making, story composition, skit writing, performing skits, and writing reflections.

The third activity that is effective for different level classroom is called “Using task card”. I learnt this activity when I was studying in online OPEN courses from Maria Imelda Nollora(2022,9). His is better given as a group task when students are grouped according to their interests. Teachers may use index cards or small pieces of assorted color paper on which a single task or question is contained. Cards may be color coded so the teacher could easily distribute them to specific groups. For example, after reading a short story, discussion about story elements may follow. To enhance this activity, the teacher may ask the class to go to their respective groups (students are pre-grouped according to their interests and pre- assigned to bring their materials) and work together on their assigned task given in the card. Instead of asking the class to give the theme of the story, the teacher may task the singers group to sing a song whose message is close to the theme of the story; the artists group is tasked to draw a story poster; the writers group may be tasked to write a letter to readers explaining the story’s theme; the actors group may act out a specific part of the story that gives its theme; and, the dancers group may do a dance interpretation of the theme.

The fourth activity which is beneficial for English learners with mixed level students is called “Snow ball fight”, I managed to learn this activity when I was studying in OPEN online course from Dan Long (2022,10) colleague. This is a great short warm up activity I use in my classes. It gets students out of their seats, it wakes them up and gets them excited. Here is how it goes. First, we divide the whole class into two groups and each group gets their team name! Then, we pick one representative from each group and invite the student volunteers to the front of the class. Of course, we have to make a "snowball" (you can make one with a piece of paper) in advance. Now, it is time to begin the game. The teacher should give a brief instruction before they start. For example, give me four words that start with F. Whoever gives me four words first gets to pick up the paper ball and throw it at the other student. The point is to kill the other student. If you miss and don’t hit them, they can still hit you. This activity makes students pull up vocabulary under stressful situations and is a good way to test if students really learned the vocabulary. This is also an excellent short activity that really wakes students up and gets them ready to learn.

The fifth activity which is essential for English teachers with mixed level students is called “Find your partner”, I managed to learn this activity when I was studying in OPEN online course from Dan Long (2022,11) colleague. It takes 7-8minutes. I found this activity online. You need to prepare many cards with some images on them, among which there are two cards sharing the same images. Whole class participates in this activity. Students are each given a card with an image on it. There is two of each image. Students must circulate and try to find the person with the same image by asking yes or no questions. The students may not ask “Do you have an elephant” if their image is, for example, an elephant. They must ask more descriptive questions, for example, “Does your thing have 4 legs?” or “Does your thing live in the jungle?” This activity can help students engage in the whole class and try to stimulate students to use the target language in the real situation.

The last activity which helps to make mixed level classroom effective is called “Words on back” and a colleague Dan He who studied in OPEN online course shared this activity (2022,12). It takes 3-4 minutes. I leaned it in an English seminar. It served as a warm-up activity. Many cards with words on them are needed. Each student has a card attached to his/her back. The students must do the circulate asking each other yes or no questions to determine what word is on their back. This activity can be used in the vocabulary class. After the teacher explains all of the new words, he can organize this activity to test what students have learned in the class.

Conclusion

Differentiated instruction plays large role in teaching English to speakers of other languages as well as students’ needs, interesting. There are some reasons why it is vital for students and teachers. Firstly, in all of the English classes English language which is taught are not the same in terms of students’ background knowledge and interest, readiness, preferences. For instance, some students in the English classes come to lesson

with high intrinsic motivation and high level of English proficiency; on the other hand, others come to lesson with extrinsic motivation and low level of English proficiency. As a result, in this class teachers are responsible for fulfilling both kinds of students' needs. To tackle this problem it is essential to incorporate your lesson with differentiated instruction and activities based on above mentioned topic. The main reason is that this energizes your students' active participation and involvement. English learners are in charge of doing some kinds of specific task and assignment. For example, in learning station activity students should move around the classroom in order to perform given tasks in the station. Moreover, as it is mentioned earlier that a number of activities related to differentiated instruction and their instructions are written in the article. Such as learning station, learning teams, using task card, snow ball fight, find your partner, word on your back. To prepare these activities and preparing mixed level classes need some to conduct lessons effectively and reach stated goals. But it is important to fulfill students' needs and interests.

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CULTURAL TOURISM IN UZBEKISTAN

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Annotation: The present article provides information on the development of tourism, the level of tourism development, the information about historical places in Uzbekistan.

Key words: tourism, urban travel, tourist, historical and cultural tourism, historical monument, statistics, cultural heritage, tourist product, restoration.

Located in the heart of Central Asia, Uzbekistan is ready to expand its travel and tourism industry with its rich cultural and historical heritage, friendly people, and natural beauty. The government of Uzbekistan views its tourism sector as having high growth potential. Uzbekistan was closed to foreigners for many years, and the government has initiated reforms to open access to its rich cultural and historical heritage facilitate tourism development. The tourism industry was hit hard by the pandemic period and hospitality service providers and other sector participants received state support in different forms. The government is also developing pilgrimage tourism. After a year, the government updates its plans and set the goal to increase the number of foreign tourists and domestic tourists. Uzbekistan and Russia are intensifying tourism cooperation, which could reach two million trips per year between the countries. Moreover, the Fergana Valley sweeps across eastern Uzbekistan and also dips into Kyrgyzstan and Tajikistan. Also this valley is known for its soil. No, I am not having you on, the soil is hot stuff here!. The valley is the largest provider of food in Uzbekistan and it doesn`t stop there. It is a huge cotton and silk provider. In addition, Namangan is very famous valley with its flowers. Located in the center of the city, Babur Park was created as the private garden of Namangan`s Russian governor, but it is now open to the public. And, Namangan is second- largest city by population in Uzbekistan. Chust is one of the oldest cities in Fergana Valley. The Fergana automobile road passes through the city. This road connects with Chust. This district underwent significant changes during the Soviet period. Many factories and institution built during that time. Currently, the city is an important center for cotton processing, and also it is very famous for artisanal products, including pocket knives and embroidered cotton skullcaps known as tubeteika.

Opportunities:

Foreign investors will find the most opportunities in the hospitality sector. International hotel brands are currently found only in the capital city of Tashkent, but there is a great demand for hotels and global franchises in Samarkand, Bukhara and Khiva- the central cities of the ancient Silk Road and major tourism destinations. The government wants to attract foreign investment and management services to the airports as public-private partnerships with an exemption from customs duties and fifty percentage reductions in income and property taxes for three years. Uzbekistan`s expansion plans for its fleet of short-and medium-haul aircraft should create business opportunities for manufacturers.

For specific opportunities, businesses should contact organizations involved in Uzbekistan`s tourism industry, including the State Tourism Development Committee, Uzbekistan Airways, Uzbekistan Airports and Ministry of Transport.

To bring in more foreign travelers, the country is modernizing and expanding the airports. Uzbekistan Airports was separated from the Uzbekistan Airways and controls Uzbekistan`s 11 international airports. Uzbekistan Airports plans to work with private

companies for airport reconstruction and management on a tender basis and hopes to double the airports` passenger throughput capacity and triple load throughput capacity. The government has promised to liberalize the national aviation market by breaking up Uzbekistan Airways` monopoly and creating more domestic companies, while authorizing foreign companies to operate in Uzbekistan. The government intends to purchase short-and medium-haul aircraft to develop the regional passenger air transportation market. Uzbekistan Airways` current air fleet consists of 34 aircraft.

Tourism in Uzbekistan has always drawn people from far and wide. For anyone who knows about the country, this is easy to understand- bright colours, intricate patterns, rich flavours, and friendly people await every visitor. Traces remain of great empires that have long since been blown away by the sands of time, while modern life evolves in new directions.

This landlocked Central Asian nation offers more than a single person can explore in a lifetime. Whether you crave a night in the soothing serenity of a remote mountain village or a walk through the streets of history, Uzbekistan will not disappoint, Uzbekistan tourism is all about exploring what you`re interested in, and you`ll sure to find it here!

While a strong focus is placed on Uzbekistan`s capital city and UNESCO World Heritage sites in Samarkand, Bukhara, and Khiva, there`s so much more to this country. Try a new dish, like the exotic green noodles of Khiva known as shvit oshi, or learn how the masters of Margilan make the intricate silk patterns for ikat textiles. Maybe you want to go completely off the grid with a night in a traditional desert yurt to experience how nomads have lived for centuries, or into half-forgotten oasis cities that fed the caravans of the Silk Road as they crossed the continent.

There`s just no substitute for experiencing Uzbekistan for yourself. No photo can capture the scale of the vast Kyzyl-Kum Desert or the warmth of a traditional meal cooked by a local family, tasting of spices and the comfort of home. Uzbekistan is so unlike anything you`ve experienced before that it`s guaranteed to leave you with amazing lifetime memories.

Today, the museums of Uzbekistan store over two million artifacts, evidence of the unique historical, cultural, and spiritual life of the Central Asian peoples that have lived in the region.

According to the Statistical Internet Survey which is the largest proportion of those surveyed visit the country because of their interest in the architectural and historical sites of Uzbekistan. The next-largest group visit Uzbekistan to observe its culture, way of life and customs.

Uzbekistan is located on the Great Silk Road and many neighboring countries (including Kazakhstan, Kyrgyz Republic, Tajikistan and Turkmenistan) promote their countries based on their location along the Great Silk Road.

The World Tourism Organization`s Silk Road Office was opened in 2004 in Samarkand. This office was commissioned to coordinate the efforts of international organizations.

Mountaineering, hiking and rock-climbing

Uzbekistan mountains are for active forms of tourism such as mountaineering and rock climbing. Most well-known for its ease of access from Tashkent is a highlands Chimgan located in the mountain massive of dominant Greater Chimgan peak of the Chatkal range. This place serves as a commencement for many routes of hiking, climbing, horse riding, mountain skiing and hang-gliding.

Recently, we have visited to explore our ancient sites with our institute`s group, where we have met many tourists and informed them about our monuments, it has been a very interesting visit for us.

Architectural and historical sights

Samarkand with its Registan, Bibi-Khanym Mosque, Gur-Emir and Shah-i-Zinda, Bukhara with its Po-i-Kalyan Complex, Ark citadel, Samanid Mausoleum and Lyabi Khauz Ensemble, and of course Kiva with its intact inner city Ichan Kala, mosques, madrasahs, minarets, walls and gates are sites of tourism. In addition, The Akhsikent which is located in Turakurgan of Namangan attracts many tourists due to its great antiquity and the fact that it has been preserved in the same condition for many centuries.

The general conference of UNESCO accepted the decision of inclusions in the list of anniversaries the celebrating of 2750th anniversary of Samarkand. This region is one of pearls of East. Here are many unique monuments of culture and architecture, which are evidence of high mastery of the ancient architects. The restoration works are carrying out at the memorial complex Shah-i-Zinda. The complex of historical center of the town is included in the list of a world heritage of UNESCO under the name “Samarkand is a intersection of world culture”. Moreover, the festival of “Shark taronalari” is very famous in the world, that`s why a lot of musicians come to here to show their talents.

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THE ROLE OF MULTIMEDIA TOOLS FOR DEVELOPING INTERCULTURAL COMPTENCES IN EFL CLASSROOM

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Annotation: The given the enormous influence of technology on the English language teaching world, it is important to look at how to teach and, especially digital technology can support EFL teaching. There is so much digital technology out there nowadays for teachers to integrate into teaching process to support and enhance language learning. This article aims at dealing with the necessity and importance of innovative technology in the foreign language classroom. It also discusses in detail multimedia technology acting as a method for developing intercultural competences.

Keywords: Multimedia tools, multimedia learning, communicative activities, authentic materials

Today learning foreign languages is impossible to imagine without the use of multimedia learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture. The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of

pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning more interactive. It is true that we cannot teach everything about cultures. What we can do in the classroom is to help learners to develop ways of finding out more about the cultures what they are learning through analyzing their experiences and developing their intercultural awareness.

Today we have a unique helper that multimedia technology allows us to bring in the best teachers from many countries through the software they create. Multimedia technology is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.). This implements interactive dialogue with user systems and various forms of selfemployment [1].

The use of multimedia technology in the learning process allows for improvements in the process of organic combination of traditional and innovative forms

and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from education to self-education; a positive emotional background for training; and linking theory to practice [2]. In addition, multimedia technology is supported by multimedia programs, encyclopedias, dictionaries, and a special information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling. While teaching different cultures in EFL classroom multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

1. The pedagogy means continuous improvement of content and methods of education in modern conditions.
2. Provides opportunities to identify and support students with linguistic abilities.
3. Represents the basis of distance learning.
4. Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.
5. Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.
6. Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Use of culture teaching materials with the help of multimedia tools is rewarding and stimulating for both learners and teachers and they should be used as far as possible in EFL classrooms. Authentic materials such as internet web pages, blogs, TED Talks, TV broadcasts, films, posters, basically anything written in the target language could be very helpful to develop students' intercultural competences where using authentic materials is relatively easy and convenient way of improving learner's general skills as well as confidence in real situations.

Selecting adaptive materials is an essential factor for students to improve their comprehension ability. A selection of authentic foreign material should be used, especially dialogues, because it is more authentic and reflects cultural behavior followed by speakers. Dialogue is a large proportion of authentic listening materials. It provides a wide range of western culture, such as customs, habits, social manners, life style. Through multimedia and network technology the teacher can offer students not only rich sources of authentic learning materials, but also an attractive and friendly interface, vivid pictures and pleasant sounds, which to a large extent overcome the lack of authentic language environment and arouses students" interest in learning. There are many good

videos and texts published concerning the classic literacy works and most teachers have access to them and the video equipment. Watching videos is simply another tool for learning and enjoyment. The key point is how to perform different ways in teaching different cultures. One of the very effective techniques is a role play. In a role play students take on the role of another person. It is a popular method for communicative use of language where students are encouraged to use language imaginatively and creatively. Being based on real-life situations it is always welcome in a role play to use authentic materials from English speaking countries (for example train tickets, menus, shopping lists) and record or camera them as a showcase. "Learner- centeredness is important in developing intercultural competences. This principle ensures that learner's own culture is not dealt with as an abstract concept but the focus is put on learner's involvement in it. Learners are encouraged to reflect on their culture on the basis of their own experience. The fact that these analyses take place in English lessons and learners use techniques which they would use to explain their own culture to people from other cultures, make this different from culture teaching in other subjects [Byram, M. & Flemming, M. (Eds.) 1998]. It is warned not to provide learners with ready-made information which they might need in their analysis but instead, with information and sources where they might use themselves. Even though learners were born into the culture and are familiar with it, they need to require a more distant and general look on their culture together with some information in these analyses. Students collect information using encyclopedias, multimedia software and the internet for the required materials. They will also analyze the information and select what material best fits their cultural topics. Using authentic materials such as internet web pages, blogs, TED Talks, Youtube, TV broadcasts, films, posters and other types of culture teaching materials are encouraged.

Teachers will start with reflecting on learner's own culture and only later introduce the target culture. The principle in which learners are supposed to discover their own knowledge applies even to dealing with the target culture. This technique for developing intercultural competence supported by Professor M. Byram is comparative approach which, as he suggests, should "provide a double perspective but not to evaluate to see which is better". This double perspective can be reached by fronting phenomena from target culture and putting focus on interpreting own ways of doing as not 'natural' but 'cultural' (learned and acquired in home culture). The co mparative approach contains evaluation in the terms of improving the familiar, "comparison makes the strange, the other, familiar and makes the familiar, the self, strange - and therefore easier to re-consider" Among other techniques are *culture capsule* which draw learner's attention to comparisons between the home and the target culture by presenting isolated items about the target culture. This technique uses visual aids with the combination of a number of technologies: phones, videos, books, television, radio, newspapers, magazines, bibliographies and which illustrate the difference, and make a set of questions to stimulate class discussions. Cultural problem solving in cases covers presentation of a problem for learners to solve and to evoke discussion about culture differences.

Participants prepare presentations about a real life problem in case-studies using above mentioned multimedia tools. In the cases the problem should illustrate the topic or theme of the discussion and can be set out quite elaborately with a number of points to discuss.

To achieve the learning outcome of the course what EFL teachers are teaching, they are encouraged to combine a number technology such as language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, phones and having additional features (interactivity, graphics capabilities, etc.), as multimedia learning provides almost limitless opportunities for teaching and learning more interactive. If the language is taught associated with its target culture combining multimedia tools, students will acquire the target language with cultural background and correspond in real life situations. Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and help to developing intercultural awareness in EFL classes.

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SIFATLI TA'LIMGA YUKSAK MA'NAVIYAT, TARBIYA BILAN...

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Annotatsiya: Ushbu maqolada har bir millatning o'z ma'naviyatini chuqur anglashi, mafkuraviy tarbiya-inson, ijtimoiy guruh, millat, jamiyat dunyoqarishini shakillantirishga, ularni muayyan maqsadlarini ifoda etadigan g'oyaviy bilimlar bilan qurollantirishga yo'naltirilgan jarayon haqida so'z boradi.

Kalit so'zlar. ma'naviyat, millat, jadid, jamiyat, ma'naviy, mafkuraviy tarbiya, qadryatlar, g'oyalar.

Ma'naviyat insonning butun umri davomida uning kuchiga kuch qo‘shishiga aql, idrok va zakovatini kengaytirib, mustahkamlashga xizmat qiladi. Ma'naviyat va ma'naviy boyliklar, qadryatlar, davlat, millat, shaxsning bebaho xazinasi va taraqqiyot manbaidir.

Har bir millatning o‘z ma'naviyatini chuqur anglashi, ongining tarkibiy qismiga aylantirishi millatning bo‘lgan ishonchini mustahkamlaydi, e'tiqot va qadr hissini boyitadi. Shuning uchun ham istibdod davrida hukmron mafkura doirasida milliy ma'naviyatga e'tibor berilmadi, to‘g‘rirog‘i u har jihatdan kamsitildi. Oqibatda, o‘zbek xalqi o‘z ma'naviy merosining ko‘pgina qatlamlarini o‘rganishdan mahrum bo‘ldi.

Mustaqillik tufayli o‘zbek xalqining ko‘p asrlik boy tarixiy, ilmiy, madaniy va diniy merosini o‘rganish, undan xalqning umumiy va bebaho mulki sifatida foydalanishga keng yo‘l ochildi. Ma'naviyatimizni qadimiyligini, mazmunan chuqurligi va rang-barangligi, bugungi kunga salohiyati cheksiz ekanini to‘la ravishda ko‘rsatmoq uchun "Avesto" dan boshlab, Farobiy, Navoiy, Bobur, Furqat, Bexbudiy, Fitrat, Cho‘lpon va Avloniy orqali ta xozirgi kungacha bo‘lgan yaxlit manzarasi yaratilmoqda.

Sadoqat bir ma'naviy fayzdirki, bu fayzdan hissasini olmoq har bir kishining muqaddas vazifasidir.

Sidq-u safo-yu rostlig‘ bo‘lsa qaroboting,
Shuldur jahonda rohat-u fayz-u saodating.
Olamda to‘g‘rilikcha yo‘q odamning ziynati,
Qalbing alifdek bo‘ldimi, ayni sharofating.[1]

Munavvar qori Abdurashidxonov aytganidek:" Inson sadoqatli bo‘lsa, u dunyodagi eng saodatli insonligini aytadi. Halollik va to‘g‘rilik odamning zinati bo‘lsa uning qalbi va o‘ylari ham artab alfabitidagi "alif" harfidek to‘g‘ri bo‘ladi".

Ayo ey sohiba urfon! Vatan bo‘g‘inda faryod et,
Otib tashlaarodin eski odatlarni barbod et.
Maorif-la funun tahsilini qil rahnamog‘ san,
Qorong‘uda qolan millatni nuri ilma irshod et.
Vatan mehri agar bo‘lsa-dilingda ishq savdosi,
Otil nuri maorifga o‘zingni misli Farhod et!...[2]

Abdulla Avloniy ushbu she’rida maorifga katta e’tibor bermoqlik kerakligini ta’kidlab, faqat ugina millatni yorug‘likka elta olishini ta'kidlaydi. Agar yurtingni yaxshi ko‘rsang maorifga o‘zingni urki, Farhodday har qanday to‘siqni parchalashga qodir bo‘l, deya uqtiradi.

Mafkuraviy tarbiya-inson, ijtimoiy guruh, millat, jamiyat dunyoqarishini shakillantirishga, ularni muayyan maqsadlarini ifoda etadigan g‘oyaviy bilimlar bilan qurollantirishga yo‘naltirilgan jarayon.[3]

Jamiyatdagi har bir ijtimoiy kuch yoki aholi qatlamlari o‘z manfaat va maqsad-intilishlarini ifoda etuvchi g‘oyalar tizimini yaratgach, boshqa guruhlarni ham shu g‘oyalar ta'siriga tortishga, o‘z tarafdorlari safini kengaytirishga harakat qiladi. G‘oyalar adolatli va haqqoniy bo‘lib, ko‘pchilikning talab-ehtiyojlariga mos kelsa, bu sohadagi

tarbiya vositalari ta'sirchan, tarbiyachilar esa faol va fidoyi bo‘lsa, g‘oyaviy tarbiyadan ko‘zlangan maqsadga erishiladi.

Zero, Abdulla Avloniy aytganiday:"Tarbiya biz uchun yo hayot-yo mamot, yo najot-yo halokat, yo saodat-yo falokat masalasidir... ".

Jamiyat, xalq hali o‘z manfaatlarini anglab yetmagan, o‘z mafkurasini shakillantirib, maqsadlari sari safarbar bo‘lmagan hollarda begona va zararli g‘oyalar ta'siriga tushish ehtimoli ortib boradi. Bu esa g‘oyaviy tarbiyani yo‘lga qo‘yish, sog‘lom mafkura tamoyillarini aholi qalbi va ongiga muttasil sindirishni dolzarb vazifaga aylantiradi.

O‘zbekiston sharoitida mafkuraviy tarbiyaning asosiy vazifasi-xalqimizning ozod va obod Vatan, erkin va farovon hayot barpo etish yo‘lidagi asriy orzu-istaklari, maqsadlarini, milliy istiqlol mafkurasining mohiyatini keng jamoatchilikka tushuntirish va, ayniqsa, yoshlar ongiga singdirishdan iboratdir.

Mafkuraviy tarbiya jamiyatda, avvalambor, oila, maktabgacha yoshdagi bolalar muassasalari, maktab, lisey, oliy o‘quv yurtlari, ommaviy axborot vositalari, jamoat tashkilotlarining birgalikdagi faoliyatini taqazo qiladi. Uzluksiz ta'lim tizimi mafkuraviy tarbiyani olib boruvchi asosiy bo‘g‘indir. Zero, mafkuraviy maqsadlarni kishilar va, ayniqsa, yoshlar ongiga singdirish vazifasi asosan ta'lim tizimi irqali amalga oshiriladi. Shu bois mamlakatimizda ta'lim sohasda olib borilayotgan keng ko‘lamli ishlar, albatta, o‘z mevasini bermoqda.

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TA’LIM VA TARBIYANING AHAMIYATI

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Annotatsiya: Ushbu maqolada yurtimizda ta'lim va tarbiyaga alohida e'tibor, insonning jamiyatda yashashi uchun zarur bo‘lgan xususiyatlar, ta'lim va tarbiyaning o‘rtasida farq, jamiyat dunyoqarishini shakillantirishga, milliy qadriyatlar va madaniyatga bo'lgan tahdidlar, vatanparvar va barkamol yosh avlodni tarbiyalash.

Kalit so‘zlar. tarbiya, ta’lim, jamiyat, ma'naviy, an'analar, mafkuraviy tarbiya, qadryatlar, g‘oyalar, ajdodlar.

Hozirda yurtimizda ta'lim va tarbiyaga alohida e'tibor berib kelinmoqda. Bunga yaqqol misol qilib O'zbekiston Respublikasi Konstitutsiyasida ta'kidlab o'tilganidek endilikda har bir bolani to tug'ilganidan boshlab ta'lim olishini davlat o'z nazoratiga oladi.

Bundan tashqari magistraturada qizlar uchun ajratilgan grantlar ham biz uchun yana bir imkoniyat desak mubolag'a bo'lmaydi.

Tarbiya — shaxsda muayyan jismoniy, ruhiy, axloqiy, ma’naviy sifatlarni shakllantirishga qaratilgan amaliy pedagogik jarayon; insonning jamiyatda yashashi uchun zarur bo‘lgan xususiyatlarga ega bo‘lishini ta’minlash yo‘lida ko‘riladigan chora tadbirlar yig'indisidir. Tarbiya insonning insonligini ta’minlaydigan eng qadimiy va abadiy qadriyatdir. Tarbiyasiz odam kishilik jamiyati mavjud bo‘la olmaydi. Chunki odam va jamiyatning mavjudligini ta’minlaydigan qadriyatlar tarbiya tufayligina bir avloddan boshqasiga o‘tadi. 1]

Tarbiya har qanday jamiyat va har qanday mamlakat hayotida hal qiluvchi muhim omil hisoblanadi. Yosh avlod bilan yetarlicha shug‘ullanmagan mamlakat inqirozga mahkumdir. Negaki, o‘sishi va rivojlanishi uchun har qanday jamiyatda ham moddiy va ma’naviy boyliklar ishlab chiqarish to‘xtovsiz ravishda yuksalib borishi lozim. Buning uchun yosh avlod moddiy va ma’naviy boyliklar yetishtirishni ajdodlari darajasida, ulardan ham yaxshiroq ishlab chiqara bilishlari kerak. Yosh avlodda ana shunday moddiy va ma’naviy qobiliyatlarni shakllantira bilish uchun esa jamiyat uzluksiz ravishda samarali faoliyat ko‘rsatadigan tarbiyaviy intizomlar tizimiga ega bo‘lmog'i lozim.

Ta'lim va tarbiyaning o‘rtasida farq bor. Ta'lim, tarbiyaning bir qismidir. Tarbiya esa ta'limni o‘z ichiga oladi, aksincha emas. Demak, tarbiya o‘z-o‘zidan ta'limga nisbatan komil va keng qamrovlidir. Islomiy tarbiyaning ma'nosi esa jamiyatda har taraflama komil inson shaxsiyatini barpo qilish va albatta, bu tarbiya ruhiy, aqliy va jismoniy taraflarni o‘z ichiga oladi. [2]

Yoshlarni milliy qadriyatlar va madaniyatga bo'lgan tahdidlar hamda yot g'oyalardan asrash, har tomonlama rivojlangan, zamonaviy bilim va hunarlarni puxta egallagan, milliy an'analarga sadoqatli, dunyoqarashi keng, vatanparvar va barkamol yosh avlodni tarbiyalash har birimizning qo'limizda. [3]

Yuqorida aytib o‘tganimizdek, ta'lim komil tarbiyaning bir juz'idir. U esa aqlni rivojlantiradi va sayqallashtiradi. Natijada u o‘z hayotida kerak bo‘ladigan ilmu ma'rifatni ashyolar to‘g‘risidagi turli ma'lumotlarni, kasbiy mahoratini yoki kasb va hunarlarga tegishli bo‘lgan fanlarni o‘rganadi. Lekin tarbiyaga o‘xshab keng qamrovli bo‘la olmaydi. Chunki ta'lim insonni ruhiy, aqliy va jismoniy taraflarini birdek qamrab ololmaydi. Shuning uchun ham ta'lim va tarbiya doimo birga bo‘lishi talab etiladi. Bu haqiqatni esa Rasulullоh sollallohu alayhi vasallamning quyidagi hadisi shariflari orqali ham bilib olishimiz mumkin.

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USMON NOSIR SHERLARIDA ACHCHIQ HAYOT IZTIROBLARINING MUNGLI SADOLARI

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Annotatsiya: Ushbu maqolada yillar o'tsada she'rlari hamon o'quvchilarni chuqur o'yga solayotgan, o'zbek she'riyatining zabardast vakili Usmon Nosir haqida so'z yuritamiz. Uning oltinga teng she'rlarini o'qib tahlil qilamiz. Bizga hali to'liq tanish bo'lmagan, biz uchun yangilik bo'lgan she'rlaridan bahramand bo'lamiz. Uning she'rlarini ta'sir kuchi yillar o'tsada nima uchun bu darajada sayqallanib ketayotgani haqida fikr mulohaza yuritamiz.

Kalit so'zlar: Usmon Nosir, she'riyat, ijodkorlar, his-tuyg'u, ta'sirli satrlar, milliy ruh, chaqmoq shoir.

XX asr o'zbek she'riyatiga chaqmoqday kirib kelgan va yashindek qisqa umr kechirgan shoir deya ta'riflanadigan Usmon Nosir o'zidan oz fursatda bo'lsada o'zidan boy meros qoldirgan. 1912-yil 13-noyabrda Namanganda tug'ilgan shoir otasidan juda erta yetim qoladi va onasi Qo'qonga boshqa kishiga turmushga chiqishga majbur bo'ladi. Shunday qilib Usmonning qolgan bolalik yillari Qo'qon bilan bog'lanadi. Qo'qon maktablarida o'qib yurganda iste'dodli shoir rus va jahon adabiyotining sara namunalarini o'rganadi va adabiyotga muhabbat qo'yadi.

"Ilhomning vaqti yo'q selday keladi, Jalloddek rahm etmay dilni tiladi. Ayondir bir kunni aylaydi xarob." deya Usmon Nosir qalbidagi tug'yonlarini ifodalaydi. Rostan ham shoir qisqa umr kechirishiga qaramasdan uning "Quyosh bilan suhbat", "Safarbar satrlar", "Traktorobod", "Yurak", "Mehrim" kabi she'riy to'plamlari "Norbo'ta", "Naxshon" kabi dostonlari "Atlas", Zafar", "So'nggi kun", "Dushman" kabi dramalari dunyo yuzini ko'rdi. U she'rlarida alangali tuyg'ularni susaytirmas inson ruhiy dunyosini po'rtanalar kabi ko'rsatardi.

YURAK

Yurak, sensan mening sozim,
Tilimni nayga jo‘r etding.
Ko‘zimga oyni berkitding,
Yurak, sensan ishqibozim.

Senga tor keldi bu ko‘krak,
Sevinching toshdi qirg‘oqdan,
Tilim charchar, ajab, gohi
Seni tarjima qilmoqdan.

Sen, ey sen — o‘ynoqi dilbar,

Zafardan izla yoringni.
To‘lib qayna, toshib o‘yna,
Tirikman, kuyla boringni!

Itoat et!
Agar sendan
Vatan rozi emas bo‘lsa,
Yoril, chaqmoqqa aylan sen,
Yoril! Mayli, tamom o‘lsam!

O'zbek she'riyatida tuyg'ularni bor bo'yicha, dolg'ali ko'rsatish an'anasi yo'q edi. Milliy she'riyatimiz odob andisha qoliplaridan chetga chiqmaslikka urinardi. Usmon Nosir ana shu qoliplarni buzishga jur'at qilgan birinchi shoir edi. Uning yurak she'ri ham undash ruhida yozilgan bo'lib shoir o'zining nohaq ayblanib qamoqda yotgan davrida yozilgan. Hech bir sabalarsiz qamoqqa olinishi buyurilgan shoir faqatgina yaqin do'stlaridan ilinj kutardi lekin bir yaqin do'sti unga barchasini tan olishni maslahat beradi va shunda qutulib ketishi osonroq bolishi uqtiradi. Katta majlis bo'lib o'tadi, majlis oxirida «ayblanuvchi»ning o‘ziga, shoir Usmon Nosirga so‘z beriladi. U haligi do'stining «aytganini» qilib, aybini bo‘yniga oladi. Lekin qaysi aybini?! O‘zi ham bilmasdi… O‘sha «mehribon maslahatchi» dik etib o‘rnidan turadiyu: «Ana, ko‘rdingizmi, u aybini bo‘yniga olyapti! Unga oramizda o‘rin yo‘q. Soyuzdan o‘chirilsin deganlar qo‘l ko‘tarsin!» deydi… Bu ertakka o‘xshaydi. O‘shanda Usmon zog‘lar orasida qolgan bulbulga o‘xshardi." Shunday qiyin vaziyatda qolib ketgan shoir qamoqdalik vaqtida ham o'z erki, o'z Vatan ozodligini hech kimga berib qoymadi. Oxirgi nafasi qolguncha bunday jamiyatdagi biqiq vaziyatni yo'qotishga harakat qildi.

Shuning uchun ham uni juda samimiy so'zlar bilan eslashgan. Masalan zamonasining yirik shoirlaridan biri Turob To'la Usmon Nosir she'riyati haqida shunday deydi: "U shunday to'polon va to'lqin bilan keldiki, uncha - muncha she'riy uslub vaijodni to's to's qilib yubordi. Uni o'zimizda" O'zbekning Lermontovi" Moskva gazetalarida "Sharqda Pushkin paydo bo'ldi" deb yozishdi. Shuningdek 1982-yil “Yoshlik” jurnalining noyabr oyidagi 11-sonida Ibrohim G‘afurovning “Yuragida bahor yashagan shoir” nomli maqolasi e’lon qilingan. Olim mazkur maqolasida Usmon Nosir she’rlardagi o‘ziga xos lirik qahramon haqida fikr yuritadi. Maqolada adabiyotshunos shunday fikrlarni keltiradi: “Biz Usmon Nosirni o‘z tili, o‘z ifodasi bilan YO‘LCHI deb ataymiz. U har bir she’rida bizga YO‘LCHI SIYMOSIDA gavdalanadi. (Farangiz Xidirova "Usmon Nosir ijodining o'rganilishi"maqolasidan)

Ijodkorning" Yurganmisiz birga oy bilan " deb nomlanuvchi she'ri ham e'tibordan chetda qolishi mumkin emas. Chunki bu she'r Usmon Nosir ayni Sibir o'rmonlarida o'pka sili bilan qattiq og'rib xastalikka chalib shimolga - boltiq va oq dengiz bo'ylariga safar qilgan davrda yozilgan. Hozir ushbu she'r bilan yaqindan tanishamiz:

Yurganmisiz birga oy bilan

Oqshom payti ko'm-ko'k o'rmonda?
Maysalarga shabnam qo'nganda,
Shunday yaxshi tinch bo'lar ekan.

Shitir-shitir o'ynar shabboda,
Barglar musiqasi bir shirin...
Havo go'yo tiniq,sof boda -
Ko'ngil sezar hayotning sirin.

Men mast bo'lib qoldim bu kecha,
Sil o'pkamni ancha yayratdim.
Uxlamasdan to tong otguncha
Dilginamni rosa sayratdim.

She'rning birinchi misrasidayoq ko'kdagi go'yo jim turgandek tuyulgan oy harakatga tushadi. U shoirga hamroq tutinib, ko'mko'k o'rmon oralab birga kezadi. Bu holat shoirga hozirga qadar izlab yurgan muhitni - sokinlik, tinchlikni hadya etadi.

Bir o'ylab ko'raylikchi, shoir qalbi nega shu qadar tinchlik, sokinlikni xohlaydi?

Chunki bu paytda sobiq sho'ro davlatida mafkuraviy talvasalar juda kuchaygan edi. Xalq orasidan yetishib chiqqan ko'plab ziyolilarni ta'qib etish avj ola boshlagandi. Gazeta va jurnallar, tez tez chaqirilib turiladigan majlislarda, ayniqsa, shoir va yozuvchilar haqida ko'pdan ko'p tuhmat gaplar aytilardi. Shuning uchun ham shoir qalbi bezovta. Sherning oxirgi bandida shoir "sil o'pkam" deya faqat o'zining jismoniy xastaligi to'g'risida gapirmaydi, balki yuqorida aytib o'tganimiz - biqiq, tuhmat-u razolatga to'la muhitda siqilgan ko'nglini - ruhini nazarda tutadi. Bunday muhitda esa dilning sayrashi - emin - erkin ijod qilishi to'g'risida gapirmasa ham bo'ladi.

Oq dengiz, yaxshi qol

Oq dengiz, yaxshi qol! Yaxshi qol, Shimol!
Ko‘nglimda ishqingni olib qaytaman.
Sochimni o‘ynaydi muzdek sho‘x shamol,
Men unga dardimni qanday aytaman?

Kechqurun qirg‘oqda aylanib tanho
Sevdim, sevib qoldim to‘lqinlaringni.
Oyni cho‘miltirgan tinch tunlaringni
Tushimda ko‘rganda ne qilarman, o?

O‘ynagil so‘ng marta, chayqal, erkalan!

Armonim qolmasin ketar oldimda.
Bag‘ringda baliqday yuzgan oq yelkan
Bir umr sayr etgay mening yodimda…

Yaxshi qol, erkin suv! Yaxshi qol, dengiz!
To‘lqinlar, qo‘ynimga qizday kirdingiz…

Shoirning ushbu she'ri qalblarni sirqiratishi hech gapmas. Xuddi oxirgi marta gaplashyotgandek, xuddi oxirgi marta ko'rayotgandek qaytib hech qachon bu joylarga kelmaydigandek dengiz bilan xayrlashishi insonni hayratga soladi. Shoirning nazarida barcha narsa oxirgisidek tuyuladi. Uchinchi misrada o'ynagil so'ng marta, chayqal, erkalan! Armonim qolmasin ketar chog'imda deya yozilgan misralar ham bunga yaqqol dalil bo'la oladi. Chunki shoir qalbi bezovta, notinch edi Vatanidagi qama qamalar, nohaqliklar avj olgan davrda hech nimani oldindan aytib bo'lmasdi. Balki shoir nomi qoralanib bo'lgandir, balki uning she'rlari millatchilikka chorlovchi she'rlar deb topilgandir, balki Vataniga qaytgach uni qamoqqa olishar, balki uyidagi bor kitoblar musodara qilinar. Shu kabi o'ylar qurshovida qolib ketgan Usmon Nosir qay yo'lni tanlashdi bilmasdi. Shuning uchun ham bu she' rga uning iztiroblari, g'am alamlari singdirilgan desak yanglishmagan bo'lamiz.

Shoirning dil dardi achchiq bo‘lsa, bu dard o‘zgalar ko‘ngliga ham ko‘chadi. Ko‘chganda esa mudrayotgan tomirlarni uyg‘otib ko‘chadi. Usmon Nosir she’rlari uning qismati kabi ana shunday achchiq dardni tuydiradi. Bulutsiz osmonda jimirlagan yulduzlarning shaffofligiday ko‘ngilni qamashtiradi. Bu holatni tushuntirish qiyin. Shoir she’rlari insonni tushunib bo‘lmas iztirobga soladi hamda yorug‘likni ilg‘atadi. (© U.Nosir, 2021)

Shoirning quyidagi she'ri ham uning achchiq iztiroblarini ifodalaydi:

Usmon Nosir
Men dunyodan ko‘z yummadim,
yo‘q,
Dunyo yumdi mendan ko‘zini.
So‘zlar – kuragimga botgan o‘q,
Do‘stlar ayamaslar so‘zini.

Vatanim, men seni sevardim,
Kel, lablarim bosayin, tuproq.
Tuproq, sen bilarsan ne dardim,
O‘zim senga o‘xshayman ko‘proq.

Zamon, senga qo‘llarim kerakmi,
Oyog‘im kerakmi? Mana, ol!

Men bayroq qilganman yurakni,
U – dasturxon. Dasturxon – halol.

Yurtim, qora kiymagin zinhor,
Yig‘lama, bag‘rimni o‘yma.
Tug‘ilmagan Usmonlaring bor,
O‘shalarni boy berib qo‘yma!

Dunyo, ko‘zlaringda ne qayg‘u,
Yo anglab yetdingmi o‘zingni?
Men axir ko‘zimni yumdim-ku!
Sen endi ochdingmi ko‘zingni?!

Otashqalb shoir Usmon Nosir xotirasi nafaqat u tug‘ilib o‘sgan yurtda, balki Kemerovada ham yodga olinadi. Kemerovoda har yili shoir she’riyatiga bag‘ishlangan adabiy kechalar o‘tkaziladi. Bundan tashqari, u yerda Usmon Nosir muzeyi ham bor. Usmon Nosir she’rlari Kuzbass shoirlari tomomidan rus tiliga tarjima qilingan.

Shoir bir she’rida shunday bashorat qilgan edi:

Bargdek uzilib ketsam,
Unutmas meni bog‘im:
Ishimni hurmat qilur,
Gullardan haykal qurur.
Ming yillardan keyin ham
Unutmas meni bog‘im!

She’rlarim yangrab qolur —
Bir umrga o‘lmayman!
Hayotimning davomi —
Kelajagimga homiy,
O‘rnimga bog‘bon bo‘lur —
Bir umrga o‘lmayman!

Bundan keyin ham Usmon Nosir haqida ko‘plab tadqiqotlar qilinishi tabiiy. Prezidentimizning “Otashin shoir, tarjimon va dramaturg Usmon Nosir tavalludining 110 yilligini keng nishonlash to‘g‘risida”gi 2022-yil 10-fevral, PQ-125-son qarori qabul qilindi. Xususan, Namangan davlat universitetida 2022- yil 12-noyabr kuni o‘tkazilgan Xalqaro ilmiy-amaliy anjuman shoir ijodiga bag‘ishlanganligi ham muhim ahamiyatga ega. Uning ezgu insoniy fazilatlar, Vatanga muhabbat va sadoqat, kelajakka yuksak ishonch tuyg‘usi bilan kirib kelgan yetuk badiiy asarlarining xalqimiz ma’naviyatini yuksaltirish, yosh avlod tarbiyasidagi o‘rni ahamiyatlidir. XX asr 30-yillarida o‘zbek she’riyatiga chaqmoqdek kirib kelgan va yashindek qisqa umr kechirgan, ko‘zga

ko‘ringan va el og‘ziga tushgan, otashin shoir, benazir ijodkor, dramaturg, iste’dodli tarjimon, o‘zbek adabiyotining yorqin va zabardast shoirlaridan biri, shubhasiz, o‘zbek Lermontovi, o‘zbek adabiyotining chaqmoq shoiri Usmon Nosir hisoblanadi.

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USMON NOSIR

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Annotatsiya: Usmon Nosir ulug' va she'riyatning diydasidan oqib ulgurmagan shabnamdir, u hali qahqahaga aylanmay lablarimizda manguga qotib qolgan nim tabasssumdir. Shoirning hayot yo'li va ilmda chekkan qiyinchiliklari va qiyinchiliklarga sabr qilganliklari haqida ma'lumotlar keltirilgan.

Kalit sozlar: Usmon Nosir, Naim Karimov, ta’lim, pyesalar, serqirra ijodkor, asarlar va dramalar,

Аннотация: Усман Насир – это роса, еще не стекшая с матери великой поэзии, это полуулыбка на наших губах, еще не перешедшая в смех. Приводятся сведения о жизненном пути поэта и трудностях, с которыми он столкнулся в науке, и о том, как он стойко преодолевал трудности.

Ключевые слова: Усман Насир, Наим Каримов, образование, пьесы, творчество художника, произведения и драмы,

Annotation: Usmon Nosir is a dew that has not yet flowed from the mother of great poetry, a half-smile that will remain on our lips forever without turning into laughter. The information about the poet's life path, the processes he experienced in science, and his perseverance in the processes are material.

Key words: Usmon Nosir, Naim Karimov, education, plays, creative artist, works and dramas,

Ko’kda uchgan yulduz juda tez so’nishiga qaramasdan ortidan yorqin nur qoldiradi, bu nur esa insonlar xotirasiga, ongiga muhrlanib estetik zavq bag’ishlaydi. Usmon Nosir O’zbekiston osmonida huddi o’sha yulduzlar kabi parvoz qildi va asarlarini barchamizning xotiramizga va yuraklarimizga muhrlab ketdi. Usmon Nosir shaxsiyati va she’riyati haqida ko’plab adiblar o’zlarining iliq fikrlarini bildirishgan. Bilsangiz, bir lahzada chaqnab o’tib ketadigan chaqmoqda ko’plab elektrostansiyalar yillar davomida ishlab chiqaradigan quvvat bo’ladi. Rus shoiri Lermontov, tatar ijodkori Abdulla To’qay, o’zbek adabiyotining iste’dodli namoyondasi Usmon Nosir mana shunday yorqin siymolardandir. Garchi juda kam umr ko’rgan bo’lsalarda, ular yozib qoldirgan asarlarning ahamiyati asrga tatigulikdir. Shu o’rinda O’zbekiston xalq shoiri Abdulla Oripovning shoirning tug’ma iste’dodi va ijodi haqida obrazli tarzda bildirgan quyidagi fikrini eslash o’rinlidir: “Usmon Nosir deganda biz kimni tushunamiz. U shunday iste’dod egasiki, bamisoli olov tekkan joyini kuydirguvchi olovdir. Shoirning g’oyat qisqa umriga nazar solgan kishi juda uzoq o’ylarga tolishi shubhasizdir. Cunki, bu chaqmoqdek umrda benihoya katta imkoniyatlar yonib ketganligini ko’rib va his qilib turasiz. Usmon Nosir ulug’ va she’riyatning diydasidan oqib ulgurmagan shabnamdir, u hali qahqahaga aylanmay lablarimizda manguga qotib qolgan nim tabassumdir. Uning she’rlari ko’z kabi tirik, jonli, tutqich bermas hayot poralardir”. [1]

Usmon Nosir 1912 – yilning Namanganda, “Chuqurko’cha” dahasida kosib mulla Muhammadxo’ja oilasida tug’ilgan. U tug’ilishi bilan to’shakda og’ir yotgan otasi vafot etadi. Otalik mehrini to’rt toshga to’lganida Usmon Nosir o’g’li Nosirhoji xonadonida ilk bor totishga muyassar bo’ladi. 1916 – yilning oxirlari 1917 – yilning boshlarida O’gay ota (Nosirxo’ja Mamasodiqov - Namangan paxta zavodining ishchisi) Usmonni va uning onasi Xolambibi Qo’qonga olib ketadi. Qo’qonda Xolambibi yana uch farzand ko’radi. Bular: Ravzaxon, Rohatxon, Inobatxon, Usmon Nosir singillarini juda yaxshi ko’rgan. Xolambibi mahallasida “otincha” nomi bilan mashhur bo’lgan. Usmon Nosir ijodini jiddiy o’rgangan O’tkir Rashidning ma’lumot berishicha, “onasi Xolambibi ham ilmli, savodli ayol

bo'lgani uchun Usmonning tarbiyasiga katta ahamiyat bilan qarab, o'g'liga kitoblar o'qib berar, ertaklar aytib uni zavqlantirardi. Shunga o'rgangan Usmon keyinchalik ham doim onasini ertak aytishga va kitob o'qib berishga majbur qilar edi. Usmonning adabiyotga havas qo'yishida, avvalo, onasi sababchi bo'lgan". "Dorulshafaqa" deb atalgan Qo'qondagi 3 - internetda ta'lim oladi. Bu maktabdan Abdulla Qahhor, Sobir Abdulla, Javdat Abdulla , Hasan Po'lat kabi shoir va adiblar yetishib chiqqan. 1929 – 1930 – yillarda atigi bir yil Usmon Nosir Moskva Kinematografiya institutining senariy fakultetida o'qiydi, biroq o'qishini tugallamaydi. 1930 – 1933 yillarda Qo'qondagi qisqa muddatli ta'lim va tarbiya kurslarida o'qituvchi, ilmiy bo'lim mudiri va shahar teatrida adabiy emakdosh bo'lib ishlaydi. 1931 – yildan boshlab Alisher Navoiy nomidagi Samarqand Pedagogika akademiyasining til va adabiyot fakultetida Amin Umariy, Adham Hamdamlar bilan birgalikda tahsil oladi. Usmon Nosir qisqa umri davomida "Quyosh bilan suhbat" "Safarbar satrlar" (1932) "Traktorobod" (1934) "Yurak" 1935) "Mehrim" (1936) she'riy to'plamlar yozgan . Bundan tashqari Usmon Nosir "Atlas" ga qadar "Zafar" (1929) "Nazirjon Xalilov" (19300 "Dushman" (1931) pyesalarini ham yozgan. [2]

O'zbekistondagi fuqarolar urushi mavzusi, "Naxshon"da qardosh arman xalqi farzandlarining ozodlik uchun intilishlari kuylangan bo'lsa, antiqa dunyodagi qullar kurashi "Nil va Rim" kabi poetik asarlarida o'z aksini topdi. Naim Karimovning Usmon Nosir to'g'risidagi boshqa qator tadqiqotlari: "Kumush irmoq" (1983), "Ko'p hali hayotda nasibam" (1988), "Bir satri ham unutilmaydi" (1989), "Ajdaho nomida" (1990), "Shoir izlarini izlab" (1990), "E'tiqod" (1994), "Olov bo'lib chiqqan oltin satrlar" (1996), "Usmon Nosirdiq" (qora qalpoq tillida, 1996 – yil), "Moviy ko'zlar tasviri" (1997), "Iste'dod yolqini" (1999), "Shoirning so'nggi qo'shig'i" (2002), "Usmon Nosir" (2005), "O'zbek she'riyatining so'nmas yulduzi" (2012), Iste'dod yolqini" (2017), "Qafasdagi shoir" (intervyu, 2008) nomli maqolalari hamda adabiy suhbatlari shoirning portretini yaratishdagi muhim qadamlar hisoblanadi. Abdulla Oripovning bildirgan ushbu ta'rifini dalillash maqsadida shoir tilidan aytilgan ushbu misrani keltiramiz:

Olovdek lovullab dil yonur,
Baxtliman janglarga yarasam.

Shoir dastlabki jumlada dilning olovdek yonishini aytadi, bu Usmon Nosrining naqadar jo'shqin, bitmas – tuganmas shijoat sohibi ekanining yaqqol dalilidir.

Bog'larga namozgar salqini tushdi,
Gullar nam bargini qayirdi asta.
Oftob ham suv ichar tog'lardan pastda,
Loladek qip – qizil o't – shafaq o'chdi.

Bu kabi satrlar Usmon Nosirning umuman she'riy qiyofasini, poetik ohangini belgilaydi, desak xato bo'lmas. Usmon Nosir nimalarni kuylab o'tdi ? Uning ideali nima edi ? Usmon Nosir qoldirgan adabiy meros bizga shu haqda guvohlik beradiki, u o'z safdoshlari qatorida yangi davrga chidan tanqidiy qaradi. She'rlarida o'ksik bolalik

yillarini yoki keskin kurashlarda qatnasha olmaganligini gapirish shoirning ijtimoiy nuqtai nazari haqida to'la tasavvur beradi. U yozadi:

Kech tug'ildim, ammo qola omadim
Ikki bo'lak yo'lning arosatida.
Har bir so'zim sinfiy, falsafiy fard,
Sinfiy ong yotadi farosatimda.

Ushbu satrlar, albatta, shoirning iqronomasidir. Ayni payta shuni eslatib o'tmoq lozimki, hayotning teran qatlamlariga endigina kirib borayotgan Usmon Nosir hali uni batamom tadqiq etishga ulgurmagan edi. Har qanday holatda ham u o'ziga xos iste'dod egalaridan bo'lgani kabi uning ham betakror uslubi mavjud ediki, biz bu uslubda birmuncha romantik kayfiyat ustunligini kuzatamiz. [3]

1937 – yilning 27 – yanvar kuni Usmon Nosir adabiy faoliyatining 10 – yillik yubileyi keng nishonlandi. Biroq bayramda yarim yil o'tib yozuvchilar uyushmasida yosh shoirning "xulq – atvor" muhokama qilingan majlis bo'lib o'tadi. Yig'ilishdan ikki kun o'tib, 14 – iyul kuni yozuvchilar uyushmasidan chiqarilgan 24 yoshli Usmon Nosir hibsga olinadi. Shoirning kitoblari, suratlari, qo'lyozmalari musodara qilinadi. Dastlab shoirning qayerda ekanligi qarindoshlari bilmaydi. Va nihoyat bir shoirning singlisi Rohatoy nomiga Toshkent qamoqxonasidan xat keladi. Unda: "Singlim Roxatxon! Uyg'unnikiga borib narsalarimni ol. Madamin Davronning uyida paltoyim bor. Ibrohim Nazirnikida etigim ham. Shularni olib kelib, menga kirgizib yubor. Ketadiganga o'xshayman…" deb yozilgan edi. Faqatgina bir marta shoirning singlisi va otasiga Usmon Nosir uchun kiyim – bosh, yegulik kiritib berishga ruxsat berishadi, boshqa bunday imkoniyat bo'lmaydi…

Shoirga O'zbekiston SSR Jinoyat kodeksining 60 – moddasi 1- qismi bilan "muntazam ravishda millatchilik va aksi inqilobiy tashviqot olib borgani va Sovet hukumati haqida ommaviy ravishda odobsiz shaklda so'zlagani" ayblovi qo'yiladi.

SSSR Oliy sudi Harbiy kollegiyasining sayyor majlisi Usmon Nosirni "terrorchiligi bilan aloqasi borligi, shuningdek, uning "O'zbekistonning nufuzli yozuvchi va shoirlaridan biri bo'lib, yoshlarni millatchilik, rus klassiklari asarlarini o'zbek tiliga tarjima qilishda ataylab buzib ko'rsatib aksi inqilobiy ruhda tarbiyalaganingiz" da aybli deb topadi va 10 – yilga axloq tuzatish lageriga jo'natish haqida hukm chiqaradi.

"Xalq dushmani" tamg'asi bilan hali 25 yoshga to'lmagan shoir Zlatousk, Vladivostok, Magadan, Marlinsk qamoqxonalarida bo'ladi. 1943 – yili Kemerovo viloyatida joylashgan Sibr lageriga jo'natiladi.

Bo'lmoq istab, she'riyat uzra darg'a,
Itardilar meni chuqur bir jarg'a.
Menga ayon, bulbulning oshiyonig'a,
Qo'nolmag'ay urinishi bilan qarg'a

Ushbu satrni shoir 1937 – yili sentabrida zindonda yozgan. Shubhasiz, she'rda shoirga hasad qilganlar, uni xalq dushmani deya chaqib tuhmat qilganlar qilga olgan.

1940 – yilning 20 – avgust kuni Usmon Nosir Magadandan I.V.Stalin nomiga xat yozadi. Maktubda shoir: “ish” ni qayta ko’rib chiqishlarini so’raydi. Shuningdek, qamoqxonada turib ham “she’riy roman, uchta sahna asari va bir qator she’rlar yozgani” haqida xabar beradi. Maktubda: “Men hali yoshman va g’ayratga to’laman. Men xalq uchun ijod qilishim kerak! Menda ayb yo’q!” degan so’zlar ham bo’ladi.

Ajablanarlisi, minglab shunday maktublar orasidan Usmon Nosirning xati e’tiborga tushadi va O’zbekiston hukumati Kremldan shoir ishini qayta ko’rib chiqish haqida buyruq oladi.

1944 – yilning so’ngida professor Borovkov, shoir Maqsud Shayhzoda va “|Qizil O’zbekiston” gazetasi bosh muharriridan tarkib topgan komissiya Usmon Nosirni aybsiz deb topadi. Biroq, bunday xulosaga endi juda kech edi. 1944 – yil 9 – mart kuni Umson Nosir Mrainsk shahri yaqinidagi Suslova qishlog’ida og’ir kasallik bilan vafot etadi. Mahalliy aholilardan bo’lgan Anatoliy Mitrofanovich Sirota ismli inson dafn etadi. [4]

2021 – yil sentabrida prezidentlikka nomzod Shavkat Mirziyoyev Namanganlik saylovchilari bilan uchrashuvda 2022 – yilda Usmon Nosir tavalludining 110 – yilligi munosib nishonlanishini ma’lum qilgandi.

“Usmon Nosir ayni ijodi kuch – quvvatga to’lgan 25 yoshida qamalib, qatag’on qilindi. Chunki mustabid tuzum bunday millatparvar, vatanparvar insonlarni o’zining eng ashaddiy dushmani, deb hisoblar edi. Shuning uchun ham, shoir umrini qamoqxonalarda azob – uqubatda o’tkazib, 1944 – yili 32 yoshida vafot etadi. Kelgusi yili yurtimizda Usmon Nosir tavalludining 110 – yilligi munosib nishonlanadi”. – degan edi Mirziyoyev.

2022 – yil 10 – fevral kuni “Otashin shoir, tarjimon va dramaturg Usmon Nosir tavalludining 110 – yilligini keng nishonlash to’g’risida” gi prezident qarori qabul qilindi.

Qarorga ko’ra Umosn Nosir hayoti va faoliyatini, xususan, uning qatag’on davrida kechgan yillarini o’rganish, hozirga qadar noma’lum bo’lib kelayotgan qo’lyozma asarlarining taqdiri haqida ma’lumotlar to’plash maqsadida ishchi guruh tuzilib, uning ichki ishlar vazirligi, davlat xavfsizlik xizmati, shuningdek, Rossiyadagi tegishli arxiv materiallari bilan tanishishi uchun sharoit yaratiladi. Namangan shahrida Usmon Nosir haykali o’rnatiladi. Toshkent va Namanagan shaharlaridagi ko’chalarga Usmon Nosir nomi beriladi.

Umumiy o’rta ta’lim nuassasalari, ijod maktab o’quvchilari o’rtasida Usmon Nosir hayoti va ijodiga bag’ishlangan “Unutmas meni bog’im” mavzuyida insholar tanlovi o’tkaziladi.

Usmon Nosir o’zbek xalqi tarixining eng murakkab davrida yashab ijod qildi. Ha, Usmon Nosir murakkab davrda yashadi. Uning zamonasozlik ruhidagi, o’sha davr mafkurasi ta’sirida yaratgan she’rlari yo’q emasdi. Lekin uning o’zbek dramaturgiyasi sahifalarga muhrlangan betakror asarlari, samoviy tuyg’ularga yo’g’rilgan yangroq ovozi ham borki, u hamisha tog’ning musaffo jilg’alaridek jaranglab turajak. Hammasidan ham shoirda bezavol, navqiron mujassam edi. Bu ruh adabiyotimiz osmonida yorqin yulduz bo’lib, zamonlar o’sha nur sochaveradi.

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ABDULLA QODIRIYNING MA’NAVIY MEROSI

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Annotatsiya: Maqolada Abdula Qodiriy ijodining serqirra ekanligi, “O‘tkan kunlar” asarida o‘quvchi ma’naviyatini yuksaltiruvchi omillardan biri kitobxonlikni rivojlantirishga qaratilgan lavhalar tahliliga bag‘ishlandi. Shuningdek, muallif o’sib kelayotgan yosh avlod ongida adabiyotni sevish, milliy va umuminsoniy qadriyatlarni singdirishda adabiy asar mutolaasining o‘rni beqiyos ekanligini ta’kidlagan.

Kalit so‘zlar: Ma’naviyat, mutolaa, kitobxonlik, ijod, sog‘lom muhit

Adabiyot cheksiz ummon, u sarxad bilmaydi. Unda ko‘plab buyuk shaxslar bilan birga kichik havaskorlar ham ijod qiladi. Ijodkorlardan ayrimlarigina adabiyotda tub burilish yasaydi, uni yangilaydi. Bunday daholardan biri, shubhasiz, Abdulla Qodiriydir. U o‘z asarlari bilan nafaqat O‘zbekiston, balki Turkiston xalqlari ma’naviy ravnaqiga hissa qo‘shgan.

Or-nomus, insof va haqgo‘ylik hayotining asosiy tamoyillaridan biri bo‘lgan Abdulla Qodiriyning tabiat in’om qilgan iste’dodi chinakam o‘zbekona mehnatkashlik bilan uyg‘unlashgani uchun qalamidan asrlar mobaynida eskirmaydigan asarlar yaraldi. Uning asarlari har bir o‘quvchi ma’naviy dunyosining shakllanishida alohida ahamiyatga ega. U yaratgan Otabek, Kumush, Yusufbek hoji, Mirzakarim qutidor obrazlari insonlardagi ijobiy xislatlarni qadrlash tuyg‘usini kuchaytiradi. Muallif o‘z tili bilan - Tasvirga qalam kuchi ojiz…-deb ta’kidlasa-da, asar mutolaasi jarayonidagi so‘z bilan ifodalangan ezgulik kishi ruhini poklaydi. Kumushning ota-onasi misolida kamdan kam asarlarda uchraydigan, o‘zbek millatiga xos chinakam oilaviy sog‘lom muhitni ko‘rsatadi. Mirzakarim qutidor Otabek tomonidan kelgan sovchilarga shunday javob beradi: “Otabek kabi bir yigitni o‘g‘il qilish sharafiga noil bo‘la olsam o‘zimni eng baxtli otalardan sanar edim, ammo bu to‘g‘rida hamma ixtiyor o‘z qo‘limda bo‘lmay, orada ko‘krak suti berib o‘stirgan xotin ham bor…”-deya qutidor xotini oftob oyim bilan maslahat qiladi. Qarang bu oiladagi muhit qanday go‘zal. Qutidor tomonidan aytilgan shu bir gapning o‘zi oiladagi o‘zaro hamjihatlikni, hurmatni ko‘rsatadi. Asarni o‘qiyotgan har bir ota mulohaza qiladi, ehtimol ayrimlari o‘rnak ham olar, asarni mutolaa qilayotgan ona esa

muallif idrokiga, tasvir mahoratiga taxsin o‘qiydi. Mana nima uchun bu asar xalq orasida sevimli?

-Abdulla Qodiriy asarlari o‘quvchi ma’naviyatini yuksaltiradi,- deya baho beramiz. U yaratgan “O‘tkan kunlar” asarining ma’no mundarijasi, ifoda tili doirasi nihoyatda keng. Bu asarni o‘qir ekanmiz adib ziyoli inson sifatida o‘quvchilarning kitob o‘qishiga turtki berib o‘tadi. Otabek tilidan aytilgan “Fuzuliyni yaxshilab o‘qish kerak” degan so‘zlari, unga qo‘shimcha ravishda Kumushning “Fuzuliy yaxshi kitob, men ham yolg‘iz qolgan kezlarimda bu kitobdan boshimni ololmas edim…” lavhalarini ilk bora o‘qigan kitobxon, Fuzuliyning qanday ijodkor ekanligini ham, uning she’rlarining “ta’m”ini ham bilmasligi mumkin, lekin shunisi aniqki, Fuzuliyga va uning ijodiga nisbatan qiziqish uyg‘onadi. Ba’zi kitobxonlar uchun Fuzuliy ijodi bilan tanishishga sabab bo‘ladi. Asarda Otabek faqat Fuzuliyni emas, “Boburnoma”day muhtasham asar mutolaasi bilan ham mashg‘ul bo‘lishi bayon qilingan: “…Hasanali o‘z hujrasidan kiyinib chiqdi-da Otabek yoniga kirdi. Otabek “Boburnoma” matolaasi bilan mashg‘ul edi”.

Fuzuliy devoni va “Boburnoma” kitoblarining qaysi jihatlari Otabekni maftun qilgan. Adib o‘z qahramonini kitoblar mutolaasi orqali, ulardagi ma’naviy ozuqasi tufayli “Xon qiziga loyiq bir yigit” darajasida kamolga yetganligini ko‘rsatmoqchi bo‘lgan. Yozuvchi ma’lum ma’noda xalq orasida kitob mutolaasini targ‘ib qilgan. Kitob mutolaasining naqadar qiziqarli, zavqli jarayon ekanligini, bu jarayonda o‘quvchi bir zum o‘z iztiroblarini, turmush tashvishlarini unutishini mahorat bilan tasvirlaydi: “Otabek xufton namozidan so‘ng turmush tashvishlaridan forig‘ bo‘lish kayfiyatida, moychiroq yoniga o‘tirib, Fuzuliy devonini qo‘liga oladi. Nima sababdandir unda “biror fojeaga tushkuvchilik holati bor edi. Kishi iztirobga tushgan kezlarida tilab emas, ixtiyorsiz ba’zi bir ishlarga urinadir”. Shuningdek, u ham jiddiy bir ravishda Fuzuliy mutolaasiga berildi”, -deya kitob mutolaasi insonga ma’naviy ozuqa berish bilan birga, turmush tashvishlarini, tushkunlikni bir zum unutishga yordam berishini aytib o‘tgan.

“O‘tkan kunlar” asarining badiiy asar sifatida umrini uzaytirgan, uning hozirgi muxlislar nazarida ham qadr-qimmat topganligining bosh omillaridan biri – unda kitobxonni o‘ylashga, mushohadaga undovchi san’atkorona badiiy tasvir vositalarining mavjudligi bilan birga, o‘z xalqini kitob mutolaasiga undovchi, targ‘ib qiluvchi jihatlarning borligi desak mubolag‘a bo‘lmaydi.

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ПОНЯТИЕ СОЦИАЛЬНОЙ АКТИВНОСТИ, ФАКТОРЫ ФОРМИРОВАНИЯ СОЦИАЛЬНОЙ АКТИВНОСТИ СТУДЕНТОВ

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Аннотация: В данной статье даны понятие социальной активности, мотивирующие факторы повышения социальной активности студентов и молодежи, а также их комментарии.

Ключевые слова: Социальная активность, активность, фактор, Уз-репорт, психологические факторы, компетентность, интерес.

Abstract: This article describes the concept of social activity, motivating factors for increasing the social activity of students and youth, as well as their comments.

Key words: Social activity, activity, factor, Uz-report, psychological factors, competence, interest.

Мы являемся свидетелями частого использования словосочетания «Активный» апрактически во всех слоях нашего общества, то есть среди молодых и старых. Активными считаются энергичные, действующие, трудолюбивые люди, но и есть более широкое понятие “Социальная активность”. “Социальная активность” – это способность усваивать систему знаний, умений, общения, участия человека в развитии общества правила поведения и т.д.

В Республике Узбекистан действуют органицазии, защищающие права и интересы молодёжи и готовы помочь в любой ситуации, такие как Союз молодёжи Узбекистана, Агентство по делам молодёжи, Уз-репорт, Добровольное объединение и др. Эти государственные и негосударственные организации проводят множество исследований среди населения, собирают предложения и инициативы.

Социальная активность студентов связана с социальной активностью образовательных сообществ, где они учатся, работают, приобретают жизненный опыт. Например рассмотрим активность студентов, на что надо обращать внимание для активностей студентов? Рассмотрим важные факторы формирования навыков социальной деятельности у студентов высших учебных заведений:[14]

- Участвовать в конкурсах, мероприятиях или различных проектах, добиваться успехов и тем самым получать поощрения (т.е. получение финансовой выгоды, соразмерной своей работе) в учебном заведении, в котором учится;
- Получение государственных наград, государственных стипендий и известных стипендий Республики Узбекистан. Причина в том, что в правилах оценивания этих наград отдельный пункт отведен для достижений в духовно-просветительской сфере;
- Формирование навыков работы в команде со студенческого периода с целью работы на руководящих должностях в государственных организациях в будущем.

- Превращение активизма в образ жизни благодаря толчку или мотивации, данному другими (проявление активности, обусловленной своими интересами, даже если они не заданы человеком).

Конечно огромное значение имеет организация Союза молодёжи, которая является причиной перечисленных выше основных факторов.
Основная задача этих организаций информировать студентов о новостях в системе, притом привлекать студентов к мероприятиям, проектам и конкурсам даже неактивных.

Но все три фактора влияют друг на друга в целостной взаимосвязи. При отсутствии этого единства полноценное развитие человека не происходит.[15]

В заключение можно сказать, что каждый фактор и процесс (физиологический, физический, психологический, социальный и т. д.), создающий социальную активность студентов, находится во взаимной гармонии и, конечно, основная причина студенческой активности связана с интересами т.е будучи социально активными, учащиеся добьются больших результатов, чем неактивные, доведут себя до стадии формирования как личности, разовьют способность управлять коллективом, будут щедрыми, получат возможность комфортно работать на руководящих должностях в государственных и негосударственных организациях, предприятиях и учреждениях.

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CHO‘LPON

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Annotatsiya: Ushbu maqolada o'zbek adabiyotining yorqin vakillaridan biri, shoir,yozuvchi,dramaturg,tarjimon,tadqiqotchi va jamoat arbobi Abdulhamid Sulaymon o'g'li Cho'lponning murakkab hayoti haqida ma'lumot berilgan.

Kalit so'zlar. Turkiston, Qo'qon, Cho'lpon, Pushkin, Oybek, jadidlar.

Jadidlar, aynan ular xalqni yorug'lik tomon yo'naltirgan, yurti, millati uchun o'z jonidan voz kechgan. Barcha harakatlari yurtini mustaqil qilish hamda xalqini ilmli qilish uchun sarflangan. Afsuski, mustaqil bo'lganimizni biz uchun jonidan kechgan jadidlarimiz ko'ra olishmadi. U insonlarni qancha ta'riflasak ham kam. Ana shunday zabardast insonlardan biri Cho'lpondir.

Abdulhamid Sulaymon o'g'li Cho'lpon yangi adabiyotga yangi asos soldi. Biz , ya'ni bugungi yosh avlod uning jozibali texnikasini , sodda tilini , g'aroyib uslubini sevamiz va undan o'zimizga kerakli ma'lumotlarni qabul qilamiz.

XIX asr oxiri – XX asr boshlaridagi ijtimoiy va siyosiy jarayonlar ta'sirida shakllangan ijtimoiy fikr o'z davrining eng taraqqiyparvar kishilarini jadidchilik maydoniga olib chiqdi. Ular orasida Fitrat, Behbudiy, Munavvarqori Abdurashidxonov va yana ko'plab ilmli kishilar qatori nafaqat shoir, faol ma'rifatchi, siyosiy arbob Abdulhamid Cho'lpon ham bor edi.

Cho'lpon juda qisqa bor-yo'g'i qirq bir yil umr ko'radi. Oz bo'lsada juda mazmunli hayot kechiradi. Hayot yo'li tarixiy voqealarga boy Turkistondagi siyosiy va ma'naviy o'zgarishlar bilan chambarchas tarzda kechadi. 1914-yili Toshkentga kelib, "Sadoi Turkiston'' gazetasi bilan hamkorlikda faoliyatini boshlagan. "Yangi Sharq", "Ishtirokiyun"(1920-yildan "Qizil bayroq", 1922-yildan "Turkiston")gazetasida adabiy xodim(1919-1923), xalq maorif komissarligi qoshidagi Ilmiy kengash(1921-yildan O'lka o'zbek bilim hay'ati, 1922-yildan Ilmiy hay'at)da rais, "Buxoro axboroti" gazetasida muharrir(1922-1923), "Turon" teatrida direktor(1921-1923), "Mushtum" jurnali va "Darxon" gazetasida texnik muharrir,adabiy xodim, O'zbek drama studiyasi (Moskva, 1924-1927) va O'zbek davlat drama teatrida adabiy emakdosh, SSSR XKS va Sharq xalqlari markaziy nashriyotida tarjimon, "Mushtum" va "Guliston" jurnallarida adabiy xodim vazifalarida faoliyat olib borgan. Shu bilan bir qatorda uning ijodi ham gullab-yashnagan. U 16 yoshida o'zining "Adabiyot nadur?" nomli maqolasini yozib, jadidchilikni vujudga keltirgan adabiyot asoschilaridan biriga aylanadi.

Abdulhamid Cho'lpon o'z maqolalarida Rossiya, Yevropa va Amerikaning taraqqiyot tajribasidan misollar keltirib, Turkistonning iqtisodiyoti va uning rivojlanish yo'llari haqida mulohaza yuritgan. Cho'lponga siyosat ham begona bo'lmagan. 1917-yili "Turon" gazetasida e'lon qilingan "Ish vaqti – ishlash vaqti", 1918-yili "El bayrog'i" gazetasida chop etilgan "Umid sizdan" maqolalarida uning bolshevizmga salbiy munosabati va Turkiston muxtoriyatini qo'llab-quvvatlashi aks etgan. Turkiston va Boshqird muxtoriyatlarida faol ishtirok etgan. Qo'qondagi Turkiston muxtoriyati tor-mor keltirilgach, ko'plab jadidlar yurtni tark etishga majbur bo'lishgan. Ubaydulla Xo'jayev,

Abdulhamid Orifov, Mirmuhsin va boshqalar bilan birga Boshqird sovetlari kichik tashkilotida kotib bo'lgan va uning axborot markazida faoliyat yuritgan.

Umuman, Turkistonning ijtimoiy-siyosiy, ma'naviy va madaniy hayotida bu davrda kechgan ziddiyatli jarayonlar Cho'lpon taqdirini ham chetlab o'tmadi. Uning uchun murakkab vaqtlar kelgandi. Bir tomondan, jadidlarning ma'rifatchilik faoliyati o'zining yuksak cho'qqisiga ko'tarildi, ularning katta qismi mamlakatda qolib, madaniyat muassasalari, maktablar, oliy o'quv yurtlari va teatrlarda ishlashda davom etdi. Aholi savodxonligining keskin oshishi, texnologik ta'minotning o'sishi, ilmiy muassasalarning paydo bo'lishi bilan O'zbekiston madaniyati taraqqiyotning yangi bosqichiga qadam qo'ydi. Boshqa tomondan, boshqaruvning totalitar tizimi mustahkamlanib borishi madaniy jarayonlarga o'z ta'sirini ko'rsatmay qolmadi. Cho'lponga qarshi ayovsiz siyosiy ta'qib amalga oshirilgan. Zarif Bashir, Ayn, Otajon Hoshimov, Sotti Husayn, Tregulov, S.Pismenniy, A.Arsharuni o'zlarining tanqidiy maqolalarida unga millatchi shoir, "pessimistik kayfiyatdagi ziyolilar shoiri" tamg'asini bosdilar. Partiyaning mas'ul xodimi S.Pismenniy fikricha, 1924 yildayoq adabiyot vakillari orasida, umuman, jamiyatda ikkita lagerga bo'linish xavfi vujudga kelgan, ya'ni ko'ngil amri bilan ijod qilganlar va barcha narsada partiya belgilab bergan yo'lga amal qilganlar.

Bu haqda Cho'lpon qayg'urib shunday yozadi:

"Har doim tirnoq ostidan kir topish mumkin, qancha ko'p qidirsang, shuncha ko'p chiqadi. Ammo odamga hayot faqat shuning uchun ato etilmagan. Ayniqsa, pedagoglar Turkistonning oqni qoradan ajrata olmaydigan mahalliy aholisiga nimanidir isbotlashga uringan holda bir-birining aybini qidirib umrini behuda o'tkazishmoqda – bu jinoyatdir". Cho'lponni tanqid qilish nafaqat respublika miqyosida, balki SSSR darajasida davom ettirilgan. Ommabop bo'lgan "Новый Восток" jurnalida 1929 yili partiyaning mas'ul xodimi A.Arsharunining "O'rta Osiyo badiiy adabiyoti haqida qaydlar" maqolasi chop etilgan, u Cho'lponning "marksistcha" adabiyotshunoslik talablariga javob bermaydigan ijodi tahliliga bag'ishlangan. O'sha paytda Cho'lponni himoya qilishga jur'at etgan yosh yozuvchi Oybekni ham ayovsiz tanqid ostiga olishgan. Muallifni, ayniqsa, Oybekning "Qizil O'zbekiston" gazetasidagi "... Cho'lpon o'zining kelib chiqishi, tarbiyasi va intilishlari bilan bu narsadan yiroqdir", degan so'zlari g'azablantirgan. Boz ustiga, Oybek uni ahamiyatiga ko'ra Pushkin bilan bir darajaga qo'yib, Cho'lpon va Pushkinni tenglashtirishga jur'at etgan: "... Nahotki, biz hozirgi adabiy talablarga javob bermaydi deb hisoblab Cho'lpondan voz kechamiz? Menimcha, bu xatodir... Shoirlarni qulog'idan tortib proletar shoirga aylanishga majburlab bo'lmaydi... Bizning zamonaviy adabiy talablarimizga javob bermaydi deb Cho'lpondan uzoqlashishimiz kerakmi? Menimcha, bu yanglish harakat. Agar biz hozir rus o'rtoqlarimizga qarasak, ular Pushkinni qanchalar sevishlarini ko'ramiz. Uni hamma o'qiydi va yaxshi ko'radi. U inqilobdan keyin ham Pushkinligicha qolgan. Rus adabiyotida oliy o'rinni egallagan. Pushkin proletar shoir bo'lmagan, u pomeshchik va hukmdorlar shoiri bo'lgan va uning dunyoqarashi zamonaviy davrga mos kelmaydi, lekin nega uni bunchalar yoqtirishadi? Negaki u go'zal asarlar yaratgan, rus she'riga ajoyib badiiy obrazlarni taqdim etgan, bu orqali rus

adabiyotining o‘lmas boyliklarini yaratgan. Ruslar hech qachon ushbu buyuk adabiy merosdan voz kechishmaydi. Biz ham Cho‘lpondan qo‘l tortmaymiz. Cho‘lpon yangi adabiyotda yangi shakllarga asos soldi. Mistik adabiyot o‘rniga zamonaviy ziyrak adabiy didga javob beruvchi ajoyib she’rlarni taqdim etdi. Bugungi yosh avlod uning jozibali texnikasini, sodda tilini, g‘aroyib uslubini sevadi va undan ko‘p ajoyib narsalarni qabul qiladi. Cho‘lponning g‘oyalari emas, balki u tomonidan yaratilgan original she’riy obrazlar o‘qiladi va undan hech kim voz kechmaydi”. Madaniyatli kishining buyuk mutafakkirlarga behurmat munosabatda bo‘lishiga yo‘l qo‘yib bo‘lmasligi haqidagi fikr Oybek maqolasining bosh mavzusi sifatida yangragan. U Cho‘lponni aynan shunday shaxs deb bilgan. Bunday tenglashtirishdan g‘azab otiga mingan A.Arsharuni Oybek agar Cho‘lponni A. Pushkin bilan solishtirishga jur’at etgan bo‘lsa, bu uning A.Pushkin ijodini yaxshi bilmasligidan, deya ayblagan. Ehtimol Arsharuni Pushkin asarlarini yaxshi bilgandir, ammo Cho‘lpon ijodidan umuman bexabar bo‘lgan. Bu o‘rinda Germaniyada tahsil olgan, “Ko‘mak” jurnalini chop ettirgan turkistonlik talabalar jurnal sonlaridan birida Cho‘lpon Shekspir bilan taqqoslangan maqolani e’lon qilishganini keltirish kerak. Maqola muallifi yozadi: “Men Shekspir lirikasi va Cho‘lpon she’riyati o‘rtasidagi farqni qanchalik qidirmay, uni topa olmadim. Men Cho‘lponning “Uyg‘onish”ini qayta-qayta o‘qiganman. Shekspirni o‘qiganman. Nihoyat, Shekspir – bu Cho‘lpon yoki Cho‘lpon – bu Shekspir, degan xulosaga keldim”. Biroq bunday munosabat shoirning ahvolini yanada og‘irlashtirgan. Mustaqil fikrga ega bo‘lish, erkin ishlash, ayniqsa, o‘sha davr hukmron mafkurasiga to‘g‘ri kelmaydigan mulohazalarni bildirish inson hayoti uchun nihoyatda xatarli edi. Cho‘lpon yuz berayotgan holatlarni juda yaxshi anglagan. O‘n yillar mobaynida Cho‘lpon tanqid tig‘lari ostida yashaydi. Ta’qib va tazyiqlarga qaramay, u qizg’in ijodiy faoliyat bilan shug’ullanadi. Oddiy jurnalistdan tortib respublika rahbari Akmal Ikromovgacha uning ijodi haqida salbiy munosabat bildirdi. 1937 yil oxirida Cho‘lpon “xalq dushmani” deb e’lon qilinadi va shu yilning 14-iyulida qamoqqa olinadi. 1938-yil 4-oktabrda Toshkentda Bo’zsuv bo’yida qatl etiladi. Siyosiy tuzum uning Ahmad Zakiy Validiy bilan do‘stligini, Boshqirdistonning milliy mustaqilligi uchun kurashdagi yordamini, Turkiston muxtoriyatidagi faol ishtirokini, jadidlar safida turib ochiq-oydin ifodalagan siyosiy qarashlarini unutmadi va kechirmadi. Ehtimol uning “aybi” eng mashhur va xalqaro miqyosda e’tirof etilgan o‘zbek shoiri bo‘lganidadir. Shaxsning buyukligi har doim o‘z davrini ortda qoldirgan. Taqdir taqozosi bilan ular yo ko‘klarga ko‘tariladi, yo jismonan yo‘q qilinadi. Ammo Abdulhamid Cho‘lpon xotirasini yo‘qotishning iloji yo‘q edi, chunki uning she’rlari, g‘oyalari, xalqiga bo‘lgan muhabbati barhayotdir. Men shunday insonlar avlodi ekanimdan g’ururlanaman va iftixor ila ayta olamanki, ajdodlarimga mos ravishda yetuk inson bo’lishni bosh maqsadim deb bilaman..!

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GLOBALLASHUV JARAYONINING YOSHLAR MA’NAVIYATIGA TA’SIRI

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Annotatsiya: Ushbu maqolada, yoshlar ma’naviyatini yuksaltirishda ijtimoiy-gumanitar fanlarning ahamiyati, shuningdek, tarbiyada ta’lim tizimining o‘rni to‘g‘risida so‘z yuritiladi. Fuqarolarda, ayniqsa yoshlarda milliy tarbiya, bugungi global dunyoda vatanparvarlik tuyg‘ularini shakllantirish va kuchaytirishda ma’naviyat alohida o‘rin tutadi.

Kalit so‘zlar: Globallashuv, ta’lim, tarbiya, milliy qadriyatlar, milliy g‘oya, mafkura, jamiyat, davlat, manfaat, millat, xalq, ma’naviyat, ma’naviy qadriyatlar, yurtga muhabbat, sadoqat, fidoyilik.

Hozirgi kunda hayotimizni texnika vositalarisiz tasavvur eta olmaymiz. Ayni paytda texnika vositalari jadal rivojlangan davrda yashamoqdamiz. Texnika vositatalarining bunday tarzda tez sur’atlar bilan rivojlanishi axborot ko‘lamining kengayishiga va uni tez tarqalishiga olib kelmoqda. Bunday holat globallashuv jarayonini yuzaga keltirmoqda. Globallashuv atamasini ayni davrda ko‘p foydalanilayotgan bo‘lsada, bu atamani dastlab XX asrning 80-yillarida iqtisodiy sohada o‘zgarishlarni yuzaga keltirgan omil sifatida amerikalik T. Levitt tomonidan qo‘llanilgan. Aslida, globallashuv XX asrning ikkinchi yarmidan boshlab turli darajada va ko‘rinishlarda mavjud bo‘lgan va hozirgi davrga kelib bu jarayonning avj olishi ro‘y bermoqda. Globallashuv jarayoni hozirda hayotimizga tobora tez va chuqur kirib kelmoqda. Shu xususda Yurtboshimiz shunday fikr bildirgan: "Bugun biz tez sur´atlar bilan o‘zgarib borayotgan, insoniyat hozirga qadar boshidan kechirgan davrlardan tubdan farq qiladigan o‘ta shiddatli va murakkab bir zamonda yashamoqdamiz. Davlat va siyosat arboblari, faylasuflar va jamiyatshunos olimlar, sharhlovchi va jurnalistlar bu davrni turlicha ta’riflab, har xil nomlar bilan atamoqda. Kimdir uni yuksak texnologiyalar zamoni desa, kimdir tafakkur asri, yana birov yalpi axborotlashuv davri sifatida izohlamoqda. Albatta, bu fikrlarning barchasida ham ma´lum ma’noda haqiqat, rasional mag‘iz bor.

Chunki ularning har biri o‘zida bugungi serqirra va rang-barang hayotning qaysidir belgi-alomatini aks ettirishi tabiiy. Ammo ko‘pchilikning ongida bu davr globallashuv

davri tariqasida taassurot uyg‘otmoqda”. Globallashuv jarayonidan ikki xil maqsadda – ezgulik va yovuzlik yo‘lida foydalanish mumkin. Ezgulik yo‘lidagi harakatlar davlatni va jamiyatni rivojlantirishga xizmat qiladigan bo‘lsa, yovuzlikni maqsad qilgan taraqqiyot mahsuli esa buning tamomila aksidir. Bu haqida hind olimi Mahatma Gandi o‘zining quyidagi fikrini bildirgan: “Xonamni shamollatish uchun derazamni ochsam, toza havo bilan birgalikda chang-g‘ubor ham kiradi. Lekin derazani yopib qo‘ya olmayman, chunki menga toza havo kerak”. Bu jarayonni cheklab bo‘lmaydi. Tanganing ikki tomoni bo‘lgani kabi globallashuv jarayoni ham ijobiy va salbiy holatlarni yuzaga keltirmoqda.

Globallashuv jarayoni barcha sohalarda bo‘lgani kabi ma'naviyatga ham o‘z ta'sirini o‘tkazmoqda. Internet saytlarida aniq, ishonchli ma'lumotlar bilan birgalikda yoshlarning ongini zaharlashga qaratilgan, ularning ruhiyatida agressivlik, tajovvuzkorlik kabi kayfiyatlarni uyg‘otadigan turli yot g‘oyalarning, mentalitetimizga xos bo‘lmagan odatlar tarqatilayotgani kishini ogohlikka chorlaydi. Yurtboshimiz Islom Karimov bu xususida, - “Bugungi kunda insoniyat qo‘lida mavjud bo‘lgan qurol-yarog‘lar yer kurrasini bir necha bor yakson qilishga yetadi. Buni hammamiz yaxshi anglaymiz. Lekin hozirgi zamonda eng katta xavf - insonlarning qalbi va ongini egallash uchun uzluksiz davom etayotgan mafkuraviy kurashdir. Endilikda yadro maydonlarida emas, mafkura maydonlarida bo‘layotgan urushlar ko‘p narsani hal qiladi[1], - degan edi.

Axborot xuruji, aslida, o‘z manfaatlarini dunyo bo‘ylab yoyishning eng ma'qul usulidir. Shu o‘rinda aytish kerakki, haqiqatda yurtboshimiz ta'kidlaganidek, bugungi kunda axborot omili yadroviy poligonlardan ham dahshatli omilga aylanib bormoqda. Bugungi kunda inson ma'naviyatiga qarshi yo‘naltirilgan, bir qarashda arzimas bo‘lib tuyuladigan kichkina xabar ham axborot olamidagi globallashuv shiddatidan kuch olib, ko‘zga ko‘rinmaydigan lekin zararini hech narsa bilan o‘lchab bo‘lmaydigan ziyon keltirishi mumkin. Jumladan, ma'naviy tahdidlarning bir ko‘rinishi bo‘lgan “ommaviy madaniyat” niqobidagi tazyiqlarning yoshlar ongiga ta'siri mamlakat taraqqiyoti uchun ta’sirini o‘tkazmay qolmaydi. Ayniqsa, voyaga yetmagan bolalarning turli internet klublarida o‘tirishlari va pornografik saytlarga kirishlari, mobil telefonlardan noto‘g‘ri foydalanib, milliylikga to‘g‘ri kelmaydigan film va suratlar olib yurishlari, bularning barchasi inson ma'naviy kamolotiga yetarli darajada zarar keltiradi.

Bugungi kunda jamiyatimizda kechayotgan bunday jarayonlarda e'tiborli bo‘lish, yoshlarni to‘g‘ri yo‘lga boshlash lozim. Ularning ongida milliy qadryatlarimizni, milliy mentalitetni yuksak darajada shakllantirib, ularni qalbida yurtga sadoqat, vatanga muhabbat tuyg`ulari qurshovida tarbiyalash kerak bo‘ladi. Toki ular vatanga xizmat qiluvchi, o‘zining sohasini yetuk mutaxassisi bo‘lishsin.

Xulosa o‘rnida, Uzluksiz ma’naviy tarbiyaning o‘zagini quyidagilar tashkil etadi. Iymonli bo‘lish, odamning diyonatli, vijdonli bo‘lishidir. „Vijdon pokligi va bedorligi, — deb ta’kidlagan edi birinchi Prezidenti I. Karimov, — asrlar, zamonlar osha inson ma’naviyatining tayanch ustunlaridan bo‘lib kelmoqda. Jamiyat hayotida adolat va haqiqat, mehr-shafqat, insofu diyonat kabi tushunchalarni qaror toptirishda aynan mana shu omilning o‘rni va ta’siri beqiyosdir“.[2]

O‘zbekiston Respublikasining birinchi Prezidenti Islom Karimov moddiy va ma’naviy hayotning uyg‘unligini bamisoli parvoz qilayotgan qushning ikki qanotiga qiyoslagan edi. Shuningdek, ma’naviylik va moddiylik o‘rtasidagi munosabatning keskinlashuvi jamiyat hayotida inqirozga olib kelishi muqarrar ekanini ta’kidlaydi.

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HOW TO TEACH FOREIGN LANGUAGES TO ELDERLY PEOPLE?

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Abstract: Learning a foreign language at an older age opens abundance of opportunities,new worlds of discovery,enhances social interactions,gives a fascinating purpose for older people. Foreign language learning is a great activity for the elderly.The first objective of this article is to practise pedagogical approaches,teaching methods and teaching vital strategies for older people.The second objective is learning a foreign language at an early life whether it is beneficial or bad.|Furthermore,teaching methods should incorporate with real life experiments to teach elderly. Older people have intrinsic abilities rather than extrinsic to improve their cognitive skills for learning a foreign language.It is best to avoid a feeling of saying **“I can not learn a foreign language because I am getting older and also I have no even burst energy to keep up with learning”.** From traveling to variety of places,boost social connections and also improvement of cognitive skills,older people will get a chance to learn a foreign language with their peers.

Keywords: pedagogical approaches;teaching;social interactions;methods

Introduction: In today`s world, there has been a compulsory debate among the people whether they ought to learn not only speaking and writing one language as their mother tongue,but also having the knowledge of other foreign languages.This usually relies on productivity of people whether they have an ability to learn or not using the foreign language in their social life or on their jobs. Nowadays, it is no exception also for the individuals who have finished their work profession and set on a journey to their old age[i].The education of senior ages not only has main topic of today,acquiring a greater popularity, but also an essential element to take steps in order to teach them.It does not mean that they should build knowledge in society, they are free to learn a foreign language effectively on their own or from young generation. Many of the large instituions and organisations have increased their approachable educational cources and programs specifically for seniors. Among all of the educational programs, Language and ICT courses has became most preferred and acceptable.Moreover, many studies showed

that all of the educational courses and programs are not fully qualified teachers who teach elderly a foreign language.At many times, older people learn a foreign language from secondary or elementary teachers who work with children and also can work with seniors, which is counterproductive[ii].

The benefits of learning a foreign language:

While the science development is not exactly found why this phenomenon occurs, speaking and using more than one language causes to reduce the risk of dementia, improve memory, increase the ability to multitask, boost creativity and gain opportunities for socialization.It would be better to the development of the mindset which handle functions and attention tasks,which avoid a disease called "Dementia".Especially,learning more than one language can expand their perspective.While a person is getting older,they might forget some imperative things or amount of information which occurred during their life.From this period,they had a strong bond with their peers in learning language,so they will get an opportunity to remember some things related to their moments when they have learned.In fact,at present,there are about 50,000million people living with dementia.The estimate for 2030 is 82 million demented people;in 2050,this number should reach 152 million.

Conclusion

Almost every people suppose that many elderly people do not usually spend their time on learning a foreign language,but this is incorrect saying.Because,these kind of people can spend their time effectively and master of learning a foreign language,but this takes too much time to get it.However,teaching a foreign language is becoming a controversial process in every field on today`s world.For this reason,creating new methods and makes progress on this work,is making great results now.

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OMMAVIY AXBOROT VOSITALARINING INSON HAYOTIDAGI O'RNI

Shokirova Shodiyaxon Inoxomjon qizi,
NamDCHTI talabasi

Annotatsiya: Ushbu maqolada ommaviy axborot vositalarining jamiyat hayotiga qay darajada ta'sir ko'rsatishi, ijtimoiy tarmoqlardan qanday maqsadlarda foydalanish kabilar haqida fikr yuritilgan. Ijtimoy tarmoqlardan foydalanishning afzalliklari, ijobiy va salbiy tomonlari ko'rsatib o'tilgan.

Kalit so'zlar: Ommaviy axborot vositalari, "COVID-19", televideniya, davlat xavfsizlik xizmati, kibermakon, kiberjinoyatchilik, kiberxavfsizlik, rasmiy, fake, internet.

Ommaviy axborot vositalari (OAV) - butun dunyoga axborot yetkazuvchi vosita hisoblanadi. Butunjahon internet iste'molchilari o'rtasidagi fikrlarni tezlik bilan almashinishi, ma'lumotlarni saqlash, jo'natish, qabul qilish, izlash, bir-birlari bilan erkin, ochiq hamda yuzma-yuz muloqot qila olishini ta'minlaydi. XXI asr ommaviy axborot vositalari asri desak mubolag'a bo'lmaydi. Shu boisdan ham ko'p odamlar internetdan foydalanib kelinmoqda. Ushbu internet tarmog'i orqali turli xil mavzularda rasmiy xat, tezis, maqola, insholarni atigi bir necha soniyalar ichida topsa bo'ladi. Ayniqsa, internetdan foydalanish so'nggi 4 yil ichida keskin oshib ketti. Maktab va Oliy talim muassasalarida o'tiladigan o'quv qo'llanmalar, asosan, pdf formatda internet orqali foydalanib kelinmoqda. 2020yil bahor faslida yurtimizga kirib kelgan "COVID-19" nomini olgan xavfli, havo orqali tez yuqadigan kasallik, ko'p narsadan bizni cheklab qo'ydi. Lekin internetga bo'lgan ehtiyojni oshishiga sabab bo'ldi. Ommaviy axborot vositalari asta-sekinlik bilan insonlarning hayotiga kirib kela boshladi. "Bu inson hayotiga qanday ta'sir ko'satdi?" "Internetning inson hayotidagi o'rni qay darajada muhim?" "Hozirgi kunda yoshlar internetdan qanday foydalanishmoqda?" kabi savollar paydo bo'la boshlaydi. Xususan, maktablarda, oliy ta'lim muassasalarida o'tilayotgan offline darslarning hammasi online darsga o'tildi. Shu munosabat bilan ommaviy axborot vositalari bo'lmish radio, televideniya, sputnik aloqa tizimi, uyali hamda qo'l telefonlari savdosi rivojlanib, internet tezligi oshibgina qolmay, iste'molchilar soni ham sezilarli darajada oshdi. Ba'zi iste'molchilar, ayniqsa, yoshlar doirasida internetga bo'lgan ehtiyoji haddan ziyod kuchayib, jamiyat bilan aloqani uzib qo'ydi. Ishga, o'qishga doir hujjatlar, qo'llanmalar, yozuvlarning hammasi online tizimga o'tganligi sababli, yoshlarni jamiyat bilan olib boriladigan bahs-munozaralar, xalq milliy o'yinlar, jamoaviy tadbirlarning barchasi bilan aloqani cheklab qo'ydi. Bu esa inson hayotini tubdan o'zgartirib yubordi.



Ommaviy axborot vositalarining afzallik taraflari nimada? Internet tufayli deyarli barcha sohalarda cheksiz imkoniyatlar mavjud. Masalan: uydan chiqmagan holda xaridni amalga oshirish, kommunal to'lovlarini to'lash, online darslarga qatnashish, butunjahon

insonlari bilan erkin, yuzma-yuz muloqot qila olish imkonini yaratadi.





Internetning ijobiy tomoni bilan birgalikda salbiy tomonlari ham mavjud. Shu jumladan internet tarmoqlariga haddan ziyod vaqtini sarflayotgan yosh avlod jamiyatdan uzoqlashgan holda, online o‘yinlarni o‘ynab, aqli zaiflashmoqda. Albatta, hamma yosh avlod ham unday emas, o‘z vaqtini samarali o‘tkazayotgan yoshlar ham yetarlicha. Chunki ular o‘z kelajagini o‘ylaydi, o‘z orzu-maqsadlari tomon harakat qiladi. Bundan ko‘rishimiz mumkinki, bu yoshlarning kelajagi bor. Bunday yoshlar muvaffaqiyat kaliti nimada ekanligini, orzu-maqsadiga erishmoq uchun qanchalar vaqt, kuch hamda sabr-matonat sarf bo‘lishini bilishadi. Internetga qo‘yilayotgan har qanday ma’lumot, rasmiy hujjat, rasm kabilarga e’tibor bo‘lish kerak. Hozirgi kunda kiber jinoyat ko‘payib bormoqda. Chunki rasmiy ma’lumotlar, insonning shaxsiy ma’lumotlari, davlatning maxsus ichki va tashqi ijtimoiy-siyosiy, iqtisodiy hujjatlari hamda davlat va nodavlat tashkilotlarga tegishli ma’lumotlar kabi hujjatlarga beruxsat kirish, ya’ni u ma’lumotlarga ega bo‘lish uchun mazkur parollarini buzib, foydalanishmoqda. Bu esa insonning shaxsiy ma’lumotlari buzilishiga olib keladi. Shu sababdan 15-mart kuni «Kiberxavfsizlik to‘g‘risida»gi qonun Prezident tomonidan imzolandi. Hujjat Qonunchilik palatasi tomonidan 25-fevral kuni qabul qilingan bo‘lib, Senatda 17-mart kuni ma’qullagan. 40 ta moddadan iborat mazkur qonun rasman e’lon qilinganidan 3 oy o‘tib, 2022-yil 17-iyuldan qonuniy kuchga kirdi. Hujjatga ko‘ra, O‘zbekistonda

kiberxavfsizlik sohasidagi yagona davlat siyosatini Prezident belgilaydi. Davlat xavfsizlik xizmati esa kiberxavfsizlik sohasidagi vakolatli davlat organi hisoblanadi.

Kibermakon- axborot texnologiyalari yordamida yaratilgan virtual muhit hisoblanadi. Shuningdek, qonunda boshqa ko‘plab zaruriy atamalarga ham izoh berilgan. Qonunda sohadagi asosiy tushunchalarga ta’rif berilgan. Unga ko‘ra, kiberjinoyatchilik – axborotni egallash, uni o‘zgartirish, yo‘q qilish yoki axborot tizimlari va resurslarini ishdan chiqarish maqsadida kibermakonda dasturiy ta’minot va texnik vositalardan foydalanilgan holda amalga oshiriladigan jinoyatlar yig‘indisi hisoblanadi. Internet ijtimoiy tarmoqlarda keng tarqalgan firibgarlik sanaladi. Uning turlari shuqadar ko‘pki, inson qanday aldanganini bilmay qoladi. Quyidagilardan iborat:

- treyderlik, pul mablag’larini ko‘paytirib berishlik bilan aldash;
- o‘zini bank yoki elektron to‘lov tizimi xodimlari deb tanishtirib shaxsiy ma’lumotlarni qo‘lga kiritish;
- firibgarlar soxta, fake akkauntlardan sizga murojaat qilib katta miqdordagi pul mablag‘larini bermoqchiligini aytib, oldindan hujjat ishlari uchun to‘lov qilishligingizni so‘rash;
- har xil aksiyalar, sovrinli o‘yinlar va juda kam foizli online mikroqarz (kredit) taklif qilish orqali foydalanuvchi bank kartalari kodini qo‘lga kiritish;
- shaxsiy ma’lumotlarni egallash, ularni oshkor qilish yo‘li bilan qo‘rqitish, ya’ni, kibertovlamachilik qilish;
- online savdo platformalari hamda telegram kanal va guruhlarida tovar sotish hamda Tovar sotib olish holatlari, pulni qabul qilib oling deb soxta web-sahifa orqali karta ma’lumotlarini qo‘lga kiritish;
- online qimor va tavakkalchilikka asoslangan o‘yinlar masalan: ”1XBET”, “Mostbet”, “METAGO” kabilar shular jumlasidandir.

Ommaviy axborot vositalari inson hayotiga shu qadar ta’sir ko‘rsatadiki, buni inson sezmay qoladi. “Biz ijtimoiy tarmoqlardan oqilona foydalanyabmiz”,-deb o‘ylaymiz. Aslida esa unday emas. Qanday qilib ijtimoiy tarmoqlarga berilib, uning ichiga kirib qolganimizni sezmay qolamiz. Shu boisdan internet tarmoqlaridan me’yorda foydalanish maqsadga muvofiq. Ijtimoiy tarmoqlardan kelayotgan turli xil linklarni rasmiy yoki fakeligini tekshirib ko‘rishingiz darkor. Rasmiy bo‘lmagan xabar yoki linklarni qabul qilish ham, tarqatish ham jinoyat hisoblanadi. Ijtimoiy tarmoqlardan foydalanishning o‘z cheklov va me’yorlari mavjud. Shu cheklovlarga amal qilgan holda telegramm, instagramm, facebook kabi ilovalardan hech kimga zarar keltirmasdan, samarali tarzda foydalanishimiz kerak.

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OLIY TA'LIM MUASSASASINING INNOVATSIYALARNI BOSHQARISH TIZIMIDAGI LOYIHALARNI BOSHQARISH OFISI

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Annotatsiya: Ushbu maqola oliy ta'lim muassasasining innovatsiyalarni boshqarish tizimida Loyiha boshqaruvi idorasining (PMO) rolini o'rganadi. Bu PMO institut ichidagi innovatsion loyihalarni muvaffaqiyatli amalga oshirishga qanday samarali hissa qo'shishi mumkinligini o'rganadi. Tadqiqot PMO faoliyatida resurslarni taqsimlash va tenglashtirish muhimligini ta'kidlaydi va resurslardan foydalanishni optimallashtirish strategiyalari haqida tushuncha beradi. Bundan tashqari, u o'zaro faoliyat guruhlarning ahamiyati, aloqa, ustuvorlik va PMO rolini doimiy ravishda takomillashtirishni muhokama qiladi.

Kalit so'zlar: Loyiha boshqaruv idorasi (PMO), innovatsiyalarni boshqarish, oliy ta'lim muassasasi, resurslarni taqsimlash, resurslarni tenglashtirish, o'zaro faoliyat guruhlar, aloqa, ustuvorlik, doimiy takomillashtirish, innovatsion loyihalar.

Аннотация: В данной статье рассматривается роль Офиса управления проектами (ОУП) в системе управления инновациями высшего учебного заведения. В нем рассматривается, как ОУП может эффективно способствовать успешной реализации инновационных проектов внутри учреждения. Исследование подчеркивает важность распределения и согласования ресурсов в операциях PMO и дает представление о стратегиях оптимизации использования ресурсов. Кроме того, он обсуждает важность межфункциональных команд, коммуникации, расстановки приоритетов и постоянного улучшения роли проектного офиса.

Ключевые слова: Офис управления проектами (PMO), инновационный менеджмент, высшее учебное заведение, распределение ресурсов, выравнивание ресурсов, межфункциональные команды, коммуникация, расстановка приоритетов, постоянное совершенствование, инновационные проекты.

Project management office in the innovation management system of the higher education institution

Abstract: This article examines the role of the Project Management Office (PMO) in the innovation management system of a higher education institution. It examines how a PMO can effectively contribute to the successful implementation of innovation projects within an institution. The study highlights the importance of resource allocation and alignment in PMO operations and provides insight into strategies to optimize resource utilization. In addition, he discusses the importance of cross-functional teams, communication, prioritization, and continuous improvement in the role of the PMO.

Keywords: Project Management Office (PMO), innovation management, higher education institution, resource allocation, resource levelling, cross-functional teams, communication, prioritization, continuous improvement, innovation projects.

KIRISH:

Oliy ta’lim muassasalari raqobatbardosh bo‘lib qolish va talabalar, professor-o‘qituvchilar va keng jamoatchilikning o‘zgaruvchan ehtiyojlarini qondirishda innovatsiyalar muhimligini tobora ko‘proq e’tirof etmoqda. Natijada, ko'plab muassasalar innovatsion loyihalarni samarali boshqarish va qo'llab-quvvatlash uchun Loyiha boshqaruv idoralarini (PMO) tashkil etdi. PMO strategik maqsadlarni loyihani amalga oshirish bilan muvofiqlashtirish va muvaffaqiyatli natijalarni ta'minlashda hal qiluvchi rol o'ynaydi.

Oliy ta’lim muassasalari doirasidagi innovatsion loyihalar ko‘pincha cheklangan resurslar, murakkab manfaatdor tomonlar dinamikasi va fanlararo hamkorlik zarurati kabi noyob muammolarga duch keladi. Resurslarni taqsimlash va tenglashtirish ushbu loyihalar muvaffaqiyatining muhim omillari sifatida namoyon bo'ladi . PMO ning resurslardan foydalanishni optimallashtirish va raqobatdosh talablarni muvozanatlash qobiliyati bu kontekstda muhim ahamiyatga ega.

Ushbu maqola oliy ta'lim muassasasining innovatsion boshqaruv tizimida PMO rolini o'rganishga qaratilgan. U PMO faoliyatida resurslarni taqsimlash va tenglashtirishning ahamiyatini o'rganadi va resurslarni samarali boshqarish strategiyalari haqida tushuncha beradi. Bundan tashqari, u o'zaro faoliyat guruhlari, aloqa, ustuvorlik va PMOning innovatsion loyihalarga qo'shgan hissasini doimiy ravishda yaxshilash muhimligini ta'kidlaydi.

Oliy ta’lim muassasalaridagi PMOlarning tajribalari va ilg‘or tajribalarini o‘rganish orqali ushbu maqola o‘z PMOlarini yaratish yoki yaxshilashga intilayotgan muassasalar uchun qimmatli tushunchalarni taqdim etishga qaratilgan. Innovatsiyalarni boshqarish tizimidagi PMO rolini tushunish institutlarga innovatsion loyihalarni amalga oshirishdagi murakkabliklarni bartaraf etishga va ularning tashabbuslarining ta'sirini maksimal darajada oshirishga yordam beradi[1, 17].

Ushbu maqolaning keyingi bo'limlari PMO doirasida resurslarni taqsimlash va tenglashtirishning turli jihatlarini ko'rib chiqadi, strategiyalar, muammolar va potentsial echimlarni muhokama qiladi. Shuningdek, u loyihaning samarali bajarilishini ta'minlashda o'zaro faoliyat guruhlari, aloqa, ustuvorlik va doimiy takomillashtirish rolini

o'rganadi. Ushbu omillarni o'rganish orqali ushbu maqola oliy ta'lim muassasalarida innovatsiyalarni boshqarish kontekstida yaxshi ishlaydigan PMOning muhim tarkibiy qismlarini yoritishga intiladi.

Umuman olganda, ushbu maqolada keltirilgan tushunchalar oliy ta'lim muassasalaridagi PMOlar bo'yicha bilimlar to'plamiga hissa qo'shish va muvaffaqiyatli innovatsion tashabbuslarni amalga oshirish uchun o'z PMOlarini yaratish yoki optimallashtirishga intilayotgan muassasalar uchun amaliy qo'llanmalar berishga qaratilgan.

ADABIYOTLAR TAHLILI VA METODLAR:

Oliy ta’limda loyihalarni boshqarish bo‘yicha idoralar (PMO) bo‘yicha tadqiqotlar paydo bo‘lmoqda. Dastlabki ishlar tadqiqot loyihasini amalga oshirish uchun PMOlarning afzalliklarini o'rgangan (Gowan va boshq., 2005). Keyingi tadqiqotlar PMO tuzilmalari va muhim muvaffaqiyat omillarini tahlil qildi (Artto va boshq., 2008; Hobbs & Aubry , 2007). So'nggi adabiyotlarda innovatsion ekotizimlardagi strategik PMO rollari ham ko'rib chiqiladi (Aubry va boshq., 2010; Killen va boshq., 2012).

Adabiyotlarni tahlil qilish bo‘limida oliy ta’lim muassasasining innovatsiyalarni boshqarish tizimida Loyiha boshqaruvi idorasining (PMO) o‘rni bilan bog‘liq bo‘lgan mavjud tadqiqotlar va ilmiy ishlar haqida umumiy ma’lumot berilgan. U asosiy tushunchalar, asoslar va oldingi tadqiqotlar natijalarini ko'rib chiqadi, maqolaning tadqiqoti va tushunchalari uchun asos yaratadi[2, 329].

1. Oliy ta’lim muassasalarida PMOlarning roli:

Ushbu kichik bo'limda oliy ta'lim muassasalarida PMOlarning roli o'rganilib, ularning vazifalari, mas'uliyati va afzalliklariga e'tibor qaratiladi. Unda PMOlar loyiha muvaffaqiyatiga, strategik muvofiqlashtirishga va tashkiliy samaradorlikka qanday hissa qo'shishi muhokama qilinadi. Innovatsiyalarni boshqarish kontekstida PMO bo'yicha tegishli adabiyotlar ularning oliy ta'lim muassasalarida innovatsion tashabbuslarni rivojlantirishdagi ahamiyatini ta'kidlash uchun ko'rib chiqiladi.

2. PMOlarda resurslarni taqsimlash va tekislash:

Ushbu kichik bo'lim PMOlar ichida resurslarni taqsimlash va tekislash tushunchasini o'rganadi. U innovatsion loyihalar kontekstida resurslardan foydalanishni optimallashtirish bo‘yicha turli yondashuvlar, texnikalar va eng yaxshi amaliyotlarni o‘rganadi. Adabiyotlarni tahlil qilishda oliy ta’lim muassasalarida resurslarni taqsimlash muammolarini ko‘rsatuvchi va ularni bartaraf etish strategiyasini taklif qiluvchi tadqiqotlar o‘rganiladi.

3. Funktsional guruhlar va hamkorlik:

Ushbu kichik bo'limda PMO faoliyatidagi o'zaro funktsional jamoalar va hamkorlikning roliga qaratilgan. U innovatsiyalarni rivojlantirishda fanlararo hamkorlikning afzalliklarini o'rganadi va PMOlar o'zaro faoliyat guruhlarni shakllantirishga qanday yordam berishi mumkinligini muhokama qiladi. Adabiyot tahlili

hamkorlikning loyiha natijalariga ta'siri va samarali muloqot va bilim almashish muhimligini ta'kidlaydigan tadqiqotlarni ta'kidlaydi[3, 144].

USULLAR:

Usullar bo'limi maqolada qo'llaniladigan tadqiqot metodologiyasi haqida umumiy ma'lumot beradi. Unda tadqiqot qanday o'tkazilganligi, foydalanilgan ma'lumotlar manbalari va tushunchalar va topilmalar olish uchun qo'llaniladigan analitik yondashuv tasvirlangan.

1. Tadqiqotga yondashuv:

Ushbu kichik bo'lim maqolada qo'llaniladigan tadqiqot usulini tavsiflaydi, masalan, adabiyotlarni ko'rib chiqish, amaliy tadqiqotlar tahlili yoki ikkalasining kombinatsiyasi. Oliy ta’lim muassasalarining innovatsion boshqaruv tizimida PMO rolini o‘rganish uchun yaroqliligini hisobga olgan holda, aniq tadqiqot yondashuvini tanlashning mantiqiy asoslari tushuntiriladi .

2. Ma'lumotlar manbalari:

Ushbu kichik bo'lim tadqiqotda foydalanilgan ma'lumotlar manbalarini batafsil bayon qiladi. U ilmiy maqolalar, kitoblar, hisobotlar, amaliy tadqiqotlar va tegishli institutsional hujjatlarni o'z ichiga olishi mumkin. Ma'lumotlar manbalarini tanlash mezonlari muhokama qilinadi, nufuzli va nufuzli adabiyotlarning kiritilishini ta'minlaydi.

3. Ma'lumotlarni tahlil qilish:

Ushbu kichik bo'lim ma'lumotlarni tahlil qilish va tushunchalarni olish uchun qabul qilingan analitik yondashuvni tushuntiradi. U tematik tahlil yoki kontent tahlili kabi sifatli tahlil usullarini yoki statistik tahlil yoki ma'lumotlarni modellashtirish kabi miqdoriy tahlil usullarini o'z ichiga olishi mumkin. Tanlangan yondashuv tadqiqot maqsadlarini hal qilish uchun yaroqliligi asosida asoslanadi[4, 349].

Adabiyotlarni tahlil qilish va tadqiqot usullarini tavsiflash orqali ushbu maqola oliy ta'lim muassasasining innovatsion boshqaruv tizimida PMO rolini o'rganish uchun mustahkam asos yaratadi. Bu taqdim etilgan topilmalar va tushunchalar mavjud tadqiqotlar va ilmiy ishlar bilan qo'llab-quvvatlanishini ta'minlaydi va mavzuni o'rganishga tizimli va qat'iy yondashuvni taklif qiladi.

MUHOKAMA:

“Oliy ta’lim muassasasining innovatsion menejment tizimida loyihalarni boshqarish bo‘limi” maqolasining muhokama bo‘limi adabiyotlar tahlili va olib borilgan tadqiqotlar natijasida olingan xulosalar va fikrlarni sharhlash va tahlil qilish imkonini beradi. Unda tadqiqot natijalari va ularning oliy ta’lim muassasalari kontekstidagi ahamiyati to‘g‘risida har tomonlama muhokama qilish taklif etiladi.

1. Innovatsiyalarni boshqarishda PMOning roli:

Ushbu kichik bo'limda oliy ta'lim muassasalarida innovatsiyalarni boshqarishda PMOning roli muhokama qilinadi. Bu PMO ning loyihalarni strategik maqsadlarga muvofiqlashtirish, innovatsiya madaniyatini oshirish va loyihani muvaffaqiyatli amalga oshirish uchun zarur yordam va resurslar bilan ta'minlash qobiliyatini ta'kidlaydi.

Muhokama innovatsion tashabbuslarni ilgari surish va ularning uzoq muddatli barqarorligini ta'minlashda yaxshi tashkil etilgan PMO qiymatini ta'kidlaydi[5, 77].

2. Resurslarni taqsimlash va tenglashtirish:

Resurslarni taqsimlash va tenglashtirish bo‘yicha muhokamada innovatsion loyihalar uchun resurslarni samarali boshqarishda oliy ta’lim muassasalari duch keladigan muammolarga e’tibor qaratiladi. U adabiyotlarni tahlil qilishda aniqlangan strategiyalar va eng yaxshi amaliyotlarni o'rganadi, masalan, markazlashtirilgan resurs pulini saqlash, o'zaro faoliyat guruhlarni shakllantirish va loyihalarga ustuvorlik berish. PMO doirasida ushbu strategiyalarni amalga oshirishning oqibatlari muhokama qilinib, ularning resurslarni optimallashtirish va loyiha muvaffaqiyatiga potentsial ta'siri ko'rsatilgan.

3. Funktsional guruhlar va hamkorlik:

Ushbu kichik bo'limda PMO faoliyatidagi o'zaro funktsional guruhlar va hamkorlikning roli ko'rib chiqiladi. Unda oliy ta’lim muassasalarida innovatsiyalarni rivojlantirishda fanlararo hamkorlik va bilim almashishning afzalliklari muhokama qilinadi. Muhokama PMOning o'zaro funktsional guruhlarni shakllantirishga yordam berish, samarali muloqotni rivojlantirish va hamkorlik muhitini rivojlantirishdagi rolini ta'kidlaydi. O'zaro funktsional jamoa dinamikasi bilan bog'liq potentsial muammolar va echimlar ham ko'rib chiqiladi.

4. Muloqot va manfaatdor tomonlarning ishtiroki:

Muloqot va manfaatdor tomonlarni jalb qilish bo'yicha muhokama PMO ichida va turli manfaatdor tomonlar bilan samarali muloqot qilish muhimligini ta'kidlaydi. U aniq va shaffof aloqa kanallari loyihalarni muvofiqlashtirish, resurslarni taqsimlash va qaror qabul qilishni qanday yaxshilashi mumkinligini o'rganadi. Muhokama, shuningdek, manfaatdor tomonlarning umidlarini boshqarish, tashvishlarni hal qilish va manfaatdor tomonlarning innovatsion loyihalarga qo'shilishini ta'minlashda PMOning rolini ko'rib chiqadi.

5. Doimiy takomillashtirish va olingan saboqlar:

Ushbu kichik bo'lim PMO faoliyatida doimiy takomillashtirishning ahamiyatiga qaratilgan. Unda avvalgi loyihalardan olingan saboqlarni olish, loyihadan keyingi ko'rib chiqish yoki retrospektivlarni o'tkazish va kelajakdagi resurslarni taqsimlash va tenglashtirish jarayonlariga fikr-mulohazalarni kiritish qiymati muhokama qilinadi. Muhokama PMOning muassasada uzluksiz o'rganish va takomillashtirish madaniyatini oshirishdagi rolini ta'kidlaydi.

Muhokama bo‘limi asosiy xulosalar va ularning oliy ta’lim muassasalariga ta’sirini umumlashtirish bilan yakunlanadi. U innovatsiyalarni boshqarish tizimida yaxshi ishlaydigan PMO muhimligini ta'kidlaydi va o'z PMOlarini yaratish yoki yaxshilashga intilayotgan muassasalar uchun tavsiyalar beradi. Resurslarni taqsimlash, o‘zaro funktsional jamoalar, muloqot va doimiy takomillashtirish bilan bog‘liq muammolar va imkoniyatlarni hal qilish orqali muhokama oliy ta’lim muassasalarida muvaffaqiyatli

innovatsion tashabbuslarni amalga oshirish uchun amaliy tushunchalarni taqdim etadi[6, 527].

NATIJALAR:

“Oliy ta’lim muassasasining innovatsion boshqaruv tizimida loyihalarni boshqarish bo‘limi” maqolasining natijalar bo‘limida tadqiqotning asosiy xulosalari va natijalari keltirilgan. Unda oliy ta’lim muassasalarida innovatsiyalarni boshqarish kontekstida PMO ning roli haqida tushunchalar berib, o‘tkazilgan ma’lumotlar tahlili va tadqiqotlarining aniq va qisqacha xulosasi keltirilgan.

1. Innovatsiyalarni boshqarishda PMOning roli:

Natijalar shuni ko'rsatadiki, yaxshi tashkil etilgan PMO oliy ta'lim muassasalarida innovatsiyalarni rivojlantirishda hal qiluvchi rol o'ynaydi. PMO innovatsion loyihalarni muassasa maqsadlari bilan muvofiqlashtirib, muvaffaqiyatli amalga oshirish uchun zarur yordam va resurslarni ta'minlovchi strategik yordamchi bo'lib xizmat qiladi. Topilmalar PMOning innovatsiyalar madaniyatini yuksaltirish va innovatsion tashabbuslarning uzoq muddatli barqarorligini ta’minlashga qo‘shgan hissasini ta’kidlaydi.

2. Resurslarni taqsimlash va tenglashtirish:

Natijalar innovatsion loyihalar uchun resurslarni samarali boshqarishda oliy ta’lim muassasalari oldida turgan muammolarni ko‘rsatadi. Biroq, tadqiqot PMO ichida resurslarni taqsimlashni optimallashtirish uchun bir nechta strategiyalar va eng yaxshi amaliyotlarni aniqlaydi. Bularga markazlashtirilgan resurslar jamg'armasini saqlash, resurslarni tekislash usullarini joriy etish va resurslardan foydalanishni yaxshilash uchun o'zaro faoliyat guruhlardan foydalanish kiradi. Topilmalar shuni ko'rsatadiki, ushbu strategiyalarni amalga oshirish resurslarni taqsimlashni yaxshilashga va loyihaning umumiy muvaffaqiyatiga olib kelishi mumkin.

3. Funktsional guruhlar va hamkorlik:

Topilmalar shuni ko'rsatadiki, o'zaro funktsional jamoalar va hamkorlik oliy ta'lim muassasalarida innovatsiyalarni rivojlantirish uchun zarurdir. Tadqiqot shuni ko'rsatadiki, fanlararo hamkorlik bilim almashish, ijodkorlik va muammolarni hal qilishga yordam beradi va loyihaning muvaffaqiyatli natijalariga olib keladi. PMO o'zaro funktsional guruhlarni shakllantirishda va jamoa a'zolari o'rtasida samarali muloqot va hamkorlikni rivojlantirishda muhim rol o'ynaydi.

4. Muloqot va manfaatdor tomonlarning ishtiroki:

Natijalar PMO ichida va turli manfaatdor tomonlar bilan samarali muloqot qilish muhimligini ta'kidlaydi. Aniq va shaffof aloqa kanallari loyihalarni muvofiqlashtirish, manfaatdor tomonlarni jalb qilish va qarorlar qabul qilishni yaxshilash uchun topilgan. Muvaffaqiyatning muhim omili sifatida manfaatdor tomonlarning umidlarini boshqarish, tashvishlarni hal qilish va manfaatdor tomonlarning innovatsion loyihalarga qo'shilishini ta'minlashda PMOning roli ta'kidlangan.

5. Doimiy takomillashtirish va olingan saboqlar:

Topilmalar PMO faoliyatida doimiy takomillashtirish muhimligini ta'kidlaydi. Oldingi loyihalardan olingan saboqlarni to'plash va fikr-mulohazalarni resurslarni taqsimlash va tekislash jarayonlariga kiritish qimmatli amaliyot sifatida belgilangan. Tadqiqot shuni ko'rsatadiki, PMO doirasida uzluksiz o'rganish va takomillashtirish madaniyati oliy ta'lim muassasalarida innovatsion tashabbuslarning muvaffaqiyatiga yordam beradi.

Natijalar bo'limi asosiy topilmalar va ularning oliy ta'lim muassasalarining innovatsion boshqaruv tizimidagi PMO roliga ta'sirini umumlashtirish bilan yakunlanadi. Topilmalar muvaffaqiyatli innovatsion loyihalarni amalga oshirishda resurslarni taqsimlash, o‘zaro funktsional guruhlar, aloqa va doimiy takomillashtirish muhimligini ta’kidlab, o‘z PMOlarini yaratish yoki yaxshilashga intilayotgan muassasalar uchun qimmatli tushuncha va tavsiyalar beradi[7, 456].

XULOSA:

“Oliy ta’lim muassasasining innovatsion menejment tizimida loyihalarni boshqarish bo‘limi” maqolasida oliy ta’lim muassasalarida innovatsiyalarni yuritishda PMOning roli har tomonlama ko‘rib chiqiladi. Adabiyotlarni tahlil qilish va tadqiqotlar orqali tadqiqot muvaffaqiyatli innovatsion loyihalarni qo'llab-quvvatlashda PMO ning ahamiyatini yoritib beradigan asosiy g'oyalar va topilmalarni ta'kidlaydi.

Tadqiqot shuni ko'rsatadiki, yaxshi tashkil etilgan PMO innovatsion loyihalarni strategik maqsadlarga moslashtirish, innovatsiya madaniyatini oshirish va loyihani amalga oshirish uchun zarur resurslar va yordamni ta'minlashda hal qiluvchi rol o'ynaydi. PMO oliy ta’lim muassasalarida innovatsion tashabbuslarning uzoq muddatli barqarorligini ta’minlovchi strategik vosita vazifasini bajaradi.

Aniqlangan muhim muammolardan biri resurslarni taqsimlash va tenglashtirishdir. Tadqiqot PMO doirasida resurslardan foydalanishni optimallashtirish muhimligini ta'kidlaydi, markazlashtirilgan resurslar pulini saqlash, resurslarni tekislash usullarini joriy etish va o'zaro faoliyat guruhlardan foydalanish kabi strategiyalarni taklif qiladi. Ushbu strategiyalar resurslarni taqsimlashni kuchaytirishi va loyihaning umumiy muvaffaqiyatiga hissa qo'shishi mumkin.

O'zaro funktsional jamoalar va hamkorlik innovatsiyalarni rivojlantirishning muhim omillari sifatida namoyon bo'ladi. Tadqiqot fanlararo hamkorlikning, jumladan, bilim almashish, ijodkorlik va muammolarni hal qilishning afzalliklarini ta'kidlaydi. PMO o'zaro funktsional guruhlarni shakllantirishda va jamoa a'zolari o'rtasida samarali muloqot va hamkorlikni rivojlantirishda muhim rol o'ynaydi.

Muvaffaqiyatli innovatsion loyihalar uchun samarali muloqot va manfaatdor tomonlarning ishtiroki juda muhimdir. Aniq va shaffof aloqa kanallari loyihalarni muvofiqlashtirish, manfaatdor tomonlarning taxminlarini boshqarish va qarorlar qabul qilishni yaxshilaydi. Loyihaning muvaffaqiyati uchun manfaatdor tomonlarning muammolarini boshqarish, umidlarni qondirish va manfaatdor tomonlarni sotib olishni ta'minlashda PMOning roli juda muhimdir.

Doimiy takomillashtirish PMO faoliyatining asosiy jihati sifatida ta'kidlangan. Oldingi loyihalardan olingan saboqlarni to'plash, loyihadan keyingi sharhlarni o'tkazish va fikr-mulohazalarni resurslarni taqsimlash va tekislash jarayonlariga kiritish doimiy takomillashtirish va muvaffaqiyatli innovatsion tashabbuslarga yordam beradi.

Xulosa qilib aytganda, ushbu maqola oliy ta'lim muassasalarining innovatsiyalarni boshqarish tizimida PMOning muhim rolini ta'kidlaydi. U resurslarni taqsimlash va tekislash, o'zaro funktsional guruhlar, aloqa va PMO faoliyatida doimiy takomillashtirish haqida tushuncha beradi. Ushbu tushunchalarni tushunish va amalga oshirish orqali institutlar muvaffaqiyatli innovatsion loyihalarni amalga oshirish va manfaatdor tomonlarning o'zgaruvchan ehtiyojlarini qondirish uchun o'zlarining PMOlarini yaratishlari yoki optimallashtirishlari mumkin.

Ushbu maqolada keltirilgan xulosalar va tavsiyalar oliy o'quv yurtlarida PMO bo'yicha bilimlarning ortib borishiga yordam beradi. PMO rolini qabul qilish va samarali amaliyotlarni qabul qilish orqali institutlar innovatsiyalarni boshqarish tizimini yaxshilashlari va talabalar, professor-o'qituvchilar va keng jamoatchilikka ijobiy ta'sir ko'rsatadigan innovatsiya madaniyatini rivojlantirishlari mumkin.

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Annotatsiya: Otashnafas shoir Usmon nosir hayoti va uning ijodi, hayotdagi o'rni, she'rlaridagi ma'nolar, uning bolaligi haqida maqolada keltrilgan.

Kalit so'z: Usmon Nosir, Otashnafas, she'r, hayoti, uning, ijodi, kechada

O‘zbekiston Yozuvchilar uyushmasining binosi katta zalida hali 25 yoshga to‘lmagan shoirning ijodiy kechasi bo‘lgan. Kechada so‘zga chiqqan notiqlar bir og‘izdan uni “hozirgi o‘zbek she’riyatining quyoshi” deb ta’riflagan edi. Vaholanki, o‘sha vaqtda o‘zbek she’riyati bo‘stonida Oybek, G‘afur G‘ulom, Hamid Olimjon singari mashhur shoirlar ijodi barq urib turgan. Usmon Nosir esa yangilanib borayotgan o‘zbek she’riyati osmonida bamisoli porloq yulduz misoli paydo bo‘ldi. Shu yillarda o‘zbek she’riyati eshigini chertib kirayotgan Shuhrat, Hamid G‘ulom, Shukrullo, Turob To‘la singari yosh shoirlar bu yulduz shu’lalaridan bahramand bo‘lgan holda taniqli shoir va yozuvchilar bo‘lib yetishdi. Ularni “Usmon Nosir maktabi”dan yetishib chiqqan shoirlar desak xato bo‘lmaydi. Usmon Nosir hayotiga bolaligiga keladigan bo'lsak. Bilamizki yoshlikdan she’r yozish juda ham qiyin. Ammo hozirgi kunda ustozlarimiz orqali biz shaxsiy she'riy, badiiy, uslubiy kitoblarimizni chop etayabmiz. Har qanday shoir yoki yozuvchining bolalik va yoshlik yillari bo‘ladi. Ulardan kamdan-kami shu faslda fikr va tuyg‘u ifodasi ravon va maftunkor she’rlarni yozishga muvaffaq bo‘ladi. Bunday “iligi to‘q” she’rlarni yozish uchun yosh shoir yillab mashq qilishi, yozilgan o‘nlab she’rlarini yirtib tashlab, ularda topolmagan ranglar, ohanglar, poetik obrazlarni yaratish malakasini egallashi lozim. Usmon Nosir ham dastlab aksar shoirlar umrining shunday bahoriy faslini boshidan kechirdi. U she’rdan she’rga, to‘plamdan to‘plamga shoir sifatida o‘sib va shakllanib bordi. Shu davrda Firdavsiy va Navoiy, Pushkin va Lermontov, Cho‘lpon va Oybek she’rlarini o‘qib, ustoz shoirlardan she’r yozish madaniyatini mukammal o‘rgandi. “Tug‘ma iste’dodni, — deb yozgan edi - Abdulla Oripov “Usmon Nosir haqida so‘z” degan maqolasida, — faqat stixiyadan iborat holat, deb tushunish noto‘g‘ridir. Haqiqiy qalb egasi o‘z grajdanlik darajasini, bilim va quvvai hofizasini muttasil kengaytirgan holdagina tarix uchun zarur san’atkorga aylanishi mumkin. Biz bugun so‘z yuritayotgan shoir Usmon Nosir tabiatning benihoya muruvvati tufayli dunyoga kelgan ana shunday iste’dod egasi edi”. “Usmon Nosir deganda, — deb davom etadi A.Oripov, — biz kimni tushunamiz? U shunday iste’dod egasiki, bamisoli tekkan joyini kuydiruvchi olovdir... Usmon Nosir ulug‘ va abadiy she’riyatning diydasidan oqib ulgurmagan shabnamdir. U hali qahqahaga aylanmay lablarimizda manguga qotib qolgan nim tabassumdir”. Mazkur ta’rif bundan qariyb to‘qson yil avval yashab o‘tgan shoir hayoti, ijodi va taqdirini o‘zida ifodalagan, bizni o‘yga soladigan so‘zlar. Agar Usmon Nosir she’riyatiga ularda ifodalangan falsafiy fikrlar asosida yondoshsak, shoir guvohi bo‘lgan va guvohi bo‘lmagan xushnudu fojiali voqealarning aks etganini ko‘ramiz. She'riyat va boshqa

san'at turlaridan farqi shundaki shoir o‘zining tarixiy davr voqealariga, jamiyat va inson hayotidagi o‘zgarishlarga bo‘lgan munosabatini lirik qahramon obrazi orqali ifodalaydi.

Qahramon bamisoli hayotiy voqealardan qattiq ta’sirlanib, tilsiz qolgan shoirga tarjimonlik qiladi. Shoir lirik qahramon -obrazi orqali xatto o‘zi ko‘rmagan, tarixiy--memoriy kitoblardagi insoniyat tarixining dastlabki davrlaridagi dahshatli voqealardan dahshatga tushganini sezamiz. Shu ma’noda, Usmon Nosir she’rlaridan birida bor-yo‘g‘i ikki yildan keyin o‘zi va zamondoshlari boshiga tushajak fojiali taqdirni bashorat qilgandek bo‘lib -tuyuladi menga.

Bu she’r “Nil va Rim” deb ataladi. U bunday satrlar bilan boshlanadi:

Lampam yonur... Yaralangan qanotdek og‘ir
O‘y bosadi. Yuragimda go‘yo sel yog‘ir.
Qiynalaman. Tirishaman. Hushim parishon,
O‘tmish, hozir va kelajak ko‘rinur har on.

Qadimda osmon baravar piramidalarni, muhtasham haykallarni toshdan, marmardan, tilladan yasagan, Kleopatra singari malikalar uchun esa tilla va kumushdan hayratomuz zebu ziynatlarni ijod qilgan ustalar o‘sha davrning baxtsiz qullari edi. O‘sha davrning vallomatlari bu och va yalang‘och qullar mehnatini qadrlash u yoqda tursin, xatto yalang‘och sahnalarda ularning och yo‘lbarslar bilan jangini tomosha qilishni yaxshi ko‘rgan. Xatto ularning bahaybat hayvonlarga yem bo‘lishlarini tomosha qilib lazzatlanishgan.

Qarang, bir tomonda, shunday o‘yinlarni sevuvchi aslzodalar, ikkinchi tomonda —
qullar...

To Minisdan Ramzesgacha, Ramzesdan nari,
Malika qiz Kleopatra hukmron davri.
Undan tortib... yana uzoq, yana ko‘p yillar
Harsang bilan yotqizilgan necha ming dillar.
Ko‘z yoshidan, dil toshidan qurilgan haykal

Mag‘rur turar, mag‘rur boqar; hech biron mahal
Na olamdan, na zamondan qo‘rqmas asti u.
G‘azabini yutib olgan qullar dasti bu!
Qullar... (Menman u qullarning o‘lmas avlodi,
Mana menman, u qullarning hech so‘nmas yodi.
Mana menman, falaklarga lov-lov o‘t qo‘yib,
Otalarim boshlaridan poydevor o‘yib,
Ozodligim obidasin qurgan insonman!
O‘sha jonman, o‘sha qonman va o‘sha shonman!)

Bundan shunday xulosa qilamizki, allbata O'zbekiston yoshlarimiz Usmom Nosir kabi haqiqiy adabiyot islohmanti bo'lishdi. Ko'p allomalar bizning

O'zbekistonimizdandur biz bundan faxirlansak arziydi. Usmon Nosir izdoshlarimiz. Biz albata Usmon Nosir kabi yetuk salohiyatli inson bo'lib yetishamiz. Hammasi sekin astalik bilan bo'ladi.

Foydalanilga adabiyotlar:

1. Usmom Nosir kitobi Kh-davron.uz electron sayti.
2. Adabiyot darsliklari 8-sinf qo'llanma G'afur G'ulom nomidagi nashriyot matbaa.171b
3. Tanlangan asarlar 2tomlik:-T:G'afur G'ulom nomidagi nashriyot matbaa ijodiy uyi,1960.

DEVELOPMENT OPPORTUNITIES OF THE CITIES OF ANDIJAN REGION

Khudayberdiyeva Rukhshona

Annotation: This article analyzes the development possibilities of cities, their current specialization, and future development possibilities on the example of cities in the Andijan region of the Republic of Uzbekistan. In order to determine the poles of growth of regional cities, their rating was developed in order to assess their existing opportunities.

Keywords: geography of cities, infrastructure of cities, rating of cities, function of cities, specialization, industry, service, Uzbekistan, Andijan region.

1. Introduction

Andijan region is one of the administrative-territorial units of the Republic of Uzbekistan. It is located in the easternmost part of the republic and is considered the smallest administrative-territorial unit of the republic. Today there are 11 cities and 79 towns in the region. Currently, the level of urbanization in the region is 52%. 30% of the total population lives in urban areas, 22% in towns, and 48% in villages.



Figure 1. Location of Andijan region.

2. Literature review

A lot of work has been done on the world scale regarding the possibilities of urban development. In 1962, J. Jacobs' book "Death and Life of Big American Cities" was published. K. Clark (1970) showed in his work that the density of population and activity types decreases from the city to the surroundings. In 1977, Ye. Barges created a concentric model of the territorial structure of cities, H. Hoyt (1980) created a sector location model, Ch. Harris (1980), Ye. Ullman (1984) created a multi-plane model.

The trend observed in Uzbekistan was studied by I. Smirnov, T. Raimov, O. Ata-Mirzaev, A. Soliyev, A. Qayumov, and others in connection with the rapid development of cities in the 1960s and 70s. It is also appropriate to mention the scientific works of T.Mallaboev, Sh. Imomov, and Z. Raimjonov within the framework of individual regions. In 1991-2020, H.Tursunov, Z.T.Abdalova, M.Erdonov, S.K.Tashtayeva, M.Egamberdiyeva, A.Mavlonov, P.Qurbanov and others conducted their scientific research. In 2002, A.A. Zokirov announced the results of a study on the assessment of the possibilities of urban development in densely populated areas.

However, it should be noted that in the research of local scientists, little attention is paid to the analysis and evaluation of the economic and geographical potential of the

development of cities. In this regard, the development possibilities of the populated cities of the Andijan region have hardly been studied.

3. Results

Specialization of cities and its place in the geographical division of labor depending on the functions performed. In dividing the cities according to their functions, the industries operating in the city are considered important. Sectors serving the city can generally be divided into two groups. The first are the branches that serve the formation of the city, and the second are the branches that serve the city. Mainly, industry, transport, and recreation. specialized in science or other fields, that is, if the products or services it produces go beyond the city limits and spread to other areas and are the basis for the expansion of the city, such industries are city-forming, if it serves only to provide for its inhabitants, then it is considered an area serving the city. Sectors serving the city will develop and become city-forming sectors [4].

The functional typology of cities shows their place in the territorial division of labor. The specialization of cities and the functional typology of their tasks are calculated. The main criterion is the employment structure of the city population. In this case, in which field there are more labor resources, that field determines the specialization of this city. For example, the majority of resources in the Khanabad region are employed in industry and tourism, which means that this city is specialized in this field.

Cities are formed under the influence of various factors, specialize in performing specific tasks, and thus operate. The emergence of the first urban settlement in the distant past was influenced by the social division of labor, while the functional types of the settlement are the result of the territorial division of labor.

The diversity of cities according to the tasks they perform determines their size and size at same time, which is one of the important laws in the geography of cities. Therefore, their function is not organized depending on the size of the town; on the contrary, the function and economic direction of cities in most cases represent their size. [2]

Andijan region, which has a small area (its territory is only 0.9% of the territory of the republic), contains about 10% of the country's economic and demographic potential and 7.5% of urban settlements. Here, the total density is 8 times higher than the national average.

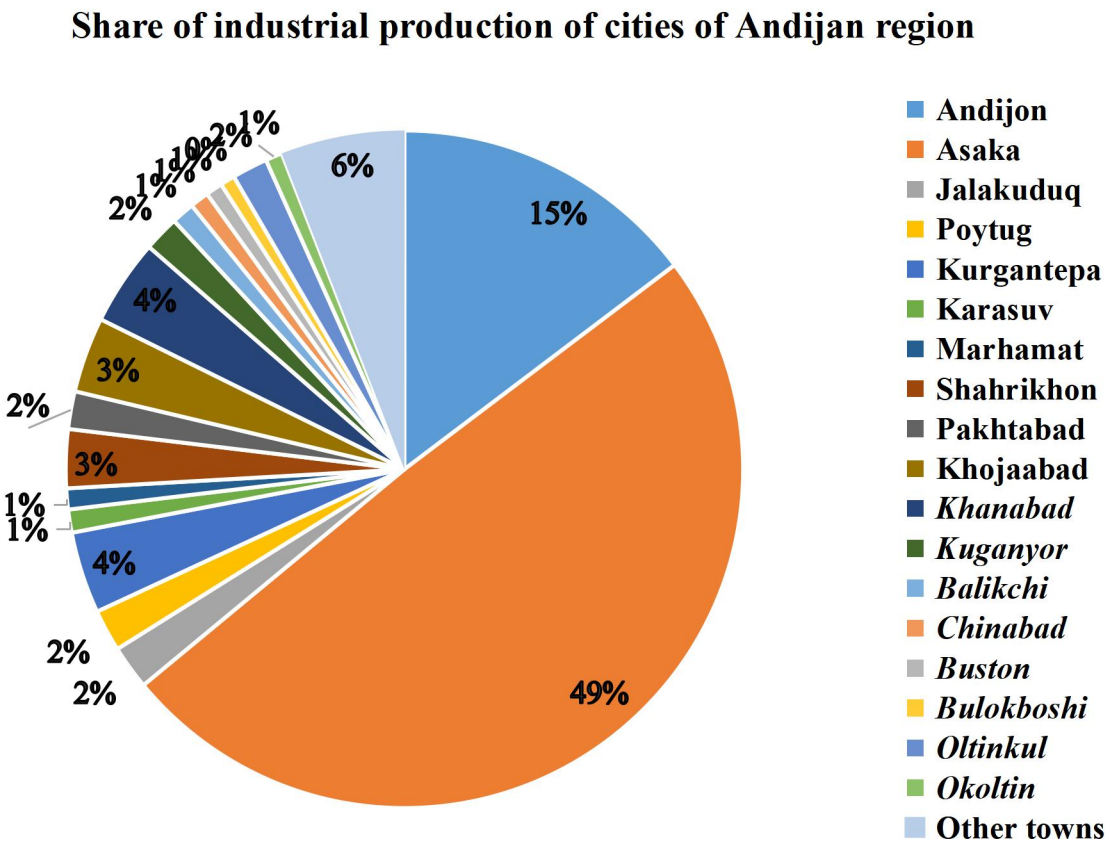


Figure 2. Proportions of industrial production in cities of Andijan region.

The role of cities in the geographical division of labor, and their functions are always important in determining their role in the country's development. Since there are many cities and different districts, they are usually divided into types. A typology of cities showing the current state and comprehensive development of cities has not yet been created.

Cities are divided into monofunctional and polyfunctional cities. As the functions increase, cities become larger and multifunctional. All big and big cities have many functions. In dividing the cities into types according to their functions, the industries operating in the city occupy the main place. [6.]

Determining the specialization of cities and their tasks is carried out within the framework of functional typology. The criterion for this is the employment structure of the city's population, i.e., in which field there are more labor resources, that direction represents the specialization of these cities in a certain sector.

Table 1

Specialization of cities and towns of the Andijan region

№	The name of the regions	Leading sectors of districts (cities).
1	Andijan	Machine building, pharmaceutical, textile industry, and tourism
2	Khanabad	Tourism, electrical engineering, and petrochemical industries

3	Asaka	Mechanical engineering, fruit, and vegetable processing industry, poultry farming
4	Jalakuduq	Fruit and vegetable processing, building materials and textiles
5	Poytug	Textiles, fruit and vegetable processing and pharmaceuticals
6	Kurgantepa	Textile industry, wheat processing, and fruit and vegetable processing
7	Marhamat	Electrical engineering, wool processing, and building materials industry.
8	Pakhtabad	Textile industry, rice cluster, and building materials.
9	Khojaabad	Textile, building materials industry, tourism, transport-logistics center, and processing of fruit and vegetable products.
10	Shahrikhan	Leather-shoes, electrical engineering, milk processing industry, poultry, and handicrafts.
11	Karasuv	Fruit and vegetable processing and textiles.
12	Kuganyor	Construction materials, fruit and vegetable processing, leather shoes, and pharmaceuticals.
13	Balikchi	Leather-shoe industry, cocoon cluster, and greenhouse industries.
14	Buston	Textile industry, fruit and vegetable processing.
15	Bulokboshi	Building materials industry, fruit and vegetable processing.
16	Okoltin town	Fishing, fruit and vegetable processing, and textile industry.
17	Oltinkul	Leather processing, textiles, fruit and vegetable processing, furniture.
18	Southern Olamushik Polvontosh, Andijan	Extraction and processing of fuel products, textiles.
19	Other towns	Textile industry, dairy, meat, and fruit and vegetable processing.

As can be seen from the table, the leading specialized industries in the cities of the region are machine-building, textile, and agriculture industries, as well as the production of construction materials. Tourism and pharmaceuticals are considered promising industries.

Usually, the functions of cities are determined by the geographical location of the place and the level of its use. Its functions also play an important role in the development of cities. The increase in functions also depends on the status of the city. The higher the status, the more it motivates the development of other functions in the city. The transformation of low-functional cities in the Fergana region into multi-functional cities determines the urban development of the region. For example, the city of Fergana is

developing rapidly as the center of the region, while the cities of Kokan and Margilan in the region belong to the same group of large cities as the city of Fergana, but we can see that they lag behind the city of Fergana in terms of development. Another example is the cities of Kurgantepa, Karasuv, and Khanabad, which belong to the group of medium-sized cities. Korgontepa is developing as a district center, and Khanabad is an industrialized tourist center under the province, on the contrary, the development of Karasuv city is slow due to the weakness of city-forming functions. [7].

If the functional types of cities are diverse in a country or region, then this area will be well developed and developed. The following types of regional cities have been formed in terms of their functions and specialization:

• multifunctional regional centers (Andijan)

• large multi-sector industrial centers (Asaka, Khanabad, Shahrikhan);

• Low-sector cities specializing in one or two industrial sectors (Kurgantepa, Pakhtaabad, Karasuv, Khojaabad);

• district centers and agro-industrial cities and towns (Jalalkuduq, Poytug', Marhamat, Bulokboshi, Buston, Kuyganor, Oltinkol, Balikchi);

• "resource" towns (Southern Olamushik, Polvontosh, Andijan).[8].

Andijan region is distinguished by the variety of functions of cities. Due to the fact that the origin and formation of cities corresponded to different periods, it is possible to see differences in their functions. Below we will introduce the functional development prospects of the cities of the Andijan region.

Andijan is the only multifunctional city in the region. The city is the center of the region, a major industrial center, a transport hub, and a scientific and cultural center. There are several heavy and light industrial enterprises in the city of Andijan. The city of Andijan is at the crossroads of important roads and railways. Also, the city has several scientific institutions, universities, and educational institutions, as well as theaters, cinemas, and recreation parks. There are several historical and cultural recreation facilities in the city.

Asaka is the representative city of the next type, the city has large industrial enterprises and agriculture industry enterprises and also serves as the center of the Asaka district. There is an opportunity to develop transport logistics based on the Asaka railway station in the city, and to establish scientific and cultural institutions based on the demographic potential of the city, thereby improving the functions of the city.

In the city of Khanabad, which is part of the province, but does not perform the function of any administrative center, there are small-scale industrial enterprises. It is also a recreation center of the city. By developing the railway in the city of Khanabad, there are high possibilities for the formation of multi-sectoral industrial enterprises with the efficient use of the transport center and the Andijan hydroelectric power station built in the Andijan reservoir, by organizing the movement of high-speed passenger trains in the city.

The rest of the cities in the province, Shahrikhan, Marhamat, Poitug, Pakhtaabad, Khojaabad, Kurgantepa, and Okhunboboyev, have almost the same functions as the district center and small-scale industrial centers. There are very few opportunities to develop the functions of these cities.

The city of Karasuv performs the least functions among the cities of the region. The city is only a small industrial center, and if the construction of the China-Uzbekistan railway is completed, it can become an important transport center.

Some towns in the province also perform several functions. For example, the towns of Kuyganyor, Buston, Oltinkol, Balikchi, Bulokboshi, and Akoltin serve as district centers. The town of Kuyganyor is also a small industrial center. Also, Polvontosh, Southern Olamushik, and Andijan towns were formed on the basis of only one industrial product, while all other towns are agro-industrial towns.

Table 2

Modern functions of cities of the Andijan region

№	Cities	City functions							
		dministrative cente istrict or regiona nter)	dustrial center (b mber of industries)	ansportation center ad, rail and ai nsport)	gro-industrial center	ience center (highe ucation and ITI)	enter of Socia ctors (Hospital an ocational Colleges)	rvice center (b ctor)	ecreation center
1	Andijan*	+	+	+	+	+	+	+	+
2	Asaka	+	+	+	+		+	+	
3	Karasuv		+	+	+		+	+	
4	Kurgantepa	+	+	+	+		+	+	
5	Marhamat	+	+	+	+		+	+	+
6	Okhunboboyev	+		+	+		+	+	
7	Pakhtabad	+	+	+	+		+	+	
8	Poytug	+	+	+	+		+	+	
9	Khanabad *	+	+	+	+		+	+	+
10	Khojaabad	+	+		+		+	+	+

11	Shahrikhan	+	+	+	+		+	+	
12	Kuganyor	+	+	+	+	+	+	+	
13	Buston	+	+		+		+	+	
14	Balikchi	+	+		+		+	+	
15	Bulokboshi	+	+		+		+	+	
16	Oltinkul	+	+		+		+	+	

Note: *Cities under the province; + existence of this area, Kuyganyar-towns

In general, the functions of regional cities have remained almost unchanged in recent years. As the modernization of the cities increases, the cities also develop. Based on this, it is necessary to improve the functions of cities. In this regard, it is obligatory to improve the following urban functions in regional cities and towns. (Table 2)

According to the proposed new functions, social objects (multidisciplinary and specialized hospitals, vocational centers, educational institutions, etc.) and services (public service agencies and household services) are available in almost all district centers. In the following years, due to the development of tourism in the region, some cities are developing as recreational centers.

Conclusion

Based on the analysis, the following points can be made regarding the development of regional cities. In recent years, the volume of industrial production, the main sector that develops cities, has slightly increased. The service sector is developing rapidly.

The specialization of cities in the Andijan region is characterized by specialization in textile, agriculture, and partly auto industry. There are Andijan, Southern Olamushik, and Polvontosh towns established in connection with the mining industry in the region.

In the Andijan region, except for Andijan, Asaka, and Khojaabad cities, the low level of industrialization and the small number of cities specializing in industrial production delay the development of the cities in the region.

For the development of cities, it is first necessary to develop industry and services in the cities of the Andijan region, and currently, the President of the Republic of Uzbekistan on the development of cities No. Based on the Decree, works are being carried out. [1].

Acknowledgments

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IZDOSHLARGA IBRAT BO‘LGAN ALLOMA

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Annotatsiya : Ushbu maqolada Is'hoqxon Ibratning hayot yo'li,ijod faoliyati va uning asarlari haqida ma'lumot berilgan
Kalit so'zlar: Is'hoqxon Ibrat, sayyoh, matbaachi, „Lug'ati sitta al-sina“, „Jome' ul -xutut“.

Tarixdan bilamizki, millatning millarligini belgilovchi asosiy mezon uning tili va adabiyoti. O'zbek yurtining eng katta baxti bu - buyuk mutafakkir shoir-u allomalarning ko‘pligi. Ana shunday buyuk mutafakkir allomalarimizdan biri aynan Namangan viloyatida biz izdoshlarga ibrat bo'lib ketti desak adashmaymiz albatta. Milliy uyg'onish davrining mashhur islohotchisi sifatida butun hayotini Vatan va millat manfaatiga uning istiqloliga bag'ishlagan buyuk mutafakkir, shoir, publitsist, sayyoh, shariat din arbobi bo'lgan Is'hoqxon Ibrat 1862-yil 21-martda Namangan yaqinidagi To‘raqo‘rg‘on qishlog'ida tug'ilgan. Is'hoqxonning otasi Junaydullaxo’ja ancha bilimli, sohibkor bog'bonlardan edi. Onasi Hurbibi o'z davrining o'qimishli, oqila ayollaridan bo'lgan. Is'hoqxon dastlab hijo usuliga asoslangan qishloq maktabida o‘qidi ,ammo onasining qizlar maktabida o‘qib savod chiqargan.

Is'hoqxon Ibrat o'zining „Lug'ati sitta al-sina“ va „Tarixi Farg'ona“ asarlarida yozilishicha,1887- yili ya'ni 25 yoshida onasini hajga olib boradi. Biroq onaizoriga o'z Vataniga qaytib kelish nasib etmadi. Hurbibi haj amallarini bajarib ,Jidda shahrida o'pka shamollash kasalidan vafot etdi. Is'hoqxonning Sharq mamlakatlariga safarga chiqishidan asosiy maqsadi, avvalambor onasining hajga olib borish haqidagi iltimosini qondirish bo‘lsa, ikkinchidan chet el xalqlari hayoti, madaniyati bilan tanishish, bu mamlakatlarni o‘z ko‘zi bilan ko‘rish ishtiyoqi edi.

Ibrat olti tildagi: arabcha, forscha, hindcha, turkcha, sartcha va ruscha so‘zlarni o‘z ichiga olgan „Lug'ati sitta al sina“ (olti tilli lug'at) nomli lug'at kitobini yaratgan. U mingdan ortiq so‘zni o‘z ichiga olib 53 betdan iborat, 2 qismdan tashkil topgan

Shuni ta'kidlash joizki Ibratning „Jome' ul -xutut“ asari alohida ahamiyatga ega. Asarda qadimgi piktografik bitiklardan ibroniy, suryoniy yozuvlarigacha, sanakrit,

qadimgi finikiy yozuvlaridan yunon, lotin yozuvlarigacha ya’ni dunyo xalqlarining jami 41xil yozuv tizimi haqida ma'lumot berilgan.

Xulosa qilib aytganda Ibrat nafaqat shoir, balki yetuk ma'rifatparvar, xattot, matbaachi hamdir. Biz yoshlar doimo ana shunday buyuk allomalarimizni faxr bilan tilga olamiz va ularni abadiy xotirasini yuragimizning tub tubida saqlaymiz.

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ZAMONAVIY METODIKADA INGLIZ TILINI TABIIY MUHITDA O‘ZLASHTIRISH NAZARIYALARI

Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti tyutori
Abdulxay Orifjonov
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti talabasi
Yoqubjonova Mavludaxon Shuxratbek qizi

O’zbekiston Respublikasi Birinchi Prezidentining 2012-yil 10-dekabrdagi “Chet tillarini o’rganish tizimini yanada takomillashtirish chora tadbirlari to’g’risida’’ PQ-1875-sonli qarori asosida chet tillarini, asosan, ingliz tilini o’rganish umumiy o’rta ta’lim maktablari va maktabgacha ta’lim tizimida o’qitish, bosqichma-bosqich amalga oshirilmoqda.

Ta’lim tizimidagi boshqa fanlardan ingliz tilining farqi bir vaqtning o‘zida, uning ham ta’lim maqsadi, ham ta’lim vositasi ekanligida namoyon bo‘ladi. Ingliz tilida nutqiy malakalar (tinglab tushunish, gapirish, o‘qish, yozuv)ni egallash ta’limdan ko‘zlanadigan maqsad bo‘lishi bilan birga, o‘rganilayotgan til yangi va foydali axborot olish, yetkazish vositasi maqomini ham oladi.

Maktab sharoitida ona tili, ikkinchi til va ingliz tili amaliy (kommunikativ), ta’limiy, tarbiyaviy va rivojlantiruvchi ahamiyatga ega bo‘lsa-da, ushbu funksiyalarni bajarish me’yori (miqdor va sifat ko‘rsatkichlari) har bir tilda turlichadir. Masalan, “Ona tili”ni o‘rganish chog‘ida amaliy, umumta’limiy, tarbiyaviy va rivojlantiruvchi maqsadlar bir xilda ro‘yobga chiqadi. Ingliz tilida esa muloqot, amaliy qo‘llash yetakchi funksiyani bajaradi, umumta’limiy, tarbiyaviy va rivojlantiruvchi maqsadlar unga bog‘liq holda ro‘yobga chiqariladi.

Ona tilini o‘quvchi amaliy tarzda egallaydi. Ikkinchi tilda amaliy malakalar, avval, qisman hosil qilingan, nazariy bilimlar ona tilidagidan kamroq hajmda bayon etiladi, albatta. Ingliz tili o‘rganishda esa qoida (oddiy nazariy bilim)lar amaliy ko‘nikma va malakalarni egallashni tezlashtirish (intensifikatsiya) va yengillashtirish (optimizatsiya)

maqsadlariga bo‘ysundiriladi, o‘quv jarayonida nutqiy amaliyot (kommunikatsiya) birlamchi vazifaga aylanadi.

Maktabda o‘zbek, rus va ingliz tillarini o‘qitishga qo‘yiladigan dasturiy talablardan biri mazkur o‘quv fanlari orasidagi aloqadorlikni ta’minlashga imkoniyat yaratishdir. Ta’limda o‘quv fanlarining imkoniyatlarini birlashtirish ko‘zlangan maqsadga erishishning asosiy yo‘li sanaladi.

Ta’lim sharoiti tushunchalardan kelib chiqib zamonaviy metodikada kichik maktab yoshida ingliz tilini tabiiy muhitda o‘zlashtirish va uni maktab sharoitida o‘rganilishining ob’yektiv qonuniyatlarini ilmiy jihatdan asoslovchi nazariyalar ishlab chiqilgan.

-mutanosiblik nazariyasi – ona tili va ingliz tilini o‘zlashtirish jarayonlari aynan o‘xshash;

-tillararo nazariya – ta’lim sharoitining xos xususiyatlari ingliz tilini muvaffaqiyatli o‘rganilishini ta’minlashda muhim ahamiyat kasb etadi.

Ikki nazariya ham didaktikaning onglilik tamoyili (nutq mazmunini tushunish va nutqning tarkibiy qismidagi til birliklarini anglab yetish)ga asoslanadi hamda ingliz tilini egallash jarayoni kognitiv va kreativ faoliyat sifatida talqin etiladi. Ingliz tili ta’limining samaradorligini ta’minlashda o‘quvchilarning til o‘rganishga layoqati va ishtiyoqi muhim omil sanaladigan ushbu nazariyalarni muxtasar sharhlashga o‘tamiz.

Mutanosiblik nazariyasi (ing., – identic, rus – identichniy, tojdestvenniy, o‘zb., – aynan o‘xshash, bir xil, birday) tarafdorlarining fikricha, ona tili va ikkinchi tilni o‘zlashtirish jarayonlari bir xildir. Ushbu nazariyaga binoan tillararo interferensiya chetlab o‘tiladi va nutq namunalari qism (fonema, grafema, morfema va so‘z)larga ajratilmasdan yaxlit o‘rgatiladi.

Ingliz tili o‘qitishga bunday yondashuv ingliz tilidan foydalanishga kuchli ehtiyoj mavjud bo‘lgan muhitda yuqori samara beradi. Chunki ingliz tili elementlarini (tarkibiy qismlarini) o‘zlashtirish jarayoni ona tilini o‘zlashtirish jarayoni bilan aynan o‘xshash (parallel), ya’ni avval nutqiy kompetensiyalar, keyin lisoniy kompetensiyalar yoki avval tinglab tushunish, gapirish, o‘qish va yozuv, keyin fonetika, leksika, grammatikani o‘zlashtirish izchilligida sodir bo‘ladi.

Ma’lumki, ona tilini sof bo‘lmasa-da, taqlidan o‘zlashtirish jarayonida o‘xshashlik (analogiya)ka amal qilinadi, o‘quvchi qanday idrok etsa, shunday o‘zlashtiradi va bilganiga monand gaplar (va so‘zlar), til qonuniyatiga yot hosilalar yaratadi. Buni bolaning so‘zdan foydalanishdagi omilkorligi, deb tushunish mumkin. Masalan, besh yoshli David ismli bola dadasining tug‘ilgan kunda «I’d like to propose a toast» (Qadah so‘zi aytmoqchiman), degan gapidan ilhomlanib, qo‘liga finjon oladi-da; «I’d like to propose a piece of bread», deya mehmonlarni kuldiradi. Bunday holat mutaxassislar tomonidan muloqot qilishning insonga xos instinkti va kreativ til tajribasi, deb izohlanadi. Biz bunday vaziyatdagi tasodifiy nutqiy ifodani tashabbusli nutq deb nomlashni ma’qul topdik.

Til tajribasi atamasi tadqiqotchilar tomonidan mukammal sharhlangan. Mutanosiblik nazariyasida ham ingliz tili ta'limining maqsadi o'quvchilar psixikasida til egallashning avvaldan shakllangan umumiy mexanizmlarini faollashtirish lozimligi targ'ib etiladi. Tabiiy muhit mavjud bo'lgan xorijiy mamlakatlarda ingliz tili alohida predmet sifatida emas, balki boshlang'ich ta'limda o'qitiladigan boshqa predmetlar bilan integratsiyalashtirilgan holda o'qitiladi, ingliz tilidagi autentik nutqni tinglab tushunish va o'quvchilarning o'zaro yoki o'qituvchi bilan og'zaki muloqotiga ustuvor ahamiyat qaratiladi.

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CHET TILI O'RGANISHNING HAYOTIMIZDAGI AHAMIYATI VA MAZMUNI

Mashrapova Zarina Murodjon qizi
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Annotatsiya: ushbu maqolada xorijiy tillarni o'rganish,chet tillari nafaqat muloqot vositasi ekanligi balki ko'plab imkoniyatlar eshigi ekanligi va turli xil tillarning o'rganilishning inson hayotidagi ahamiyati haqida fikr yuritadi

Kalit so'zlar: chet tili, ijtimoiy tarmoqlar, zamonaviy texnika,til mutaxassisi, poliglotlar.

Hozirgi rivojlanilyapgan bir paytda ,dunyoning takomillashyapgan davlatlari orasida mamlakatimizda ham har yili ilm fanning bir nechta yo'nalishlari tanlab olinib ,ularning samaradorligini oshirishda keng qamrovli ishlar olib borilmoqda.Bu borada Ozbekiston Respublikasining prezidenti Shavkat Mirziyoyev xorijiyy tillarni o'rgatish va o'qitish tizimini takomillashtirish chora –tadbirlari yuzasidan kelajak uchun mustahkam poydevor bo'ladigan yangi tizimini yo'lga qo'yishni ustuvor mezonlardan biri etib belgiladi: ''Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'yar ekanmiz ,bundan buyon maktab litsey,kollej va oliy o'quv yurtlari bitiruvchilari kamida ikkta chet tilini mukammal bilishlari shart .O'zbekistonning ochiqlik siyosati ,dunyo bozoriga faol kirib borayotgani ,barcha sohalarda xalqaro hamkorlik kengayotgani xorijiy tillarni bilishga ehtiyojni oshirmoqda ''

Dunyo bo'ylab juda ko'p tillar o'rganiladi.IDunyoning aksariyat qismida so'zlashiladigan tillardan biri bu Ingliz tili va bu tilni o'rganishga bo'lgan talab va ahamiyatni e'tiborsiz qoldirib bo'lmaydi.Chet tiliga bo'lgan talab va qiziqish shunchalik kuchaydiki,hozirgi 7-70 yoshgacha bo'lganlar ,bog'chaga boradigan bolalarga ayniqsa,mutaxassislargcha ingliz tili o'rganishga harakat qilyaptilar.Bu ijdodiy holat albatta .Ingliz tili ko'pchilik ham ona tili ,ham chet tilida so'zlashuvchilar)tomonidan ma'lum bo'lgan tillardan biri bo'lib ,unda taxminan 1,452 milliard kishi so'zlashadi.

Hozirda,rivojlanyapgan davlatlarda ,ko'p aholi ikki va undan ortiq tilda gaplasha oladi. Chunki,.Til o'rganish madaniyatlar almashinuvi ,jamiyatlar rivojlanishi hamda boshqa insonlarni tushunish ,yangi tajribalaro'rganish (tillar kabi)aqliy sog'lomlik uchun foydali,dunyo bo'ylab yangi do'stlar orttirishning eng yahshi yo'li,professional xalqaro aloqalar,tillarni o'rganish dunyoni tashkil etadigan turli xil va aql bovar qilmaydiganko'plab madaniyat va tarixlarga kirish imkoniyatini beradi va bu ijodiy ilhom manbayi bo'lishi mumkin.

Ingliz tilini o'rganish orqali dunyo yoshlarining intellektual salohiyatidan boxabar bolishdir,ya'ni chet tillarini o'zlashtirish ,''til bilgan- el biladi"maqoliga ko'ra ish tutish bizning ko'p tilni bilgan Forobiy ,bir nechta tillarni qiyosiy o'rganish darajasida keng mushohadali bo'lgan Qo'shg'ariy kabi yetuk ajdodlarimizdan merosdir.

Hozirgi Mamlatimiz yoshlariga qo'yilayotgan talab ham ingliz tilini o'rganish ekanligini quyidagicha izohlash mumkin:Butun dunyo mamlakatlari bilan bevosita muloqot qilish ,o'z mustaqil fikrini omma oldida ravon va tushunarli holda bayon qilib berish,dunyo hamjamiyatda O'zbekistonnig alohida o'rnini ta'minlash va uni mustahkamlashga xizmat qilish uchun xalqaro tillarni o'rganish dolzarb masaladir.xalqaro darajada intervyular va taqdimotlar ingliz tili orqali ham amalga oshiriladi .Jahon bozorida barcha bitimlar va almashinuvlar ingliz tilida olib boriladi,shuning uchun dunyoning barcha biznes hamjamiyatlari ingliz tilini yahshi biladgan xodimlarni yollashadi,chunki u fan va texnologiya tilidir. Ingliz tilini bilish akademik mutaxassislar uchun juda muhim.Ingliz tilini bilmaganlar zamonaviy davrning kuchli vositasi bo'lgan internetdan foydalana olmaydi,negaki undagi kontentning yarmidan ko'pi ingliz tilida so'zlashadigan mamlakatlARDA JOYLASHGAN.Ingliz tilida juda ko'p turli mamlaktalarda so'zlashilganligi sababli,dunyo bo'ylab ingliz tilida dasturlarni taklif qiladigan minglab maktab va universitetlar mavjud.Dunyoda taxminan 2.000.000.000 odam ingliz tilida gapiradi,yana 1.000.000.000 bu tilni o'rganishmoqda.Ingliz tili dunyoda taxminan 400.000.000 odamni ona tili hisoblanadi.Deyarli barcha xalqaro konferensiyalar va musobaqalar (jahon olimpiadasi)ingliz tilida olib boriladi.Dunyo diplomatlari va siyosatchlari muloqot qilish uchun ingliz tilidan foydanishadi.Ingliz tili BMT ,Nat ova Evropa Erkin Savdo Asotsiyatsiyasi kabi organizatsiyalardaasosiy til hisoblanadi.

Shu bilan birga Ingliz tilini o'rganish oson :
-sodda alphabet –hech qanday maxsus sibollar yo'q.A,B,C,D,E,F….
-oson ko'plik qo'shimcha –''s'' ni qo'shib qo'ysak bo'ldi.(ko'p hollarda)
-so'zlarni o'rganish oson-fransuzchada ''la fille va le chien '' yoki nemischa "das Ma'dchen va der hund" so'zlaridan ko'ra oson.inglizchada,oddiygina " a girl va a dog "

Til o'rganish uzun va mashaqqatli jarayon bo'lganligi sababli ,bu yo'lga aniq maqsadsiz chiqqan kishi tilni hech qachon o'rgana olmaydi.Aksincha ,insonning oldiga

qo’ygan maqsadlari jiddiy bo’lsa ,til o’rganish shuncha tez va samarali kechadi.Maqsadni hama shart –sharoitdan kelib chiqib belgilash mumkin.Masalan ,maktab talabasi “Ikki yil ichida ingliz tilini o’rganib ,Vestminester universitetga grant asosida o’qishga kiraman’’ deb maqsad qilishi mumkin.Talaba esa “TOEFL ga tayyorlanib ,Amerika universitetlariga grant asosida magistraturaga o’qishga kiraman “deb niyat qilishi mumkin.Unutmaslik kerakki,maqsad qanchalik jiddiy bo’lsa ,til o’rganish shuncha tez va samarali kechadi.

Insonlar birgina o’zlarining ona tillari bilan cheklanib qolmasliklari kerak.Bu o’z o’rnida qo’shimcha til o’rganish demakdir.Bir necha tillarni bilgan odamlar odatda ajoyib muammolarni yechuvchi kreativlar bo’lishadi ,sababi til o’rganish insonlarning dunyo qarashini turli nuqatai nazarlardan o’rgatadi.Qo’shimcha ravishda ikkinchi va uchinchi tillarni bilish bu dunyo bo’ylab xaridorlar va mijozlar uchun barcha turdagi imkoniyat eshiklarini ochadi.bundan tashqari til o’rganish dunyoni tashkil ettadigan turli xil va aql bovar qilmaydigan ko’plab madaniyat va tarixlarga kirish imkoniyatini ochishga yordam beradi va bu ijodiy ilhom manbai bo’lishi mumkin.

Dunyo bo’yicha eng ko’p til biladigan “Poliglot”lar ham bor.Jahon bo’yicha birinchilardan o’z rekordini qo’ygan nemis olimi ,Emil Krebs oltmishdan ortiq tillarni o’zlashtirgan va ularda bemalol gaplasha olgan.Italiyalik kardinal Djuzeppe Metsofantin yigirma to’qqiz tilda a’lo darajada gaplashgan.Ioannis Ikonomu bugungi kunda yevroparlamentning bosh tarjimoni va u bemalol o’ttiz ikki tilda muloqot qila oladi.Yana bir poliglot lardan biri ,Ikkinchi jahon urushi davrida Vengeralik fizik va kimyogari bo’lgan ayol-_Kato Lomb O’n yettinchi til ‘’Ivrit “To’qson yoshligida o’rgangan ,lekin rejasidagi navbatdagi til,ya’ni arab tilini o’rganishga ulgurmay qolib vafot etgan. Shu qatori ko’plab chet tillarini mukammal o’zlashtirgan O’zbek allomalaridan biri Isoqxon To’ra Ibrat .Ibrat –ma’rifatparvar shoir ,zabardast tilshunosh,tarixshunos olim ilk o’zbek matbuotchilaridan biri va u arab,fors ,hind ,ingliz ,sharq va rus tillarida qiyinchiliklarsiz gapira olgan va ko’plab asarlarni turli tillarda bosmadan chiqargan..

Xulosa qilish joizki,ingliz tilini bilish bu hozirgi davr talabi va ingliz tilini bilish har bir soha vakili uchun yangi imkoniyatlar kalitidir.”Til bilgan- el biladi ‘’aynan,chet tilini bilish butun dunyo eshiklarini ochadi desak mubolag’a bo’lmaydi.Til o’rganish xotirani mustahkamlaydi hamda Altsgeymer va demants kabi xotira bilan bog’liq kasalliklar ta’siridan himoya qiladi.Bunday kasalliklar bizning sog’ligimizga va butun dunyo iqtisodiyotiga bosim o’tkazadi,shuning uchun til o’rganishni rag’batlantirish bizning g’amxo’rlik tizimimizga va yuqoridagi hastalik bilan azob chekayotganlarga ham yordam berishi mumkin.Demak ,Nafaqat ingliz tilini o’rganish balki boshqa chet tillarini ham o’rganish zarar qilmaydi.

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