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TILLARI INSTITUTI

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FILOLOGIYA FANLARI

10.00.00 ФИЛОЛОГИЧЕСКИЕ НАУКИ

PHILOLOGICAL SCIENCES

AGE CATEGORIZATION AND TRANSLATION TECHNIQUES IN CHILDRENS LITERATURE

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Abstract: In this article the truth behind the hidden mysteries of children`s stories is revealed. It begins with the definition and importance of children`s literature, then continues to focus on providing answers to the current problems of translating for children associated with age groups and some translation techniques. In this article, these challenges are deeply examined by using the theories of well-known scholars such as Oittenen, Barone, Suvillian. It also explores some translation techniques which are used in the process of translating children`s literature.

Key words: children`s literature, age categorization, localization, simplification, purification, modernization, omission and deletion.

I. INTRODUCTION

Translating for whom is still remaining as one of the controversial topics among scholars, but translating for children is a question which is constantly searching for an answer that we may never find. Apparently, it might seem “A piece of cake”; however, it has been a huge piece of cake for both writers and translators. Because children can read words, but they do not read what is behind the lines. The latter is the task of translators who usually find it difficult to faithfully convey both the message and what lies behind that message following the norms and background of the target language. In fact, because of these issues, translating children`s literature has never been an easy task for translators, since they should imagine the story through the child`s eyes and perspectives, making decisions on behalf of them regarding which stories are written for

them, whether the elements are appropriate or not in terms of context and style. Unfortunately, at present many writers and translators cannot come to consensus on several issues related to children`s literature. For example, should children`s literature be separated from adult literature and treated differently or should both be integrated seamlessly? Although many researchers advocate for treating children`s literature separately from adult literature, a dilemma arises: numerous works written for children are now enjoyed by adults, or conversely some works which originally intended for adults are now considered as a part of children`s literature. Indeed, if an adult reader finds some value in children`s books, does that not blur the lines between children`s and adult literature? Even in the matter of categorizing children`s literature into subgroups, scholars cannot come into consensus. The inability to adequately address this issue may lead to the text not being suitable for children`s age, making it difficult for them to comprehend the vocabulary, grammatical structures, and idiomatic expressions used in the text. As a result, young readers may struggle to understand the book they are reading, or they may even interpret it incorrectly.

II. THEORETICAL BASIS

The primary methodology of this article includes descriptive analysis methods, involving the collection and systematic organization of facts. In addition, to employing descriptive analysis methods for systematic data organization, the article follows a comparative analytic approach to research. The several steps were carried out in order to conduct a research, and it encompassed in various stages. Initially, an extensive collection of scholarly theories concerning the challenges of translating children`s literature were collected. For example, well-known scholars such as Oittenen, Barone, and Sullivan`s theories are given and identified. Following this the gathered findings were briefly summarized after undergoing a thorough qualitative discussion to elucidate their implications and potential contributions to the field of translation studies.

III. RESULTS AND DISCUSSION

While writing books for children is considered as one of the crucial works of literature, translating them hold a greater significance. Because while translating children`s literature, another important person which is translator comes to the stage. As famous scholar Oittinen writes: “to communicate with a child reader is to enter an imaginary dialogue with sharper and fresher readers than adults” [Oittinen, 2000]. In children`s literature, the translator serves as a bridge by connecting adults and children.

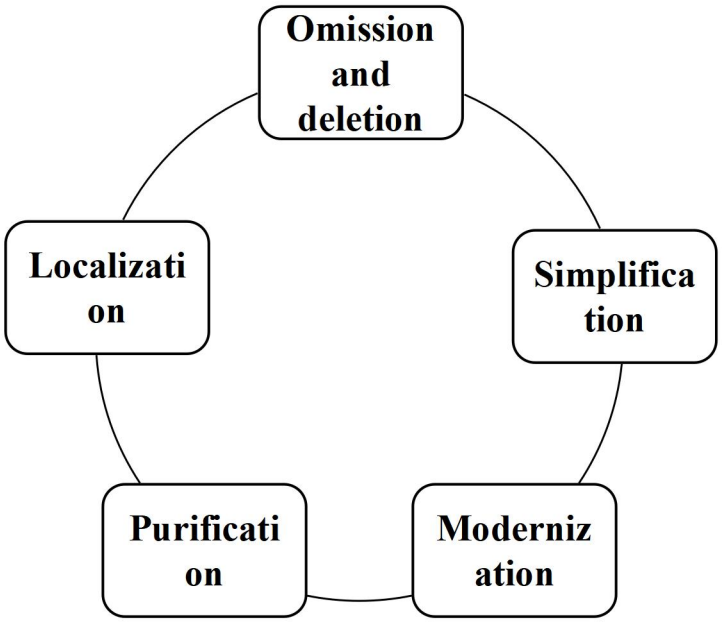
Academics classify children`s literature based on various criteria. According to Barone, these three criteria matters: 1. Age group; 2. Distinction between good and bad; 3. Child`s interests [Barone, 2011]. Other scholars believe that children`s literature has two meanings: 1. General meaning; 2. Specific meaning. The general meaning refers to intellectual creations designed for children across various fields of knowledge, such as educational textbooks. On the other hand, specific children`s literature involves expressive language with aesthetic value, transforming children into artists and enriching their cognitive development. Defining children`s literature into different groups is very important, as it can make translation process easier. Here, in this table you can see the classification of children`s literature according to the age criteria:

Age groups:	**Names:**	**Characteristics:**
Infant to age 3	Board books	Designed for durability, these books use thick paperboard for easy handling by toddlers. They often include rhymes and repetitive lines, usually containing fewer than 20 pages and 300 words.
Ages 3-6	Picture books	These books are defined by plentiful illustrations, commonly present on each page with both images and text collaborating to depict scenes and advance the story. Both of them are equally significant in these books, and they typically have a length of fewer than 48 pages.
		These books target children who are beginning to

Ages 6-10	Early reader	read independently, remaining enjoyable for read-aloud sessions. Typically under 70 pages, they may feature fewer pictures, focusing more on intricate text compared to picture books.
Ages 8-12	Middle grade	These books typically range from 100 to 150 pages, though they can extend beyond this. Commonly known as chapter books, they contain minimal pictures, as the narrative is primarily text-driven. The text complexity of them increases, introducing more character, sub-plots, and richer vocabulary compared to early reader books.
Ages 12 and older	Young adult	These books include more sophisticated language and delve into more mature themes, which could be suitable for middle grade books. They encompass the typical thymes and emotions that teenagers commonly experience, involving aspects like friendship, finding their identity, or forming good relationship with relatives.

However, a current discussion revolves around whether authors should clearly specify if their books are intended for children. Some critics suggest that such labeling might exclude potential readers and limit creativity by establishing boundaries. Another complexity emerges in determining the criteria of age for a children`s book. Some researchers prefer classifying all kinds of written stories directed at children, while others reject the idea of writing for a particular age group.

IV. Some translation techniques of children`s literature:



1) *Omission and deletion* – it is adopted when translators fear that children might not properly understand what is said in the story;
2) *Localization* – it is the most radical form of cultural context adaptation as the whole scene is moved;
3) *Simplification* – it is adopted when there is a long difference between the age of the source reader and target reader;
4) *Purification* – it is done to get the target text in correspondence with the values of the readers or rather with the values or the supposed values of adults;
5) *Modernization* – it is adopted when the translator finds himself obliged to make the characterization of the story up to date to which he brings old fashion language.

V. CONCLUSION

In conclusion, translating children`s literature reveals some obstacles faced by translators when dealing with cultural and linguistic nuances. Addressing these issues requires a clear approach that considers both linguistic elements and cultural content, highlighting the distinct balance required to preserve the essence and accessibility of children`s literature across different languages and cultures. As the article delves into the complexities of maintaining appropriateness for diverse age groups, it emphasizes

the crucial role of translators as mediators between the source and target-intended audience. From the perspective presented in the article, it is essential to use different approach for the translation of children's literature compared to adult literature with the aim of distinguishing between the two. Moreover, it should be noted that translating children's literature requires great caution. The most demanding task for translators is to select works that are suitable for the age and worldview of children or to translate a particular book in accordance with their age and perspectives.

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THE SPECIAL MORPHOLOGICAL FEATURES OF UZBEK AND ENGLISH LANGUAGES

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Abstract: This article highlights differences and similarities of morphological features of Uzbek and English languages. The morphological systems of Uzbek and English languages can distinguish from each other according to different language families, for this reason translators and interpreters can face some obstacles while translating words in interpretation process.

Key words: morphology, morphemes, affix, prefix, suffix, stem, part of speech, semantic features, noun, adjectives, verb, pronoun, numeral, adverb, interjection, conjunction, preposition

Morphology studies how words are formed and varied. It studies the relationship between morphemes, and how morphemes can be put together to create new words, or new forms of the stem word. There are two types of morphological relations: inflectional and derivational. When an inflectional affix is added to a stem word, a new form of the stem word is produced. When a derivational affix is added to a stem word, a new word with new meaning is produced. Affixes, such as prefixes and suffixes, are bound morphems, and are different from free morphemes. Free morphemes are lexical units, and when two free morphemes are put together, a compound word is produced. Due to the way syntactic and lexical derivatives are represented, it often happens that a

node's t-lemma differs from its m-lemma. Complex nodes are divided into four basic groups (according to their tlemmas) which are further subdivided. These four basic groups are called semantic parts of speech. Semantic parts of speech are categories of the tectogrammatical level and correspond to the basic onomasiological categories: substances, properties, circumstances and events.

The part of speech includes the followings in English languages:

- –noun;
- –adjectives;
- –verb;
- –pronoun;
- –numeral;
- –adverb;
- –interjection;
- –conjunction;
- –preposition;
- –articles.

When it comes to the morphology, it analysis the structure and parts of words. To be more precise it analysis stems, root words, prefixes and suffixes. Another feature of the morphology in English language is that it studies parts of speech, intonation and stress. Moreover, the ways context changes a word's pronunciation and meaning are studied as well. Precisely, Morphology studies how morphemes, parts of words, form various meanings by mixing with each other or standing alone. With the help of morphology, we can have a strong Additionally, the structures and meanings can be understood within words. In English language, morphemes are divided into three main parts;

- –Free and Bond;
- –Derivational and Inflectional;
- –Prefixes and Suffixes.

When we refer to “free morphemes”, we should think of an independent word that can be used alone, such as, university, woman, table, intelligent. However, “Bond morphemes” only occur as part of a word. For instance, -ed as educate +ed.

Bond morpheme includes inflectional and derivational morphemes.

–Inflectional morphemes are suffixes which are, for example, -s, -ing, -ed.

–Derivational morphemes consist of prefixes. e.g.: de-, pre-, in-, un-.

On the other hand, in the Uzbek language, the parts of speech are divided into three main parts. They are the followings:

1) Mustaqil so‘zlar (independent words):

- noun;
- adjectives;
- numeral;
- verb;
- adverb;
- pronoun.

2) Oraliqdagi so‘zlar (middle words):

- exclamation (undov so‘zlar);
- modal;
- imitative words (taqlid so‘zlar)

3) Yordamchi so‘zlar (auxiliary words):

- Bog‘lovchi (conjunctions);
- Ko‘makchi (auxiliary words);
- Yuklama (exclamations).

Words can change according to the morphological features. For example:

- e.g.: Uy-uylar, home-homes.
- e.g.: Salima bugun ukasiga beshta daftar oldi;
- e.g.: Salima has bought 5 copy books to his brother today.

Here – “Salima, bugun, daftar, uka, ol”, are independent words, whereas -i, -ga, -di are the suffixes which do not mean anything when they come alone. Semantically, in English grammar sentences structure includes the arrangement words, phrases and clauses.

Semantic features basic components of meaning in any lexis. Semantic features help to explain meaning and their contrast. It shows how words are both similar and different which puts an emphasis on the uniqueness of each words.

Actually, the part-of-speech consists of 2 main groups.

1)Major word-classes: nouns, verbs, adjectives, adverbs.

2)Minor word-classes: articles, prepositions, conjunctions, interjections. All members of all major word-class share a distinguishing semantic component as a lexical one of a part-of-speech meaning: nouns have the meaning of thingness or substantiality, though they possess different grammatical meanings of number and case.

Semantics are united in terms of grammatical meaning. Syntactic parts of speech. The term syntactic part of speech refers to the role of a word in the sentence. The fact that a word belongs to a syntactic part-of speech is not encoded in any attribute of the word; the term is used exclusively to make the explanation of the difference between the semantic and traditional parts of speech easier.

1. NOUN is the name of a person, place, thing, or idea. For example: man, butter, college, house, happiness and the like awareness of prefixes, suffixes and base words. A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding ‘s. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

2. PRONOUN. A pronoun is a word used in place of a noun. A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun she is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

3. VERB

A verb expresses action or being.

jump... is... write... become

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("She can sing." Sing is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

4. ADJECTIVEAn adjective modifies or describes a noun or pronoun.

pretty... old... blue... smart

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

5. ADVERB

An adverb modifies or describes a verb, an adjective, or another adverb.

gently... extremely... carefully... well

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly. The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!.

6. PREPOSITION

A preposition is a word placed before a noun or pronoun to form a phrase

modifying another word in the sentence.

by... with.... about... until

(by the tree, with our friends, about the book, until tomorrow)

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

7. CONJUNCTION

A conjunction joins words, phrases, or clauses.

and... but... or... while... because

A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.

The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

8. INTERJECTION

An interjection is a word used to express emotion.

Oh!... Wow!... Oops!

An interjection is a word used to express emotion. It is often followed by an exclamation point.

The young boy brought me a very long letter from unknown man, and then he quickly disappeared. Oh my!

For example, substantivity is for nouns, verbality is for verbs, quality is for adjectives, the quality of the quality is for adverbs, numbers is for numerals, state is for statives. This means that semantics is the grammatical meaning of the whole class of words, general grammatical meaning.

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THE DIFFERENCE BETWEEN TRANSLATION AND INTERPRETATION

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Abstract: This article reveals the information about the difference between translation and interpretation. The types of translation and interpretation and also some rules of them. Information about their similar or equal sides.

Key Words: Translation, interpretation, language, cultural and linguistic, knowledge, communicate, delivery, time scale, accuracy demands, direction of translation, technology and tools.

Introduction

There are many differences between translation and interpretation. Translation focuses on written content. It requires a high level of accuracy and can take time to produce. Interpretation deals with the spoken word and is delivered immediately. It prioritizes understanding and communication over perfection.

The biggest difference between interpretation and translation is each service's medium: interpreters translate spoken language orally, while translators translate the written word. Translators and interpreters require slightly different skill sets, but they share a deep cultural and linguistic understanding, expert knowledge of subject matter, and the ability to communicate clearly. While the terms are often cited interchangeably, understanding the distinctions between these closely related linguistic fields is essential when choosing the service you need. Interpreting and translation are two closely related linguistic disciplines. Yet they are rarely performed by the same people. The difference in skills, training, aptitude and even language knowledge are so substantial that few people can do both successfully on a professional level. On the surface, the difference between interpreting and translation is only the difference in the

medium: the interpreter translates orally, while a translator interprets written text. Both interpreting and translation presuppose a certain love of language and deep knowledge of more than one language.

Interpretation

Interpretation is a service that happens in the moment. It is delivered live — either in unison with (simultaneous) or immediately after (consecutive) the original speech — with no help from scripts, dictionaries, or other reference materials. Professional interpreters need to transpose the source language (language to be translated) within context, preserving its original meaning but rephrasing idioms, colloquialisms, and other culturally-specific references in ways the target audience can understand. An interpreter's only resources are experience, the best memory, and quick reflexes. Interpreters work on projects involving live translation: Conferences and meetings, medical appointments, legal proceedings, live TV coverage, sign language. Interpretation deals with the spoken word and is delivered immediately. It prioritizes understanding and communication over perfection. The biggest difference between interpretation and translation is each service's medium: interpreters translate spoken language orally, while translators translate the written word.

Translation

Perhaps the biggest difference between interpreters and translators, then, is that most professional translators use computer-aided tools in their work. This involves converting the source content into a file type that's easy to work with (typically RTF), applying a translation memory (TM) to the text to automatically translate anything the tool has translated before, and filling in the gaps from scratch. As the translator goes through each section of text, they may refer to glossaries and translation style guide templates to ensure quality. Finally, they'll pass the translation to another linguist to proofread, then convert the final written document back into its original format ensuring the closest possible match and also translation is meaning that translate one

things in one language to another ones. Translators work on any information in written form: Websites, print, video subtitles, software, multimedia.

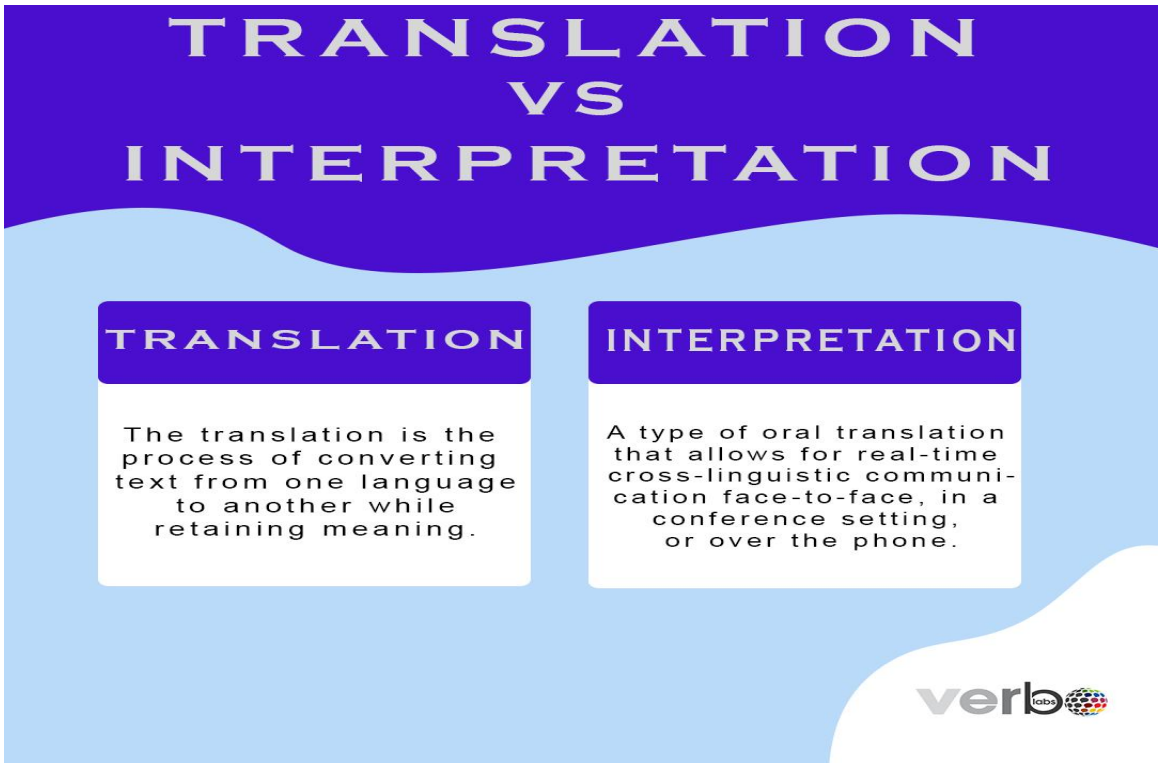
Which service do I need?

So the differences between interpreting and translating are vast. To sum up, here are the five main distinctions to consider when determining which service is best suited to a project. Before we get into the key differences between translation and interpretation, let's start by providing a quick definition for each language service:

Translation: Converts content from one language into another or multiple targets.

Interpretation: The real-time translation of speech performed live by professional interpreters. Interpretation is a specialised form of translation that deals with speech and communication rather than content. We should also note that interpretation also plays an important role in non-verbal communication, such as interpreting sign language or the spoken word for deaf and hard-of-hearing audiences. Now, let's look at the seven key differences between interpretation and translation. Meeting where the interpreter is translating both sides of the conversation.

As a result, interpreters may need a stronger ability in both languages than regular. translators.



7 Key Differences Between Interpretation & Translation

#1: Delivery

Translated content is delivered to clients in the relevant document and file type, e.g. Word doc, PDF, tax return, subtitle file, etc. Interpretation, on the other hand, is performed orally on the spot, translating the speech of a speaker in real time. Common scenarios include court cases or medical consultations with foreign-speaking witnesses or patients.

#2: Time scale

While interpretation takes place live, translators have more time to think about their choice of words, consider alternatives and review their work to make sure the completed translations are as accurate as possible. Interpreters don't have the same privilege because they are expected to listen to the speaker and translate their speech instantaneously.

#3: Input format

Translation projects can involve a wide variety of input language formats (TV ads, scripts, speeches, instruction manuals, podcasts, E-learning material, etc.). Many of these formats require specialist translators with skill sets beyond languages, such as medical translation or legal translation with interpretation, the input format is almost always spoken words, but the live setting makes translation challenging. Speakers pause, use the wrong words, correct themselves and talk in broken speech, not the carefully worded and edited text of a novel – and interpreters can't reread the text or rewind a tape.

#4: Accuracy demands

Given the time scales and live environments where interpretation takes place in, it is difficult to achieve the same level of accuracy as more traditional translation services. Interpreters strive for perfection, but they work with imperfect material to begin with. As a result, interpreters will often leave certain phrases out of their instant translation and, in some cases, choose alternative wording to deliver meaning faster.

#5: Direction of translation

With most translation projects, content is translated in one direction: from the source language to the target language(s). However, interpreters may be required to translate speech in both directions, such as in a business meeting where the interpreter is translating both sides of the conversation.

#6: Technology & tools

Interpretation may require the support of certain technologies like a video conferencing system to allow speakers or interpreters in other locations to engage in the session. However, interpreters themselves don't use any kind of translation technology; they have to perform the full interpretation themselves.

Translation is different, allowing language professionals to use a range of technology to speed up the process and deliver results faster, including automatic translation, translation memory, terminology management and other useful tools.

#7: Project management

As a standalone service, interpretation doesn't require any project management. Interpreters perform their job on the spot, during an event or meeting, ensuring everyone can say and understand what they need to – and that's where the service pretty much ends. Translation, on the other hand, can require sophisticated project management systems to ensure all content is delivered as required. Likewise, if interpretation is part of a larger project involving other language services (e.g. transcriptions, translated transcriptions, etc.), then the project itself will also require a comprehensive translation management strategy.

There are **5** types translation and interpretation:

1. Format

Interpretation handles spoken language in real-time, while translation services are text-based.

2. Delivery

Interpretation takes place on the spot. The process can occur in person, over the phone, or via video. Translation, on the other hand, can happen long after the source text is created. This gives translators ample time to utilize technologies and reference materials to generate accurate, high-quality translations.

3. Accuracy

Interpretation requires a somewhat lower level of accuracy to translation. Interpreters aim for perfection, but it's challenging to achieve in a live setting — some of the original speech may be left out of the target language, for example. Again, time is on translators' side when reviewing and editing written text for accuracy.

4. Direction

Interpreters must be fluent in both the source and target language, as they're required to translate in both directions instantaneously without the aid of reference materials. Professional translators typically work in one direction: into their own mother tongue.

5. Intangibles

Making metaphors, analogies, and idioms resonate with the target audience is a challenge that both interpreters and translators face. On top of this, interpreters must capture tone, inflections, voice quality, and other unique elements of the spoken word and then convey these verbal cues to the audience. Now that you know the difference between translating and interpreting, you're ready to explore each in line with more specific translation services requirements: do you need to translate highly technical content, for instance, or content covering a niche topic? Although interpreters and translators broadly share the same respective competencies, a language services provider can correlate your needs to professionals with skills and knowledge perfect for each project. Read more about translating and interpreting services and what they can do for you. But they have some **similar sides**. Translation and interpreting can be viewed as two sides of the same coin since they are both considered language services and their purpose is communication across cultures. The study of translation has a very long history, but so does interpreting, since it was present in Ancient Egypt, as studies have shown.

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10. The extension of a property (also called an attribute) is a set of individuals, so a property is a unary relation. E.g. The properties "yellow" and "prime" are unary relations.

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MASTERING THE ART OF ACCURATE TRANSLATION: ENSURING THE PRECISION OF TECHNICAL TERMS

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Annotation: Accurate translation of technical terms demands a comprehensive understanding of both source and target languages, alongside contextual awareness. Consistency in terminology and adaptation to linguistic nuances are essential, often facilitated by creating glossaries and style guides. Quality assurance processes, including proofreading and peer review, ensure the reliability of translations. This multifaceted approach aims to convey complex concepts accurately, bridging linguistic divides and facilitating effective communication in technical fields.

Key words: Mastering, Art, Accurate Translation, Precision, Technical Terms, technical concepts and terminology.

Аннотация: Точный перевод технических терминов требует всестороннего понимания как исходного, так и целевого языков, а также понимания контекста. Последовательность в терминологии и адаптация к лингвистическим нюансам имеют важное значение, чему часто способствует создание глоссариев и руководств по стилю. Процессы обеспечения качества, включая корректуру и экспертную оценку, обеспечивают надежность переводов. Этот многогранный подход направлен на точную передачу сложных концепций, преодоление лингвистических различий и содействие эффективной коммуникации в технических областях.

Ключевые слова: Мастеринг, Искусство, Точный перевод, Прецизионность, Технические термины, технические концепции и терминология.

Introduction

In the diverse landscape of translation, precision is paramount, particularly when conveying technical concepts and terminology. Whether it's deciphering scientific research, engineering blueprints, or academic dissertations, the ability to accurately translate technical terms is indispensable. This task requires not only linguistic expertise but also a deep understanding of the subject matter and its nuances.

Translating technical terms goes beyond mere word substitution; it involves capturing the essence of the original text while adhering to the conventions and standards of the target language. In this pursuit, translators navigate a complex terrain where a single mistranslation can lead to misinterpretation or confusion.

In this article, we delve into the intricacies of technical translation, focusing on the importance of precision and strategies for achieving it. From understanding the contextual nuances of specialized terminology to maintaining consistency and adapting to linguistic variations, we explore the art and science of accurate translation in technical domains. By mastering these principles, translators can bridge linguistic divides and ensure the faithful transmission of knowledge across borders and cultures.

Analysis

Accurate translation of technical terms is a multifaceted process that requires meticulous attention to detail and a comprehensive understanding of both the source and target languages. In technical fields such as engineering, medicine, and computer science, precise terminology is crucial for conveying complex concepts effectively. Here, we examine key aspects of mastering the art of accurate translation in technical contexts. Firstly, contextual understanding plays a pivotal role in translating technical terms. Translators must grasp the subject matter and its specific jargon to accurately convey the intended meaning. This involves researching industry-specific terminology, consulting relevant literature, and understanding the broader context in which the terms are used. Additionally, maintaining consistency in terminology is essential for ensuring clarity and coherence in the translated text. Translators often create glossaries or style guides to establish standardized terms and conventions, preventing ambiguity and facilitating comprehension for the target audience. Furthermore, translators must adapt to linguistic nuances and cultural differences between languages. Certain terms may not have direct equivalents in the target language, requiring creative solutions such as paraphrasing or using explanatory notes to convey the intended meaning accurately. Adhering to linguistic conventions and cultural sensitivities ensures that the translation resonates with the target audience and effectively communicates the original message.

Methodology

Moreover, rigorous quality assurance processes are vital for ensuring the accuracy and reliability of technical translations. Proofreading, editing, and peer review help identify and rectify errors, inconsistencies, and mistranslations before the final delivery of the translated text.

Understanding the Context

Before diving into the translation process, it's essential to understand the context in which the technical terms are used. Different fields may have their own unique terminology, and the meaning of a term can vary depending on the context. For example, the word "resolution" may have different interpretations in the fields of photography,

computer graphics, and diplomacy. By grasping the context surrounding the terms, translators can make informed decisions and produce more accurate translations.

Research and Reference

Translating technical terms often requires extensive research and reference materials. Utilizing specialized dictionaries, glossaries, and authoritative sources can help translators find the most appropriate equivalents for terms in the target language. Additionally, consulting with subject matter experts or seeking clarification from the original authors can provide valuable insights into the intended meaning of complex terms.

Maintaining Consistency

Consistency is crucial in technical translation to ensure coherence and clarity in the translated text. Translators should establish consistent terminology throughout the document to avoid confusion and maintain the integrity of the content. Creating a glossary or style guide can help standardize terminology and serve as a reference for future translations in the same domain.

Adapting to Linguistic Nuances

Languages often have unique linguistic nuances that may not have direct equivalents in other languages. Translators must be adept at navigating these nuances and finding suitable alternatives that preserve the original meaning. This may involve paraphrasing, using compound terms, or employing explanatory notes to convey the intended message accurately.

Proofreading and Quality Assurance

Once the translation is complete, thorough proofreading and quality assurance are essential to catch any errors or inconsistencies. Reviewing the translated text multiple times and seeking feedback from other language professionals can help identify and rectify any issues before finalizing the translation.

Conclusion

In the realm of technical translation, accuracy is non-negotiable. By understanding the context, conducting thorough research, maintaining consistency, adapting to linguistic nuances, and ensuring rigorous quality assurance, translators can achieve the worthy translation of words related to technique in English articles. Mastering the art of accurate translation not only enhances communication across language barriers but also contributes to the advancement of knowledge and innovation on a global scale.

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GENDER ASPECT OF EUPHEMISMS

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Annotation: This article discusses about the formation and use of the concept of gender in lexicology, the importance of the gender aspect in the process of creating euphemisms, and the research conducted by European and Uzbek linguists in this field. Ideas are explained in detail through examples. Opinions are given on the relevance of the gender feature in today's linguistics.

Key words: gender, grammatical gender, linguistic genealogy, neuter gender, linguistic factors, non-linguistic factors

Gender studies today is a dynamically developing branch of humanitarian knowledge. As you know, gender considers the relationship between socially significant aspects of public morality and real factors of behavior that really form modern society. One of the actively developing areas of linguistics is gender linguistics (linguistic gender studies), which has recently experienced, according to A.A. Grigoryan, a real boom [1:3]. Studying stereotypes attributed to this or that sex, it is closely connected with cultural and social factors, which, in turn, determine the behavior of men and women, the attitude of society towards them. As A.V. Kirilina notes, for the first time the gender factor in the language arose in antiquity when comprehending the category of grammatical gender[3: 32]. Gender issues began to attract the attention of modern scientists in the late 60s - early 70s of the XX century. It was then that gender linguistics began to develop as a special area of linguistics. In recent years, the number of studies devoted to the study of gender parameters in language and speech has been growing in world linguistics. O.L. Kamenskaya proposes to divide them into two: gender linguistics and linguistic genealogy[2:13]. While gender linguistics studies language and verbal behavior using gender methods, the subject of linguistic genealogy studies the category of gender use. Initially, the term "gender" was used only as part of the definition of the lexical and grammatical category, to denote the masculine, feminine and neuter gender. American psychologist John William Money for the first time in the scientific field used this term. The concept of gender entered linguistics in an unusual way: the English term gender was removed from the linguistic context, which was subsequently transferred to the research field of philosophy, sociology, psychology, history, etc. The main goal of this process was to move away from the term sexus, which denoted biological sex. Today, gender is interpreted as a socio-cultural cause of gender differences, and not a natural one. Having received wide application in various humanities, the term gender somewhat later returned to linguistics in the new meaning of socio-cultural gender. However, it is worth noting that at the same time, in English-

language works on linguistics, the word "gender" is also used in its old meaning - the grammatical category of gender.

It should also not be forgotten that, along with the use of the term gender in Western gender studies, the term sexus is also often present, although one can clearly trace the tendency to use the word “gender” in the meaning of “sex” for the purposes of political correctness, even outside of scientific discourse [4:2]. Indeed, such a situation leads to the separation of a single knowledge of humanity into a vector of binary research, i.e., “female” and “male”. In Uzbek linguistics Z.Akbarova, N.Akhmedova, Sh.Iskandarova analyzed the linguistic features of women’s speech in one form or another based on the material of the Uzbek language. Shakhnoza Gulyamova in the study of gender features of Uzbek language euphemisms focuses on the principles of manifestation of gender features in Uzbek euphemisms and pragmatic, linguoculturological factors in the occurrence of gender meaning in euphemisms Gulyamova (2020)[5:107]. Based on the study of the concept of “gender” in the research, the dissertation describes the main views on the problem of social gender in modern linguistics, explains the gender differences, and identifies gender groups of euphemisms based on the nature of the Uzbek language. She also examines the occurrence of gender meaning in euphemisms based on linguistic and non-linguistic factors and evaluates from a linguoculturological point of view that the principle of “politeness” serves as a means of forming gender-differentiated euphemisms. It should be noted that the Uzbek language creates a concise glossary of gender specific euphemisms based on examples collected by the scientist in the research. Sh. Gulyamova summarizes the characteristics of men and women in their mentality and divides them into several groups:

Man:

a) focused on solid, logically based evidence;

b) tries to see the whole universe;

c) relies on important results, not words and emotions;

d)correctly assesses possible formal relationships (both positive and negative).

Woman:

a) accepts communication emotionally;

b) affected by the details;

c) given to emotions;

d) looks with pleasure at any type of communication.

The scholar groups a national marker that reveals the female and male character in the eastern mentality. Consequently, the character of oriental women is characterized by gentleness, sensitivity, and empathy (Akbarova, 2007; Shirinova, 2021; Shirinova et al., 2020). In men, on the contrary, it relies on logically based ideas, does not give in to emotions, gives a realistic assessment of events and happenings. Muhabbat Kurbanova emphasizes the need to pay special attention to two aspects when studying gender research:

1. Women and men express their thoughts in a specific way when describing a certain reality, a part of it, or in other cases (gender feature of speech).

2. Much attention is paid to the existence of linguistic tools in the language system that expresses the concepts of femininity and masculinity (in the language system, the separation of women and men, the definition of language units that serve to differentiate).

So, the formation and intensive development of the study of gender in linguistics takes place at the end of the 20th century. The main reason for this process is associated with the influence of postmodern philosophy in the humanities, in connection with which there is a change in the model of scientific research. There is an interest in the private life of a person, in the subjective. Scientists distinguish two main groups of problems within which the study of gender in linguistics takes place:

1. Language and gender reflection in it (nomination system, gender category, vocabulary, etc.). The main thing in this approach is to consider the influence of gender

on the speaker's speech, understanding what language means are attributed to men and women, as well as in what semantic areas they are most noticeable / distinctly expressed. 2. The speech and communicative behavior of men and women in general (male and female speech, style) is the allocation of gender-marked lexical units and syntactic constructions, with the help of which the speaker achieves success in communication, i.e. specificity of male and female speaking.

The speech of men and women has specific features, which are observed in phonetics, lexicology and syntax sections of the language. A.J. Omonturdiev emphasizes that a euphemism is one of the artistic and emotional expressions and does not appear to be in any part of the language system of the ephemeral language. In other words, euphemisms are not only phonetic, lexical, morphological, or syntactic. Their range of movement works extensively – along the language level. Even fishing events also serve to evaporate the meaning. It is reasonable to consider the semantic functional layer as a category rather than a linguistic unit – structure. As we know, euphemisms are found in words, vocabulary, simplicity, common language, text, even sound. But this does not allow to learn them at a certain level of the language (because they have a figurative meaning, because of the unstableness of the meaning, the "stinging", the "uncatchable”). From this point of view, we avoid the involvement of gender evolution in the language system. However, we cannot override the role of the language and collaboration in their implementation. Undoubtedly, men and women have their own peculiarities, which affect a particular system. A.R. Dairova points out: “Languages, nationalities, national culture, national identity, national consciousness and self-awareness – identify these ethnographic diversity and cultural features of humanity, including individual parameters of the individual, including gender plays an important role," states. Symbolic meanings of men and women play a descriptive role in the construction of world-class models. The motivation, emotions, behavior of human beings as men or women, their relationship to the world and other people depend on national circumstances. In the sexual symbols of many cultures, "man" is likened to

divine, spirit, voice, culture, activity, light, shape, and so on, "woman" – likened to matter, chaos, nature, vulnerability, passivity, emotionality, darkness, space. This is an example of Alan Pisa's greetings from a man and a woman. Although in the past decades women had a serious role in the world of business, many still have the disadvantages to greet them. The ability to have a hand in men is passed on by their ancestors, but few women know it. "When a man handles a woman to greet her, the woman's hand is hanging in the air when she turns to her face and does not notice it. A man is ashamed to pull his hand away, but at the same time the woman feels the hand she loses and answers it. But now the woman's hand hangs in the air." Euphemisms can and should be an object of research not only philologists but also cultural science, because the spheres of appearing of euphemisms are defined by culture. Comparative researches about linguocultural euphemisms among male and female gender should be conducted more and more in order to establish linguistic friendship between different cultures. The use of euphemisms in speech promotes instilling of tact, the tolerant relation to people, decencies, which dictated by rules of a human society. So we can say that euphemisms are the high informative, effective and important unit of the language. The peculiarities of their structure help us to acquire knowledge about literary standards of the cultural speech.The stereotype of women in society is delicate, more sensitive and vulnerable than men, and they use language express their characteristics. In addition, women tend to use metaphors, poetic images and specific vocabularies whereas men prefer to speak straight-forwardly and to the point. Therefore, the way of using euphemistic expression is also differently between men and women, as women is more expressive and have more motives to use euphemism than men.

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KAPITALIZM JAMIYATI AYOLINING FOJIAVIY TAQDIR TALQINI.

Ikramova Madina

Namangan davlat chet tillar instituti magistranti

Annotatsiya: Mazkur maqolada Teodor Drayzerning Amerika fojeasi trilogiyasidagi obrazlarning hulq-atvor dinamikasi, XX asr jamiyat hayotida mavjud muammolar va jamiyatdagi ayol o'rni adabiy tahlil qilingan.

Kalit so'zlar: realizm, trilogiya, genezis, xarakter-dinamikasi

Аннотация. В данной статье анализируються динамика поведение персонажей романа Теодора Драйзера проблемы сушествующие в жизни общества XX века а также литературной анализ положения женщины в обществе.

Ключевые слова: реализм, трилогия, генезис, динамика поведений.

Abstract: This article provides information about the problem of the XX century also the role of the women in society and the dynamics of the characters in ''American tragedy'' which is written by Theodore Dreiser.

Key words; realism, the dynamics of the character, genesis, trilogy.

Mashhur o'zbek adabiyotshunoslaridan biri Ozod Sharofiddinov ta'kidlaganidek;'' adabiyot bu so'z san'atidir. Adabiyotda hayotning muhim voqea va hodisalari, kishilarning o'ziga hos hislatlari, ruhiyati, orzu-umidlari, dardi, sir asrorlari aks etadi''1.

XX asr Amerika adabiyoti va madaniyatida o'chmas iz qoldirgan yozuvchi Teodor Drayzerning qalamiga mansub barcha asarlar yuqorida keltirilgan hususiyatlarni o'zida mujassam etgan.

Drayzer realistik oqimda ijod qilgan yozuvchidir. Realizm barcha asrlar adabiyotida o'z jozibasini yo'qotmaganligining boisi adabiyotda realism- bu eng yuksak cho'qqi bo'lib, ijodkor bunda mavjud borliqni, voqelikni bir- biriga uzviy boglagan holda haqqoniy aks ettiradi. Realizmga asoslangan barcha asarlarda hayot haqiqatini tasvirlash tamoyili ustuvor ahamiyat kasb etadi. Borliqni va jamiyatdagi voqea hodisalarni e'tibor bilan o'rganib , ularni bir-biriga uzviy bog'lagan holda samimiylik bilan aks ettirish yozuvchidan yuksak mahorat talab etadi. Drayzerning 'Baxtiqaro Kerry ' , ' Amerika fojeasi', "Sarmoyador' kabi romanlari realistik uslubda yozilgan asarlardir. Bu asarlarda yozuvchi so'z orqali badiiy fikrlashning o'ziga xos xususiyatlari haqidagi , badiiy ijodning genezisi ya'ni negizi ning tuzulishi , tarixiy adabiy jarayonlarni lokal ma'lum bir joy va davrga oid dalillarni bir butun qilib tasvirlaydi.2 Bu haqda Teodor Drayzer shunday deydi; '' Vaqti vaqti bilan haqiqatni aytib turish foydadan holi emas''.2 Mashhur ingliz yozuvchilaridan biri Herbert Uells Teodor Drayzerning ' Amerika fojeasi' romanini XX asrning eng zo'r yozilgan kitoblaridan biri deb ataydi

Asosiy qism

Drayzer yuqorida keltirilgan romanlarda o'zi yashab turgan jamiyatda sodir bo'layotgan voqealarni yorqin tasvirlab bergan. Shu sababdan uning asarlari o'zining hayotiy haqiqatlarga to'laligi bilan millionlab kitobxonlar qalbidan joy olgan. Teodor Drayzerning ko'plab asarlari yozuvchiga tanqid bilan birga mashhurlikni ham olib kelgan. ''Amerika fojeasi'' ham 1906- yilda sodir bo'lgan real voqealikka asoslangan romandir. Bu davrda yozuvchi gazetada muhbir bo'lib ishlar va jinoyat haqidagi xabarlar juda ko'paygani bois , xabarlarda o'z aksini togan bir voqea yozuvchini qattiq ta'sirlantiradi va u bu haqida kitob yozishga qaror qiladi. Garchi bu roman bir asr avval yozilgan bo'lsada unda aks ettirilgan muammolar hanuzgacha o'z aktualligini

yo’qotgani yoq. Amerika fojeasida ikki yosh, Roberta va Klayd o’rtasidagi o’zaro munosabatlar va ularning ayanchli taqdiri aks ettirilgan. Bu romanda nafaqat bitta muammo balki jamiyatdagi bir necha muammolar o’z aksini topgan. Romandagi eng asosiy obrazlar;

Klayd yosh, harakatchan, hayotni sevadigan , bashang kiyinishni , ko’p do’st orttirishni istaydigan, ammo oilasi juda nochor bir yigit.

Roberta yosh, chiroyli, orzulari osmon qiz. U ham ishchi bir oilaning farzandi.

Shuningdek , Janob Samuel Grifits Klaydning boshqa shtatda yashaydigan boy amakisi,

Esta, Klaydning singlisi , hayotda o’z yo’lini topolmagan qiz.

Yozuvchi bu romanda quyidagi keltirilgan obrazlarning hulq-atvorlari-yu ichki kechinmalarini mahorat bilan tasvirlagan. Drayzer bu obrazlar orqali hayot haqidagi taassurotlarini ifoda etgan. Kitobni o’qish davomida jamiyatdagi tabaqalanish, turli tizim tashkilotlarida korrupsiyani avj olgani va ota- onalarning farzandiga yetarlicha e’tibor bermasliklari oqibatida yuzaga kelgan qator muammolarning shohidi bo’lamiz.

Klayd o‘z oilasini juda yaxshi ko’rsa-da ularning ko’chalarda missionerlik qilib yurishlari unga hech ham yoqmasdi. Nafaqat unga, balki uning Esta ismli singlisi ham zo’r bazo’r ko’chalarda vaz aytib yurardi. Yosh bu bolalarning istagi ta’lim olish , hunar o’rganish do’stlar orttirib ular davrasida vaqt o’tkazish edi. Ammo ularning ota-onasi farzandlarining xohish istaklari bilan xech qiziqishmagan. Balki shu sababdan ularning farzandlari Klayd va Esta tuzatib bo’lmas hatolarga yo’l qo’yishgandir. Esta birinchi bo’lib uydan ketib qoladi. U bir yigit bilan tanishib qolib ota-onasiga xech narsa demay uyni tark etadi. Klayd ota-onasining uning fikrlari bilan qiziqmasliklari, uning bilim olishi uchun sharoit yaratib berish o’rniga uni ko’chada o’zlari bilan dinni targ’ib qilib yurishga majburlashlari jonidan o’tib ketganidan ishlash bahonasida uydan ketib qoladi. Kapitalizm jamiyatida Klayd va Estaning ota-onasi shu qadar pul topish bilan band edilar-ki xatto farzandlarini ma’naviy qo’llab quvvatlashga istaklari yo’q edi. Achinarlisi, bu bolalar iqtisodiy mustaqillik uchun emas balki ma’naviy erkinlik izlab

o’z uylarini tark etishi.Mana asli haqiqiy fojea qayerda edi. E’tibordan chetda qolgan bolalar ularga kundalik oziq ovqat bilan bir qatorda yaqinlarining suhbatlari va ularning mehri yetishmasdi. Hozirgi kunda ko’plab ota-onalar oilaning iqtisodiy ta’minotchilariga aylanib bormoqda, farzandlar uchun esa ularning kelajakda kuchli , bilimli va baxtli bo’lishlari uchun ota-onalarning ma’naviy ko’maklari juda muhim . Aks holda Klayd va Esta singari bunday bolalar nafaqat oilasiga balki jamiyat uchun ham foydasiz bo’lib qoladilar. Bu bolalar doimiy bir shtatdan yana boshqasiga ko’chib yurishlari sabab muqim yashash joylari va o’z tengdoshlari orasida do’stlari ham yo’qligidan aziyat chekishardi, Ustiga ustag yangi borishgan joylarda ular tengi bolalar Klayd va Estani mazax qilishardi, Bunday vaziyat o’smir bolalarning hulq atvoriga o’z ta’sirini o’tqazmasdan qolmasdi.

Yozuvchi bu muammolar bilan bir qatorda bu badiiy obrazlardagi harakterlarni o’sish dinamikasini xam aks ettirgan. Roman boshlanishida bu obrazlar hammasi hayotni yaxshi ko’radigan samimiy insonlar edi. Ammo kapitalistik jamiyatda sodir bo’layotgan jarayonlar ularga ham o’z ta’sirini o’tqazmay qolmaydi. Jamiyatdagi tabaqalanish badavlat insonlarning yoz oylarida uylarini tark etib so’lim joylarda dam olishi , ular uyishtiradigan shohona raqs kechalari-yu turli xil bazmlar jamiyatning quyi qatlamlari uchun ushalmas bir orzu edi. Bunday to’kin hayotni ko’rgan Klaydning fe’l atvorida o’zgarishlar ro’y beradi. U ham yaxshi hayot kechirish haqida tinimsiz o’ylay boshladi. Tinimsiz xarakatlari sabab Klayd yaxshi oylik maosh to’laydigan qimmatbaho mehmonhonadan nafaqat ish balki bir necha do’stlar xam orttiradi. Shuningdek Gortenziya ismli bir go’zal qiz bilan uchrasha boshlaydi. Hammasi Klayd orzu qilganidek juda ajoyib qimmatbaho liboslar, do’stlar va mahbubasi. Ammo Klayd o’zini baxtli his qilishi uchun endi bu narsalar kamlik qilayotgandek edi go’yo. Endi u yanada to’kinroq hayot sari eltadagan yo’llar haqida o’ylashdan sira charchamasdi. Sababi jamiyatdagi boy odamlarning turmush tarzi tobora uni o’ziga tortardi. Drayzer tasvirlagan bu hayotiy obraz kabi insonlar oramizda minglab topiladi, Balki insoniyat o’zini shon-shuhrat davlat oldida to’xtata olmasligi bu bir fojeadir. Shuningdek janob

Samuel Grifits Klaydning amakisi boy badavlat Likurgda yoqa ishlab chiqaradigan ulkan fabrikaning egasi bo'la turib Denverda yashaydigan bechora- hol ukasiga hech qanday moliyaviy yordam bermasligi kishini chuqur o'yga toldiradi. Roberta obrazida esa harakter dinamikasi yuqori nuqtadan boshlanib oxiri pasayish bilan yakun topadi. Roberta Klaydni sevib qolib unga batamom ishonib qolishi va aldanishi tufayli nochor bir ahvolga tushadi. Homiladorligi tufayli ishsiz, pulsiz qolgan yosh qiz faqat suygan insonidan moddiy va ma'naviy madad kutadi. Afsuski bu sabablarni hech biri Klaydni uni yoniga qaytishga majbur qilolmaydi. Chorasiz qolgan qiz endi tahdid va dod faryod solishga o'tadi.Natijada u Klaydni o'zi xohlamagan jinoyatni sodir etishga majbur qiladi. Bitta romanning o'zida ikkita bir xil taqdirlar Roberta va Esta ikkisi ham kelib chiqishi quyi tabaqadan bo'lgan oilalarda tarbiya topgan qizlar. Ular nima sababdan bu ishni qilishdi? Nikohsiz begona erkak bilan yashashni o'zlari uchun to'gri deb bilishdi? Balki bu ayollarning fojeasidir? Ikki bir xil taqdir va ikki xil yakun. Yozuvchi xulosa chiqarishni kitobxonni o'ziga havola etadi. Esta ota-onasini yoniga qaytib kelib ulardan yordam olib yashashni afzal bilgan bo'lsa, Roberta esa, aksincha hamma muammolarini Klayd bilan hal qilaman deb o'ylagan edi. Shuning uchun ham uning hayoti ayanchli o'lim bilan yakun topadi. Bu voqea va hodisalar jamiyat hayotida sodir bo'layotga ogriqli muammolarni asl ko'rinishi edi.

Xulosa qilib shuni aytish mumkinki, yozuvchi bu romanda XX asrda AQSHda mavjud siyosiy , ijtimoiy- iqtisodiy muammolarni mahorat bilan tasvirlab bergan. Shu sababdan ham Teodor Drayzerni haqiqiy realist yozuvchi deb tan olishadi jahon adabiyotida. Uning o'rganish obyekti jamiyatning yuqori va quyi qatlamlaridagi turf axil kishilarning taqdir yo'llari, muammolari va ularning oqibatlaridir. Drayzer asarlarining vazifasi esa insonlarga tarbiya berishdan iboratdir.

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NEIL GAIMAN’S REINTERPRETATION OF ENGLISH FAIRY TALES

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Abstract: This research article delves into the profound impact of Neil Gaiman on the evolution of modern English literary fairy tales. By analyzing specific examples from his notable works, including "Coraline," "Neverwhere," and "The Ocean at the End of the Lane," this study explores Gaiman's unique storytelling techniques and their influence on contemporary fairy tale narratives. Through a comprehensive analysis, this article illuminates how Gaiman has redefined traditional fairy tales, imbuing them with dark themes, complex characters, and imaginative worlds, thereby shaping the landscape of modern English literature.

Keywords: Neil Gaiman, modern English literature, fairy tales, imaginative world

Annotatsiya: Ushbu tadqiqot maqolasida Nil Gaymanning zamonaviy ingliz adabiy ertaklari evolyutsiyasiga chuqur ta'siri ko'rib chiqiladi. Ushbu tadqiqot uning “Koralin”, “Hech qachon” va “Yo‘lak oxiridagi okean” kabi ko‘zga ko‘ringan asarlaridan aniq misollarni tahlil qilib, Gaymanning o‘ziga xos hikoya qilish usullari va ularning zamonaviy ertak hikoyalariga ta’sirini o‘rganadi. Keng qamrovli tahlil orqali ushbu maqola Geymanning an'anaviy ertaklarni qanday qayta ta'riflagani, ularni qorong'u mavzular, murakkab personajlar va xayoliy olamlar bilan singdirgani va shu bilan zamonaviy ingliz adabiyoti landshaftini shakllantirganini yoritadi.

Kalit so'zlar: Neil Gaiman, zamonaviy Ingliz adabiyoti, ertaklar, tasavvuriy dunyo

Аннотация: В этой исследовательской статье рассматривается глубокое влияние Нила Геймана на эволюцию современных английских литературных сказок. Анализируя конкретные примеры из его известных произведений, в том числе «Коралина», «Нигде» и «Океан в конце дороги», данное исследование исследует уникальные приемы повествования Геймана и их влияние на современные сказочные повествования. Благодаря всестороннему анализу эта статья показывает, как Гейман переопределил традиционные сказки, наполнив их темными темами, сложными персонажами и воображаемыми мирами, тем самым сформировав ландшафт современной английской литературы.

Ключевые слова: Нил Гейман, современная английская литература, сказки, воображаемый мир.

Introduction:

Neil Gaiman, a prolific author renowned for his captivating storytelling, has played a pivotal role in redefining the contours of modern English literary fairy tales. This research aims to unravel the innovative narrative techniques employed by Gaiman and their impact on the genre, examining specific instances from his works published in the 21st century.

Body:

1. **Dark Themes and Moral Ambiguity:**

Gaiman's fairy tales often explore dark and morally ambiguous themes, challenging traditional notions

of good and evil. In "Coraline," for instance, the protagonist confronts a sinister parallel world, blurring the lines between reality and nightmare. This narrative complexity forces readers to reevaluate the simplistic dichotomy of fairy tale characters, enriching the genre with nuanced portrayals.

2. **Multilayered Characters:**

Gaiman excels in crafting multidimensional characters, defying the archetypal roles found in classical fairy tales. Characters like Richard Mayhew in "Neverwhere" and Lettie Hempstock in "The Ocean at the End of the Lane" possess depth and evolve throughout the story. This departure from one-dimensional characters adds depth to the narrative, making it relatable and engaging for readers.

3. **Imaginative World-Building:**

Gaiman's ability to create enchanting and surreal worlds is a hallmark of his fairy tales. The magical realms in his stories, such as the London Below in "Neverwhere" and the Hempstock farm in "The Ocean at the End of the Lane," showcase his unparalleled world-building skills. These intricately constructed settings serve as a backdrop for his characters' adventures, enhancing the readers' immersion in the narrative.

4. **Intertextuality and Folklore References:**

Gaiman frequently incorporates intertextuality and references to folklore, mythology, and classic literature in his works. In "American Gods," he weaves together various mythological deities, exploring their relevance in the modern world. This interplay of cultural references enriches the narrative tapestry, inviting readers to explore the interconnectedness of different stories and traditions.

"Neverwhere":

In "Neverwhere," Neil Gaiman invites readers to explore the hidden and often overlooked aspects of urban life. The novel introduces us to Richard Mayhew, a seemingly ordinary man who stumbles into the fantastical and perilous world of London Below. Gaiman uses this juxtaposition to comment on the anonymity and indifference prevalent in modern cities.

Example 1 - Urban Alienation:

The character Richard's initial indifference and self-absorption mirror the way society often overlooks the struggles of the marginalized. As Richard navigates the

treacherous streets of London Below, readers are confronted with the consequences of urban alienation. Gaiman prompts us to reconsider the lives of those on the fringes of society, urging empathy for the unseen.

Example 2 - Social Injustice:

The portrayal of the Underside in "Neverwhere" serves as a metaphor for social injustice. Characters like Door and the Marquis de Carabas represent the marginalized, emphasizing the disparities within society. Gaiman challenges readers to question the societal structures that perpetuate inequality and to recognize the humanity in those often dismissed or ignored.

"The Ocean at the End of the Lane":

In "The Ocean at the End of the Lane," Gaiman explores the complexities of memory, childhood, and the blurred boundaries between reality and fantasy. The novel delves into the fragility of innocence and the lasting impact of our experiences, inviting readers to reflect on the power of storytelling.

Example 1 - Nostalgia and Childhood:

The protagonist's return to his childhood home triggers a flood of memories, emphasizing Gaiman's exploration of nostalgia and the indelible influence of our formative years. The Hempstock farm, with its mystical qualities, represents the timeless essence of childhood. Gaiman encourages readers to reconnect with the child within, recognizing the enduring magic found in simplicity and wonder.

Example 2 - The Power of Stories:

The magical and often menacing events in "The Ocean at the End of the Lane" underscore Gaiman's belief in the transformative power of stories. The Hempstock women, as guardians of ancient wisdom, symbolize the storytelling tradition. Through the characters' encounters with supernatural forces, Gaiman emphasizes the role of narrative in shaping our understanding of the world, both in fiction and reality.

In both "Neverwhere" and "The Ocean at the End of the Lane," Neil Gaiman communicates profound messages about society, individuality, and the enduring magic found in the ordinary. Through his unique storytelling and character development, Gaiman challenges readers to reconsider their perspectives on the world and to embrace the fantastical possibilities that exist within the fabric of everyday life.

In "American Gods," Neil Gaiman explores the evolving nature of belief, the clash of cultures, and the power dynamics inherent in contemporary society. Through the protagonist, Shadow Moon, and a diverse cast of deities, Gaiman weaves a complex narrative that reflects on the changing landscape of faith and the consequences of neglecting ancient myths in the face of modernity.

1. The Erosion of Belief:

Gaiman addresses the waning belief in traditional gods as they struggle for relevance in a society increasingly consumed by new technologies and changing values. The gods, personifying various mythologies and belief systems, are rendered powerless as people divert their attention to media, technology, and the pursuit of new idols.

2. The Clash of Old and New:

The novel explores the tension between old and new gods, symbolizing the clash between ancient mythologies and the emerging forces of modernity. Media, the Technical Boy, and the Black-Hats represent contemporary obsessions and challenges to traditional belief systems. Gaiman prompts readers to consider the cultural shifts that accompany technological advancements.

3. The Importance of Stories:

Gaiman underscores the significance of stories in shaping belief and identity. Shadow Moon's journey is intertwined with the narratives of gods, highlighting the power of myth in providing meaning and coherence to our lives. By delving into the

characters' histories, Gaiman invites readers to reflect on the stories that define their own beliefs and values.

4. Immigrant Experience:

Through characters like Mr. Wednesday (Odin) and Czernobog, Gaiman explores the immigrant experience and the transplantation of gods across cultures. The novel delves into the idea that beliefs and gods are brought by people as they move, adapting to new environments and evolving to meet the changing needs of their followers.

5. The Fragility of Power:

Gaiman portrays the vulnerability of gods as their power relies on the belief and devotion of their worshippers. As gods struggle to adapt to the changing landscape, Gaiman prompts readers to question the nature of power, authority, and the fleeting nature of fame and worship.

In "American Gods," Neil Gaiman weaves a tapestry of mythology, contemporary culture, and existential reflection. The novel serves as a commentary on the dynamics of belief, the impact of societal shifts on faith, and the enduring power of stories in navigating the complexities of the human experience.

Conclusion

Neil Gaiman's contributions to modern English literary fairy tales are monumental, reshaping the genre with his innovative storytelling techniques. Through the analysis of specific examples from his 21st-century works, this research article has highlighted the impact of Gaiman's dark themes, multilayered characters, imaginative world-building, and intertextuality on the evolution of fairy tales. His ability to challenge conventions, infuse moral ambiguity, and create immersive worlds has not only captivated readers but also inspired a new generation of writers. As we navigate the complexities of contemporary society, Gaiman's fairy tales continue to serve as a

beacon, inviting readers to explore the depths of imagination and embrace the enchantment of storytelling.

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THE PROBLEMS ASSOCIATED WITH INTERCULTURAL COMMUNICATION IN THE INTERPRETATION PROCESS FROM RUSSIAN AND UZBEK TO ENGLISH

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Annotation: This article explores the problems associated with intercultural communication in the interpretation process from Russian and Uzbek to English. It delves into the complexities of navigating cultural differences and linguistic barriers, and offers insights into how interpreters can overcome these challenges to ensure effective communication between parties.

Аннотация: В данной статье исследуются проблемы, связанные с межкультурной коммуникацией в процессе перевода с русского и узбекского языка на английский язык. Он углубляется в сложности преодоления культурных различий и языковых барьеров, и предлагает понимание того, как переводчики могут преодолеть эти проблемы, чтобы обеспечить эффективное общение между сторонами.

Annotatsiya: Ushbu maqola rus va o'zbek tillaridan ingliz tiliga tarjima qilish jarayonida madaniyatlararo muloqot bilan bog'liq muammolarni o'rganadi. U madaniy tafovutlar va lingvistik to'siqlarni navigatsiya qilishning murakkabliklarini o'rganadi va tarjimonlar tomonlar o'rtasida samarali muloqotni ta'minlash uchun ushbu qiyinchiliklarni qanday engib o'tishlari mumkinligi haqida tushuncha beradi.

Key words: interpreting, religion, culture, education, sensitivity, language, tradition

Ключевые слова: устный перевод, религия, культура, образование, чувствительность, язык, традиция

Kalit so’zlari: tarjima, din, madaniyat, ta'lim, sezgirlik, til, an'ana

Introduction

Intercultural communication is essential in the interpretation process as it involves transferring meaning and understanding across different languages and cultures. When interpreting from Russian and Uzbek to English, interpreters face various challenges due to the distinct cultural contexts and linguistic nuances of each language. By examining real-life scenarios and providing practical tips, this article aims to shed light on the importance of intercultural competence in interpretation and highlight the role of interpreters in bridging the gap between diverse cultures. Ultimately, understanding the challenges of intercultural communication in interpretation can lead to improved communication and mutual understanding among individuals from different backgrounds. Intercultural communication poses several challenges in the

interpretation process from Russian and Uzbek to English, including differences in religion, gender roles, culture, traditions, and education.

Main body

Interpreting from Russian and Uzbek to English necessitates an acute awareness of the complexities arising from religion, gender, culture, traditions, and education. Without a deep understanding of these elements, interpreters risk misrepresenting crucial nuances of the original message, potentially leading to misunderstandings or offense. As such, effective interpretation requires more than linguistic fluency; it demands a profound grasp of the intricate interplay between language and culture.

Religion plays a significant role in both Russian and Uzbek cultures, with Orthodoxy being the dominant religion in Russia and Islam being the prevalent faith in Uzbekistan. These religious differences can impact the interpretation process, as certain phrases or expressions may not have direct equivalents in English. Interpreters must navigate these differences carefully to ensure that the intended message is accurately conveyed. For instance, the use of religious terminology, customs, and rituals may carry different connotations in each culture and must be accurately conveyed to ensure that the cultural significance and implications are fully understood by recipients of the interpreted message. An interpreter must be well-versed in the religious contexts of all three languages to ensure accurate communication. For example, the word "faith" may evoke different meanings in these cultures, leading to potential misinterpretations if not handled carefully.

Gender roles also vary between Russian and Uzbek cultures, with traditional gender norms often influencing communication dynamics. In Uzbek culture, for example, there may be expectations regarding the behavior and communication styles of men and women. Differences in addressing or referring to individuals based on gender, as well as the nuances of expressing respect or authority, can pose challenges for interpreters. In Uzbek culture, for instance, using specific forms of address to show respect to elders or individuals in positions of authority is crucial, and failing to do so

may lead to misunderstandings. These nuances need to be conveyed accurately in English, which often lacks the same level of gender-specific language.

Cultural differences in traditions and customs can also present challenges in intercultural communication. For example, certain gestures or forms of address that are common in Russian or Uzbek culture may not have direct equivalents in English. Or the concept of hospitality carries distinct meanings in Russian and Uzbek cultures, where guests are often offered food and drinks as a sign of respect and welcome. This may be less common in English-speaking cultures, and misinterpreting gestures of hospitality could lead to misunderstandings or offense. Similarly, different cultural attitudes towards time, personal space, and directness in communication can impact the interpretation process. Interpreters must be mindful of these differences and be able to explain them to ensure that communication is effective.

Additionally, education levels and standards can vary between Russian and Uzbek speakers, which can impact the interpretation process. Differences in vocabulary and language proficiency may require interpreters to adapt their communication style to ensure that the message is accurately conveyed. Differences in terminology used in academic, technical, or professional contexts require a deep understanding of the educational systems in all three languages. For example, interpreting a discussion on educational policies or practices would necessitate familiarity with the specific jargon and terminology used in each culture, ensuring that the message is accurately conveyed without losing its original meaning or intent. Overcoming these challenges requires a deep understanding of the nuances of these differences and the ability to adapt communication strategies accordingly [1]. Here are some ways interpreters can address these challenges:

- cultural sensitivity and awareness, interpreters need to have a strong awareness of the cultural, religious, and traditional beliefs and practices of the parties involved. This includes understanding the significance of certain rituals, symbols, or expressions within a particular culture or religion;

- language proficiency, interpreters must have a high level of proficiency in both the source and target languages, including familiarity with religious and culturally specific terminology and expressions;

- building rapport and trust, interpreters can build trust by being respectful, attentive, and empathetic to the cultural and religious backgrounds of the individuals they are working with. This can help create an atmosphere of mutual respect and understanding, making it easier for the parties to communicate effectively through the interpreter;

- clarification and explanation, this may involve providing additional context or background information to bridge any cultural or religious gaps in communication. Interpreters should be prepared to handle sensitive topics with care and professionalism;

- understanding nonverbal communication, in addition to language and words, interpreters must be attuned to nonverbal cues and body language that may be influenced by cultural or religious factors;

- adapting to different communication styles, some cultures and religions may prioritize indirect communication or use different rhetorical devices. Interpreters need to adapt to these different styles while maintaining the integrity of the message [2]. This requires flexibility and an understanding of how communication norms may differ across cultures and religions;

- continued education and training, interpreters should engage in ongoing education and training to deepen their understanding of different religious, cultural, and traditional practices. This can involve participating in cultural competency workshops, language-specific courses, and religious studies to stay informed about the diverse backgrounds of the individuals they may encounter in their work; - seek guidance and consultation, in complex or sensitive situations involving religious or cultural differences, interpreters may seek guidance from cultural advisors, religious leaders, or subject matter experts. This can provide valuable insight and support in navigating potentially challenging interpretations where cultural sensitivity is paramount;

- respect for confidentiality, respecting the privacy and confidentiality of the parties involved can help build trust and ensure effective communication in the interpretation process.

Overall, intercultural communication in the interpretation process from Russian and Uzbek to English requires a deep understanding of the nuances of each culture, as well as the ability to navigate the differences in religion, gender roles, culture, traditions, and education. By being aware of these challenges and adapting their communication strategies accordingly, interpreters can help bridge the gap between diverse cultures and facilitate effective communication.

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HOZIRGI NEMIS TILIDA NEOLOGIZMLAR IFODALAYDIGAN MA'NOLAR

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Annotatsiya: Maqola hozirgi nemis tilida neologizmlar ifodalaydigan ma'nolarni o'rganishga bag'ishlangan

Tayanch so'zlar: neologizm, yangi ma'no, lisoniy omil, nolisoniy omil,

Аннотация: Статья посвящена изучению значений неологизмов в современном немецком языке.

Ключевые слова: неологизм, новое значение, лингвистический фактор, экстралингвистический фактор.

Abstract: The article is devoted to the study of the meanings of neologisms in modern German.

Key words: neologism, new meaning, linguistic factor, extra linguistic factor.

Nemis tilida neologizmlarning yasalishi masalasi bugungi kunga kelib yanada dolzarblashmoqda. Yangi so‘zlarning yaratilishi jamiyatning fan, texnika, madaniyat kabi sohalari rivojlanishi natijasida paydo bo‘ladigan yangi tushunchalarning mohiyatini ochish zarurati bilan bog‘liq. Neologizmlarni tahlil qilish va innovatsion jarayonlarni kuzatish shuni ko‘rsatadiki, lug‘at tarkibidagi miqdoriy o‘zgarishlar tilning leksik tarkibini rivojlantirishda lingvistik omillar bilan belgilanadigan boyitish usullari, yo‘llari va vositalarida ham sifat o‘zgarishlariga olib keladi [1, 2].

So‘nggi paytlarda ijtimoiy hayotning siyosat, axborot texnologiyalari, iqtisodiyot va h.k. kabi muhim sohalarida yangi tushunchalar tobora ko‘proq paydo bo‘lmoqda. Yangi tushunchalar termin va izohlarga muhtoj bo‘lib, ular yangi va tegishli hodisalarni anglatuvchi ko‘p sonli so‘z-neologizmlarning paydo bo‘lishiga olib keladi. Shuning uchun jamiyatning yangi obyektlar, hodisalar, tushunchalar va faktlarni og‘zaki belgilaydigan kommunikativ ehtiyojlari tufayli tilda yangi so‘zlar yoki neologizmlar paydo bo‘ladi [1, 6].

Hozirgi nemis tilida paydo bo‘lgan aksariyat neologizmlar ot neologizmlardir. Bu holatni ularning yangi predmet, voqea va hodisalarni ifodalashi, aniqrohi nomlashi bilan izohlash mumkin. Biroq shuni ham qayd etish kerakki, sifat va fe’l neologizmlar paydo bo‘lishi uchun ham nemis tili tizimida katta imkoniyatlar mavjud, masalan nicht zu kurz kommen, Stress-stressing, Rock-rockig, Job-jobben.

Oxirgi o‘n yillikda lisoniy va nolisoniy omillar ta’siri natijasida miqdor va sifat jihatdan o‘zgarishlar ro‘y berdi. Lisoniy omillarga, birinchi navbatda, obyektiv voqelikni to‘g‘ri va aniq aks ettirish imkoniyatlarini kengaytirish, nomlash bilan bog‘liq kamchilik va bo‘shliqlarni bartaraf etish va lisoniy vositalarni birlashtirish istagi, til egalarining obyekt yoki hodisa haqidagi tushunchalarini to‘ldirish, chuqurlashtirish va

kengaytirish istagi, semantik va funksional ottenkalarni farqlash orqali tushuncha va belgilrni detallashtirish kabilar kiradi.

Shunday qilib, insoniyat taraqqiyotining zamonaviy bosqichi xalqlar o‘rtasidagi ijtimoiy-siyosiy, iqtisodiy, ilmiy va madaniy aloqalarning misli ko‘rilmagan darajada o‘sishi va kengayishi bilan tavsiflanadi va bu holat axborot hajmining sezilarli darajada o‘sishiga va tarjima tufayli xalqaro almashinuvlar sur’atining oshishiga yordam beradi [1, 1].

Til lug‘at tarkibining yangi so‘zlar bilan boyib borishi ikki omil bilan bog‘liq: til qonuniyatlari amal qiladigan chegaradan tashqarida joylashgan ekstralingvistik va sof lingvistik omillar. Ekstralingvistik omillar – bu "ma’lum bir tilning ishlashi va rivojlanishi sharoitida amalga oshiriladigan voqelik, real voqelik bilan bog‘liq" lug‘at tarkibining rivojlanishi uchun xizmat qiladigan barcha omillardir.

Tilning lug‘at tarkibi – bu insonni o‘rab turgan tashqi dunyo bilan bevosita bog‘liq bo‘lgan til sohasi. Insonning barcha kognitiv faoliyati, birinchi navbatda, so‘zlarda, ismlarda o‘z aksini topadi. Insonning kognitiv faoliyati va uning tashqi dunyo bo‘yicha tajribasi cheksizdir, shuning uchun real borliqdagi obyektlar uchun yangi nomlar soni ham cheksiz ko‘payishi mumkin. Ushbu faoliyat jarayonida yangi tajribaga mos kelmaydigan eski nomlarni qisman almashtirish va keraksiz, eskirgan so‘zlarni unutish kabilar sodir bo‘lishi mumkin [2, 45].

Insoniyat bilim darajasining taraqqiy etishi qanchalik dunyoviy xarakterga ega bo‘lsa, shunchalik nemis tili lug‘at tarkibi boshqa yuksak rivojlangan tillarning lug‘ati bilan bir xil yo‘nalishda rivojlanmoqda, xalqaro lingvistik va ekstralingvistik aloqalar va ta’sirlar nominatsiyalarning o‘zi, ko‘pincha, o‘xshash lingvistik obrazlar orqali amalga oshadi (o‘xshash modellarga ko‘ra, yunon va lotin asoslari shaklida umumiy til va madaniy merosni o‘z ichiga olgan va hokazo).

Tilning yangi birligi – yangi morfema yoki yangi so‘z, tilga qanday kirib kelgan bo‘lishidan qat’i nazar, til tizimidan joy olishi uchun uni til egalari "qabul qilishlari" va o‘zlashtirishlari kerak, ya’ni u muayyan kontekst va vaziyatlarda muntazam ravishda

qo‘llanilishi shart. Bunga yangi so‘zning mavjud lug‘at tizimiga "moslashishi" yordam beradi, so‘z yasalishi va semantik tizimda mavjud bo‘lgan ba’zi "bo‘sh joylar", ya’ni lakunalarni to‘ldiradi. "Moslashgan" yangi so‘z va tilda avvaldan mavjud bo‘lgan so‘zlar o‘rtasidagi munosabatlar ikki xil bo‘lishi mumkin: u lug‘at tarkibidagi ochiq qatorlarga oddiygina qo‘shiladi yoki tizimning umumiy muvozanatini buzmasdan bo‘shliqlarni to‘ldiradi; yana bir holat – yangi so‘zning paydo bo‘lishi tizimni buzishi, unda ba’zi siljishlar va harakatlarni keltirib chiqarishi mumkin. Darhaqiqat, masalan, preiswert so‘zining paydo bo‘lishi teuer va billig so‘zlarining antonimik munosabatlarida semantik o‘zgarishlarga olib keldi: billig o‘z o‘rnini preiswert so‘ziga bo‘shatib berib, teuerning antonimlari qatoridan chiqib ketdi [2, 50].

Demak, hozirgi nemis tili lug‘at tarkibining neologizmlar hisobiga boyib borishi turli xil lisoniy va nolisoniy omillar ta’siri ostida kechadi. Neologizmlar bajaradigan vazifa faqat voqelikdagi yangi predmet va hodisalarni ifodalash emas, Ular, qisman til egalari tomonidan muayyan guruhga mansublikni, urfga kirgan tendensiyalarga amal qilishni yoki boshqalar e’tiborini o‘ziga tortish kabi vazifalarni ham bajaradi.

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COMPARATIVE LITERATURE

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Abstract: Comparative literature studies is an academic field dealing with the study of literature and cultural expression across linguistic, national, geographic, and

disciplinary boundaries. This field of study helps to gain more knowledge in terms of history societies and cultures.

Key words: interdisciplinary field, perspectives, countries , practices, diversity

Comparative Literature was established as a field of study with the contributions of Charles-Augustin Saint-Beuve, who used the term in a conference in 1868, even though previously, in 1840, he had already talked about compared literary history [1]. Comparative literature is an interdisciplinary field of study that focuses on the study of literature across different cultures, languages, and time periods. It involves analyzing and comparing literary works from various traditions to gain a deeper understanding of the similarities and differences between them. By examining how different cultures and societies interpret and represent similar themes and ideas in their literature, comparative literature scholars aim to uncover universal truths about the human experience. One potential benefit of studying comparative literature is the opportunity to gain a broader perspective on the world and develop a deeper appreciation for diverse cultural perspectives. By exploring literature from different parts of the world, students can enhance their critical thinking skills, improve their language proficiency, and gain insights into the complexities of human experience.The terms “comparative literature” and “world literature” are often used to designate a similar course of study and scholarship. Comparative literature is the more widely used term in the United States, with many universities having comparative literature departments or comparative literature programs [2].

Methods

Comparative method is about looking at an object of study in relation to another. The object of study is normally compared across space and time. Comparative methods can be qualitative and quantitative. Often, there is a trade-off: the more cases to compare, the less comparable variables available and vice versa. The comparative method is often applied when looking for patterns of similarities and differences, explaining continuity and change. Often applied in comparative research is the Most

Similar Systems Design (that consists in comparing very similar cases that differ in the dependent variable, on the assumption that this will make it easier to find those independent variables which explain the presence or absence of the dependent variable) or the Most Different Systems Design (comparing very different cases, all of which have the same dependent variable in common, so that any other circumstance that is present in all the cases can be regarded as the independent variable). A challenge in comparative research is that what may seem as the same category across countries may in fact be defined very differently in these same countries.

Linguistic Barriers: One of the primary challenges in comparative literature is the language barrier, as scholars may not be proficient in all the languages necessary to engage with a wide range of literary texts. To overcome this challenge, scholars can collaborate with multilingual colleagues, utilize translation tools and resources, and prioritize language learning as part of their academic training. Additionally, interdisciplinary approaches that draw on the expertise of linguists, translators, and language specialists can help bridge linguistic gaps in comparative literary studies.

Cultural Biases: Another challenge in comparative literature is the presence of cultural biases that can influence interpretations and analyses of literary texts from different traditions. Scholars must be aware of their own cultural perspectives and biases, engage in self-reflection and reflexivity, and actively seek out diverse voices and perspectives in their research. Emphasizing inclusivity, diversity, and cross-cultural dialogue can help mitigate cultural biases and promote a more nuanced understanding of global literary traditions.

Methodological Issues: Comparative literature encompasses a wide range of methodological approaches, including close reading, intertextuality, reception studies, postcolonial theory, and more. However, the diversity of methodologies can sometimes lead to fragmentation and lack of coherence in the field. To address this challenge, scholars can engage in interdisciplinary dialogue, develop hybrid methodologies that integrate different approaches, and promote collaboration across disciplinary boundaries.

Establishing clear frameworks for comparative analysis and fostering methodological innovation can enhance the rigor and coherence of comparative literary studies.

Diversity and Inclusivity: The field of comparative literature has historically been dominated by Western perspectives and canonical texts, leading to a lack of diversity and inclusivity in the study of world literature. To promote greater diversity and inclusivity, scholars can actively seek out marginalized voices, underrepresented authors, and non-Western literary traditions in their research. Incorporating postcolonial, feminist, queer, decolonial, and global South perspectives can help broaden the scope of comparative literature and challenge Eurocentric narratives.

Digital Humanities: The digital age presents both opportunities and challenges for comparative literature, as new technologies enable scholars to access and analyze vast amounts of literary data but also raise questions about copyright issues, data privacy, and algorithmic biases. Embracing digital humanities tools and methodologies can enhance the scope and impact of comparative literary studies, but scholars must also consider ethical considerations, transparency in data analysis, and the preservation of cultural heritage in the digital realm.

By addressing these challenges through collaborative efforts, methodological innovation, cultural awareness, and a commitment to diversity and inclusivity, scholars in the field of comparative literature can enrich their research practices, foster cross-cultural dialogue, and contribute to a more vibrant and inclusive understanding of global literary traditions.

The implementation of comparative literature in everyday life can be seen in various ways. For example, individuals who study comparative literature may develop a greater appreciation for the diversity of human expression and be better equipped to navigate cross-cultural interactions. They may also be more adept at analyzing and interpreting complex texts, which can be valuable in a wide range of professional fields, including education, publishing, and international relations.

However, there are also some current problems facing the field of comparative literature. One challenge is the tendency to prioritize certain literary traditions over others, leading to a lack of diversity in the curriculum and a limited representation of marginalized voices. Additionally, the rapid globalization of literature and the increasing influence of digital technologies have raised questions about the relevance and boundaries of comparative literature in the contemporary world. Studying comparative literature offers a unique and valuable perspective on the world of literature and human experience.

Cultural Understanding: Comparative literature allows students to explore and understand the diverse cultural backgrounds and perspectives reflected in literary works from different parts of the world. By studying literature from various traditions, students can gain insights into the values, beliefs, and societal norms of different cultures, fostering cross-cultural understanding and empathy. Comparative literature encourages students to analyze and interpret texts in a nuanced and critical manner. By comparing and contrasting literary works, students develop their analytical skills, enhance their ability to identify underlying themes and motifs, and sharpen their capacity for close reading and textual analysis. Comparative literature often involves engaging with texts written in different languages [3]. This exposure to multilingual literature can help students improve their language proficiency, expand their vocabulary, and gain a deeper appreciation for the nuances of language and translation. Comparative literature provides a global perspective on literary traditions, enabling students to see connections and influences across different cultures and time periods. This broad view of literature helps students recognize universal themes and motifs that transcend geographical boundaries, fostering a deeper understanding of the shared human experience.

Interdisciplinary Approach: Comparative literature is an interdisciplinary field that draws on insights from literary studies, cultural studies, history, philosophy, sociology, and more. This interdisciplinary approach allows students to make

connections between literature and other disciplines, enriching their understanding of how literature reflects and interacts with various aspects of society [4].

In summary, studying comparative literature offers a rich and rewarding exploration of the complexities of human expression, cultural diversity, and global interconnectedness. It provides students with the tools to engage critically with the world of literature, broaden their perspectives on society and culture, and develop skills that are applicable across various professional fields. Ultimately, the study of comparative literature enriches our understanding of the human experience and contributes to a more interconnected and empathetic global community. Comparative literature is a dynamic field of study that offers valuable insights into the ways in which literature reflects and shapes cultural identities [5]. By exploring literary works from diverse traditions, students can gain a deeper understanding of the complexities of human experience and develop important skills that can be applied in various aspects of their lives. However, it is important for scholars in the field to address current challenges and work towards promoting greater inclusivity and diversity in their research and teaching practices.

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COMPRESSION IN SIMULTANEOUS INTERPRETING

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Abstract: The present study will attempt to define the role played by compression in simultaneous interpreting and the ways of compression.

Key words: simultaneous interpretation, compression, speech, shortening

Аннотация: В исследовании будет предпринята попытка определить роль компрессии в синхронном переводе и способы компрессии.

Ключевые слова: синхронный перевод, компрессия, речь, сокращения

Annotatsiya: Ushbu tezis sinxron tarjimada qisqartirishning ahamiyatini atroflicha o’rganib chiqib qisqartirishning qanday yo’llari mavjudligi haqida ma’lumot beradi.

Kalit so‘zlar: sinxron tarjima, kompressiya, nutq, qisqartirish

From a theoretical standpoint, compression in SI was extensively theorised in a seminal study by Ghelly Chernov for whom it is a 'labour saving device in extreme conditions of SI [that is made possible thanks] to the linguistic redundancy in the thematic component of the discourse' (2004: 113).

Such a remark needs to be examined in greater detail since it implies a number of important notions that should not be taken for granted: 1) compression in SI is actually possible; 2) it can be achieved thanks to a certain degree of redundancy in the source message; 3) it is labour saving device that helps interpreters tackle speeches delivered at a fast rate.

Interpreting as an externally paced activity

Of course interpreters have many ways to improve the quality of their interpretation such as a good working knowledge of the topic they are called upon to interpret along with a familiarity with its technical terminology and an in-depth proficiency in their passive and active working languages. The delivery rate of a speech,

however, is a variable that entirely escapes their control. The pace is set by the speaker alone.

Incidentally, the fact that SI is an externally paced activity is one of the main factors that distinguishes it from a written translation where the translator can set her own pace and even go back to those parts of a text she may not have understood. An oral speech instead unfolds sequentially at a delivery rate over which the interpreter has no control, especially in those frequent cases where time is limited and speakers may be reluctant to slow down. In other words the 'external control over the rate of SI constitutes one of the main parameters of extreme SI conditions' (Chernov 2004: 17).

When SI was first adopted on a wide scale at the Nuremberg trials that followed World War Il interpreting was not taken for granted and the delivery rate of speakers was kept under strict control. The Presiding Judge would frequently require speakers to slow down or even stop if their pace was incompatible with the ongoing SI, as reported in this excerpt of the trial's proceedings: 'Answer slowly and after pausing. Do you understand? Wait a minute, wait a minute. When you see the light on the desk there or here it means you are going too fast. Do you understand?' (Gaiba 1998: 79).

Theoretical Framework

According to Chernov, compression in SI can take place at various levels of language, involving any one of the following: syllables, words, syntax, meaning or context.

Before describing these various levels of compression, a general word of caution has to be spent on the limitations of a study approach that fragments language into sub-components, especially where complex processes such as listening comprehension are involved. To quote Seleskovitch 'observation of successful interpretations has proved beyond doubt that in normal communication, contrary to a wide-spread belief, sounds are not understood first as language meanings and then connected to actual events, they are always instantly understood as the thing meant by a speaker, which we call sense' (1990: 67-68).

What applies to sounds and syllables can certainly apply also to words, syntax, meaning and in general to all other components of language: given that 'sense' arises immediately it follows that none of these sub-components can actually account for communication if taken in isolation.

Syllabic compression

This compression mechanism takes place at the lowest level and involves the choice of words that have fewer syllables than the ones in the SL. Such a mechanism, according to Chernov, allows 'the interpreter to speak more slowly and comfortably than the original speaker' (2004: 114). This rather bold statement needs to be taken with caution since it seems to oversimplify the process of SI that is not limited to the output, i.e. to what interpreters actually say, but that involves also the complex task of listening. Compression at a syllabic level, instead, would not seem to be very helpful to interpreters as to the receptive side of their work.

Yet it is rather doubtful that a strategy aimed at selecting more concise words can actually be considered as a 'labour saving' one. In fact it could be argued that it is often easier, especially when interpreting between cognate languages, to use similar words that have common roots and use more or less the same number of syllables, unless a different solution is specifically required, as in the case of false-friends, to avoid calques or for the sake of appropriateness in the TL.

Furthermore it is not clear how this syllabic compression is actually achieved in practice. Are words with fewer syllables preferred over synonyms with more syllables? If this were the case such an approach would actually pay off only after many years of training when automatisms have fully developed in an interpreter's mind, so that shorter equivalent words (assuming such a concept actually exists) are chosen without requiring any effort.

Lexical compression

The second type of compression implies the use of 'fewer words to express the same idea? (Chernov 2004: 115). However, can we really consider a strategy aimed at

expressing a concept with fewer words as a 'labour saving' one? Wouldn't the opposite actually be true? Those who have some experience in editing or in the news sector will know that expressing a concept with as few words as possible is in fact a very complex art. It is rather doubtful that such an approach could actually reduce effort in interpreting; in fact, if anything, it may very well increase it.

Syntactic compression

Syntactic compression implies the use of shorter or simpler constructions than the ones employed in the SL. It can be achieved, for example, by breaking a complex sentence into several simpler ones, a technique commonly adopted in SI and known as saucissonnage in French or salami technique in English (Setton 1999: 50).

Semantic compression

Semantic compression has many points in common with lexical compression and as such is open to the same criticism- As a matter of fact the very example provided by Chernov is rather debatable: the French expression 'Traité de non-prolifération des armes nucléaires' interpreted into English with 'non proliferation treaty'. Although it certainly cannot be denied that the English translation is semantically more concise than the French one, this example seems to point to an imprecise interpretation rather than to a successful example of semantic compression.

In fact, although the shorter English expression 'non proliferation treaty' may be acceptable in informal contexts, the unabridged form is certainly preferable in more formal ones as shown in the United Nations web site (http://www.un.org/Depts/dda/WMD/treaty/, accessed on 27 August 2009) where reference is always made to the complete expression Treaty on the Nonproliferation of Nuclear Weapons' and never to the less formal and more vague "non proliferation treaty'.

Situational compression

Situational compression refers to the elimination of speech chunks bearing information which is compensated for by the extra linguistic situation of the

communication' (Shiryaev cited in Chernov 2004: 120). Being a strategy that involves context it could well be the most flexible compression strategy.

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KO‘CHMA MA’NONING SUBYEKTIV BO‘YOQ KASB ETISHIDA SINEKDOXA HODISASINING O‘RNI

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Annotatsiya: Bu maqolada so’zlarning sinekdoxa natijasida hosil bo’lgan ko’chma ma’nosi subyektiv bo’yoqqa ega bo’lishi masalalari tahlil qilingan.

Kalit so’zlar: sinekdoxa, subyektiv bo’yoq, ko’chma ma’no,obyekt,ijobiy belgi,salbiy subyektiv bo’yoq,ijobiy subyektiv bo’yoq.

So`zlarning sinekdoxa natijasida hosil bo`lgan ko`chma ma`nosi ham subyektiv bo`yoqqa ega bo`lishi mumkin. Subyektiv bo`yoqning yuzaga kelishi esa ko`chma ma`no hosil bo`lishi ucvhun asos bo`lgan leksik ma`noda ifoda etgan obyekt bilan bog`liqdir, chunki mazkur obyektga bo`lgan munosabat ijobiy yoki salbiy bo`lishi sinekdoxa natijasida hosil bo`lgan ko`chma ma`noning bo`yog`i qanday bol`ishini belgilab beradi.(1)

So`zning hosil bo`lgan ko`chma ma`nosi orqali ifoda etilgan obyektg asos, ma`no ifoda etgan obyekt bo`lak bo`lib, bo`lak nomi bilan u ifoda etiladi. Bo`lak kechinma yoki ermak uchun asos bo`lsa va uning nomi bilan butun ifodalansa, hosil bo`lgan ko`chma ma`no subyektiv bo`yoqqa ega bo`ladi. Bu subyektiv bo`yoq sinekdoxa yo`li bilan hosil bo`lgan ko`chma ma`noda ham ijobiy, ham salbiy bo`lishi mumkin.(2)

O`zbek tilida so`zlarning sinekdoxa natijasida hosil bo`lgan ko`chma ma`nosi subyektiv bo`yoqqa ega bo`lishi boshqa hodisalar natijasida, ya`ni metafora, metonimiya natijasida hosil bo`lgan ko`chma ma`nolari subyektiv bo`yoqqa ega bo`lishi kabi keng tarqalgan emas. Shu bilan birga ot turkumiga oid so`zlarning sinekdoxa natijasida hosil bo`lgan ma`nolarigina subyektiv bo`yoqqa ega. Demak, ularning tarqalishi so`z turkumi doirasi nuqtai nazaridan ham chegaralangan. Shuningdek,

so`zning ko`chma ma`nolari sinekdoxa natijasida har qanday holatta hosil bo`lishi ham subyektiv bo`yoqni kasb etavermaydi. Sinekdoxa so`zlarda faqat nutqiy holatda sodir bo`lsagina, hosil bo`lgan ko`chma ma`no subyektiv bo`yoqqa ega bo`ladi.(3)

Masalan: Chanqab kelganda-ku, biror tashnalab,

Albatta suv ichar miriqib to`yar. (A.Oripov).

Yuqoridagi misrada lab so`zi odam ma`nosini ifoda etib kelgan. Bunda a`zo bilan odam atalgan. Lab so`zining genetic ma`nosi ifoda etgan obyekt insonning yaxshilik, kechinmalar uchun qo`llanadigan a`zosi hisoblanadi. Shunga ko`ra lab so`zi ko`cma ma`nosi ijobiy subyektiv bo`yoq kasb etgan.

Quyida ot turkumiga oid so`zlarni sinekdoxa natijasida ijobiy subyektiv bo`yoqli ko`chma ma`no hosil bo`lishiga yana misol keltiramiz, masalan: Tuyoqqa tuyoq qo`shilsa poda, odamga odam qo`shilsa el (Maqol.) Ul qaro ko`z ko`zlariga surma bejo tortadi (Furqat.) Sochining savdosi tushdi boshima boshdin yana, Tira bo`ldi qozg`orim ul qaro qoshdin yana (Bobur).

Bu gaplarda tuyoq so`zi tuyoqli jonivor ko`chma ma`nosini, ko`zu qosh so`zlari esa jonon ma`nosini ifoda etib kelgan. Ot turkumiga oid tuyoq, ko`z qosh so`zlari ko`chma ma`nolari ijobiy subyektiv bo`yog`i ham lab so`zi ko`chma ma`nosi bo`yog`i kabi yo`l bilan hosil bo`lgan.

Sinekdoxa natijasida ot turkumi doirasidagi so`zlar ko`chma ma`nosi faqat ijobiy subyektiv bo`yoq kasb etmay,salbiy subyektiv bo`yoq ham kasb etadi. Masalan: Burunboy mening o`rinbosarim – burni katta Komilov (S.Ahmad).

Bu gapdagi burun so`zi odam ma`nosini ifoda etib kelgan. Bunda ham a`zo bilan odam atalgan.

Burun so`zining genetik ma`nosi ifoda etgan obyekt insonning salbiy ko`rinishli a`zosini bildiruvchi a`zosi hisoblanadi. Shunga ko`ra burun so`zining ko`chma ma`nosi subyektiv bo`yoq kasb etgan.(4)

Quyida ot turkumiga oid so`zlarning sinekdoxa natijasida subyektiv bo`yoqli ko`chma ma`no hosil bo`lishiga yana bir misol keltiramiz:Ko`rdingizm,i u to`rvasoqol o`lgurning og`zidan chiqayotgan gaplarni?! – dedi Rohat kelinoyi (Oybek).

Bu gapdagi soqol so`zi odam ma`nosini ifoda etib kelgan. Soqol so`zi ko`chma ma`nosining subyektiv bo`yog`i ham burun so`zi ko`chma ma`nosi bo`yog`i kabi yo`l bilan hosil bo`lgan.

Sinekdoxa nayijasida ot turkumiga oid so`zlarda ko`chma ma`no hosil bo`lishi ancha keng tarqalgan bo`lsa ham,(5) ularning bo`yoq kasb etishi juda kam. Hatto barmoq bilan sanarli darajada.

To’plagan tarqatmalarimiz ichida oltita shunga oid misol uchrab, shundan to`rttasi ijobiy subyektiv bo`yoq, ikkitasi salbiy subyektiv bo`yoq kasb etadi.

Xullas,sinekdoxa nutqiy holatda sodir bo`lsa, uning natijasida so`zlarda hosil bo`lgan ko`chma ma`nolar subyektiv bo`yoq kasb etadi. Bu bo`yoq ijobiy ham, salbiy bo`lishi ham mumkin. So`zlar faqat ot turkumida bo`lsagina sinekdoxa natijasida hosil qilgan ko`chma ma`nolari subyektiv bo`yoqqa ega bo`ladi.

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ZAMONAVIY NEMIS SHARQSHUNOSLIGI XUSUSIDA

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Annotatsiya: Yevropa sharqshunosligining davrlashtirish tarixiga muvofiq XIX asr ikkinchi yarmi – XX asr boshi rivojlanishning klassik davri hisoblanadi va bu Germaniya sharqshunosligiga ham tegishlidir. Bu davrdagi sharqshunoslik bir qancha sharqshunos olimlar nomi bilan bog'liq. Ushbu maqola nemis olimlarining sharqshunoslik sohasiga qo'shgan ulkan xissasini o'rganadi.

Kalit so'zlar: sharqshunoslik, sharqshunos olimlar, yaratilgan asarlar, madaniyatlar aralashuvi, olimlar farazi.

Abstract: according to the periodization history of European oriental studies, the second half of the 19th century - the beginning of the 20th century is considered a classic period of development, and this also applies to German oriental studies. Oriental studies in this period is associated with the names of several oriental scholars. This article examines the great contribution of German scholars to the field of Oriental studies.

Key words: oriental studies, orientalist scientists, created works, mixing of cultures, hypothesis of scientists.

Kirish:

Nemis sharqshunosligining klassik davri bu XIX asr oxiri va XX asr boshlari hisoblanishi bilan birgalikda, ushbu davr nemis sharqshunosligi Rossiya Turkistoniga e'tiborni kuchayishi bilan ham xarakterlanadi. Bu davrdagi sharqshunoslik asosan Vilgelm Radlov nomi bilan uzviy bog'liq.

Germaniyada O'rta Osiyo, aniqroq aytganda Markaziy Osiyo makatbining shakllanishi o'ziga xos tarixiy xususiyatlarga ega. Ushbu o'ziga xoslik nemis olimlari tomonidan Markaziy Osiyoni o'rganish turkologiyadan, nemis sharqshunosligining

rivoji esa filologiyadan boshlangani hisoblanadi. Bu jihat nemis sharqshunosligi paydo bo'lishining birinchi bosqichida dominant sifatida vujudga keldi. Nemis sharqshunosligining bir qator xarakterli jihatlari mavjud bo'lib, u birinchi navbatda Rossiyada analogik tartiblartning rivojlanishiga chuqur ta'sir o'tkazadi. Shu tufayli Germaniya sharqshunosligi Yevropa sharqshunosligining umumiy foniga, Angliya va Fransiya sharqshunos olimlarining izlanishlariga ularga yetishmayotgan zaruriy elementlarni qo'shdi.

Nemis sharqshunos olimlariga to'xtaladigan bo'lsak, Syuzana L.Marchand, Fridrix Shlegel, Ursuala Vokoek, Edavrd Said va shu kabi bir qator olimlar va ular tomonidan yaratilgan noyob asarlarni misol qilib keltirishimiz mumkin. Bunga 2010-yilda Syuzana L. Marchand tomonidan yozilgan kitob din, irq va ilm-fanga oid XIX asr Germaniya sharqshunosligi ta'siriga bag'ishlanganligini, 1800-1960-yillardan boshlab Germaniyada sharqshunoslik barpo bo'lishiga katta hissa qo'shgan Fridrix Shlegelning "Orient" nomli asari Germaniyada sharq g'oyasi, tafakkuri barpo bo'lishiga xizmat qilganligini yaqqol misol qilib keltirishimiz mumkin. Bu davrlar mobaynida Germaniya sharqda hech qanday ulushga ega bo'lmaganligi bilan ajralib turardi. Biroq sharqshunoslikka e'tibor qaratish bilan nemis imperiyasining yo'qligi o'ziga xos nemis markazi bo'lib chiqdi. Natijada Germaniya Yevropaning qolgan qismi bilan identifikatsiya qilishni boshladi va Sharqning ba'zi qismlari bilan G'arbga qarshi ittifoqlashdi. Bu esa ko'rinib turganidek, sharqshunoslik yuzaga kelishiga katta turtki bo'ldi va 1978-yilda Germaniyada sharqshunoslik atamasi paydo bo'ldi. Bu haqida juda ko'plab kitoblarda keltirilgan. Ayniqsa, bu haqida taniqli nemis sharqshunos olimlaridan biri Edvard Saidning "Orientalism" asaridan bilib olsak bo'ladi. Sharqshunoslikning asoschisi sifatida biz birinchi navbatda Edvard Saidni tilga olishimiz mumkin. Chunki Edvard Said sharqshunoslik atamasini ham, mustamlakachilikdan keying tadqiqotlar sohasini ham ixtiro qildi. Saidning fikricha, sharqshunoslik Sharq yoki Sharq obrazlarini G'arbga qaratilgan "yaratilgan nazariya va amaliyot majmuasidir".

Edvard Vadi Said 1935-yil 1-noyabrda Falastinda tug'ilgan va otasi AQSH armiyasi faxriysi bo'lganligi sababli keyinchalik Amerika Qo'shma Shtatlari fuqaroligini olgan. U akademik, adabiyotshunos va siyosiy faol hisoblanadi. Britaniya va Amerika maktablarida tahsil olgan Said o'zining ta'lim va madaniy nuqtai nazarini G'arb dunyosi va Sharq dunyosi o'rtasidagi madaniy va siyosiy tushunish bo'shliqlarini, ayniqsa, Yaqin Sharqdagi Isroil-Falastin mojarosini yoritishda qo'llagan.

"Sharqshunoslik" (Orientalism)- Edvard Vandi Saidning 1978-yilda chop etilgan kitobi bo'lib, muallif "Sharqshunoslik" atamasini tanqidiy tushuncha sifatida tavsiflash uchun belgilaydi. Saidning so'zlariga ko'ra, Yaqin Sharqda hukmron arab elitalarining ijtimoiy, iqtisodiy va madaniy amaliyoti ularning fransuz, ingliz va keyinchalik amerikalik sharqshunoslar tomonidan yaratilgan arab madaniyatining romantiklashtirilgan versiyasini o'z ichiga olgan imperator satraplari ekanligini ko'rsatadi. Kitobda foydalanilgan misollar orasida Jozef Konradning mustamlakachilik adabiyotining odamlarni, vaqtni va joyni ekzotik mamlakatdagi voqea va sarguzashtlari haqidagi bir hikoyada birlashtiruvchi tanqidiy tahlillari keltiriladi. Poststrukturalizmni o'z ilmiy faoliyatida tanqidiy qo'llash orqali sharqshunoslik adabiyot nazariyasi, madaniy tanqid va O'rta Sharqshunoslik sohasining rivojlanishiga ta'sir ko'rsatdi, ayniqsa, akademiklar o'rta ta'limotni o'rganish, tavsiflash va tushuntirishda o'zlarining intellektual izlanishlarini qanday qo'llashlari borasida qo'l keldi. Bundan tashqari, Saidning ilmiy doirasi sharqshunoslikni mustamlakachilikdan keying davrda sharqshunoslik konnotatsiyalarini va ma'lum bir mamlakatning mustamlakachilikdan keying davri tarixini ifodalash va tekshirish orqali asosli matn sifatida belgilab berdi. Jamiyat ziyolisi sifatida Edvard Said tarixchilar va mintaqashunos olimlar, xususan, sharqshunoslik tezislarini " aksil G'arb" deb ta'riflagan tarixchi Bernard Lewis bilan bahslashdi. Sharqshunoslikning keying nashrlari uchun Edvard Said "So'z" (Afterword 1995) va " Muqaddima" (Preface 2003) yozdi va bu kitobning muhokamasiga madaniy tanqid sifatida murojaat qildi.

Nemis sharqshunosligiga oid yaratilgan asarlarga to'xtalganda, Edvard Saidning "Orientalism" (Sharqshunoslik) (1978), Sabine Mangold "Die deutsche Orientalistik im 19.Jahrhundert" (19-asrda nemis sharqshunosligi) (Shtutgart,2004), Ursula Vokoek " German Orientalism" (Nemis sharqshunosligi) (2009) asarlarini va boshqalarni kiritishimiz mumkin.

Bular ichidan Ursula Vokoekka yuzlanadigan bo'lsak, Ursula Vokoek o'zining " Nemis sharqshunosligi" ikkita tadqiqot olib boradi va olib borilgan ikkala tadqiqot ham, birinchi navbatda, universitet intizomi sifatida sharqshunoslik tarixiga (xususan, Yaqin Sharqni o'rganishga) e'tibor qaratadi. Shu bilan birga, sharqshunoslikka universitetlar ichida ham, tashqarisida ham kengroq madaniy va ilmiy amaliyot sifatida nisbatan kamroq e'tibor qaratiladi: " Bu nemis sharqshunosligini o'rganishga juda foydali hissa bo'lib, o'zining ichki tanqidiy ko'lamiga ko'ra bu turdagi intizom tarixining yetuklik darajasini ochib beradi." Bern universitetining islomshunoslik va zamonaviy sharq filologiyasi kafedrasi professori Reynhard Schulze, " Vokoekning kitobi nemis sharqshunosligining ijtimoiy tarixiga o'ziga xos va keng ko'lamli yondashuvni taqdim etadi. Ta'sirchan darajada keng manba materiali va empiric ma'lumotlar bilan ishlash haqiqatan ham maqtovga sazovor. Bundan tashqari, kitob nemis sharqshunosligi tarixiga oid oldingi nashrlarga nisbatan tetiklantiruvchi tanqidiy nuqtai Nazari bilan ajraliib turadi" deb ta'kidlaydi. Kitobning ta'sirchan bibliografiyasidan ko'rinib turibdiki, sharqshunoslik deb ataladigan nemis olimlarining intellektual tarixiga oid juda ko'p hujjatlar mavjud. Vokoek nafaqat o'qilishi mumkin bo'lgan jargonsiz nasrda o'quvchini ushbu korpusning labirintidan o'tkazadi, balki yo'l davomida tanqidiy fikrlarni ham beradi. Zamonaviy so'rov sifatida esa ushbu asar kelajakdagi har qanday tadqiqot uchun boshlang'ich nuqta bo'lishi kerak. Hofstra universitetining antropolog professori Daniel Martin Varisconing fikricha, ushbu kitob har qanday hurmatli kutubxonaning javoniga tegishli. " Musulmon olami kitobi" muallifi bo'lgan nemis elchisi Murod Vilfrid Hoffmann: "Yosh, ammo chuqur bilimga ega muallif bu kitobni Tel-Aviv universiteti uchun doktorlik dissertatsiyasidan ishlab

chiqdi. Uning yoritilishi, puxtaligi, bir tekisligi va hujjatlari Quddusdagi ibroniy va Ben Gurion universitetlarida hozirgi professorligini ko'proq oqlaydi." deydi.

Xulosa

19-asr nemis sharqshunosligi Sharqni o'rganishda chuqur iz qoldirdi. Bu borada nemis sharqshunos olimlarining yaratgan asarlari tahsinga sazovor. Ular G'arbning Sharq haqida ko'rsatilishi, tavsifi va tasviri haqida yangi ko'rsatkichlar kiritdi va bu sharqshunoslik sohasida katta ahamiyatga ega bo'ldi.

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XALQ ERTAKLARINI TARJIMA QILISHNING O‘ZIGA XOS XUSUSIYATLARI

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Annotatsiya: Maqolada xalq ertaklarini tarjima qilishning o‘ziga xos xusisyatlari va vazifalari tahlil qilingan.

Kalit so‘zlar: Kalkalash, erkin tarjima, spetsifik xususiyatlar, jug‘rofik, tarixiy, qayta ishlash, asliyat.

Abstract: The article analyzes the specific features and tasks of translating folk tales.

Key words: Plagiarism, free translation, specific features, geographical, historical, processing, originality.

Аннотация: В статье анализируются особенности и задачи перевода народных сказок.

Ключевые слова: Плагиат, свободный перевод, специфика, географическая, историческая, обработка, оригинальность.

Biz madaniy boyliklarning xalqlar o‘rtasida almashinuvi tobora avj olib borayotgan davrda yashamoqdamiz. Zamonaviy madaniyat yutuqlari bilan bir qatorda, bu almashinuvda xalq og‘zaki ijodiyoti ham borgan sari muhim o‘rin egallab bormoqda. Madaniyatlar o‘rtasidagi munosabatning eng muhim shakllaridan biri tarjimadir. Tarjima xalqlarning bir-birini anglashi, bir-biri bilan o‘zaro munosabatlar o‘rnatishi va ma’naviy boyishining muhim vositasi hisoblanadi.

U yoki bu xalq madaniyatining milliy o‘ziga xosligi o‘zining spetsifik xususiyatlariga ega bo‘lib, bu xususiyatlarni ushbu xalqlar rivojlanishining jug‘rofik, tarixiy va ijtimoiy shart-sharoitlari keltirib chiqaradi.

Tarjima tilida asl matnning milliy xususiyatlarini yetkazib berish va shu bilan bir vaqtda badiiy ta’sirning yaxlitligini saqlab qolish uchun tilshunoslikka oid bilimlarning

o‘zi yetarli bo‘lmaydi. Bunda milliy an’analarga kirish borish va madaniyatning ildizi hamda bosh manbasi bo‘lmish follordan boshlash zarur bo‘ladi.

Xalq ertaklarini tarjima qilish o‘z oldiga o‘ziga xos alohida vazifani qo‘yadi. Bu vazifa asl manbani “qayta ishlash”dan iborat bo‘lib, boshqa tilda so‘zlashuvchi matnni oson tushunishi va bu matn unda noaniq yoki murakkab tasavvurlarni o‘yg‘otmasligi lozim bo‘ladi. Biroq, asl manbani “qayta ishlash” asliyatning mazmunini muvofiq ravishda aks ettiruvchi til vositalarini izlab topish bilangina cheklanib qolmaydi. Bu jarayon ertakning tuzilishi va an’anaviy formulalardan xabardor bo‘lish zaruratini o‘z ichiga oladi. Asliyat mazmunini boshqa til vositalari bilan ifodalash belgilangan chegaralardan tashqariga chiqishni ham taqozo qiladi, chunki tarjimon asliyat tilini bilish bilan bir qatorda, asarni yaratgan xalqning madaniyati, turmush tarzi va urf-odatlarini ham bilishi zarur. Busiz tarjima qilinayotgan matnning milliy o‘ziga xos mohiyatini o‘quvchiga yetkazib berish, uning yanglish yoki yuzaki qabul qilinishini chetlab o‘tishning iloji yo‘q. Boshqacha qilib aytganda, ertaklar tarjimasida barcha jihatlarni, ya’ni tilga oid va oid bo‘lmagan jihatlarni ham hisobga olish lozim. Bunda, milliy xususiyatning to‘laqonli aks ettirilishi madaniy jihatdan muvofiq tarjimaning majburiy sharti hisoblanadi. Biroq, tarjimada milliy koloritning barcha ko‘rinishlarini aks ettirishning imkoni ham, zarurati ham yo‘q. Tarjimaga faqat xalq ruhiyati va hayotining o‘ziga xos tavsifi va mohiyatini ko‘chirib o‘tish lozim.

Printsipial imkoniyatni eng turg‘un va ko‘p uchraydigan unsurlar - ertak formulalari taqdim qiladi. Formulalar har bir xalq follorida ham o‘xshash, ham farqli holatlarda namoyon bo‘ladi. Jiddiy tafovutlar ertak formulalarini boshqa tilda yetkazishning shunday vositalarini talab qiladiki, ular orqali, bir tomondan, asliyatning o‘ziga xosligi e’tiborga olinishi, ikkinchi tomondan esa, tiliga matn o‘girilayotgan milliy madaniyatning alohida jihatlari hisobga olinishi zarur. Tarjimon asl matnning an’analarini saqlash qolishni unutmasligi shart. An’anadan har qanday chetga chiqish holatlari kamchilik sifatida qabul qilinmasa ham, me’yorning buzilishi o‘laroq qabul qilinadi.

Bu yerda nazariy jihatdan uchta asosiy yondashuvni keltirish mumkin:

Kalkalash (so‘zma-so‘z tarjima);

Asliyatning alohida xususiyatlarini e’tiborga olmasdan, tarjima qaratilgan til an’analariga to‘liq bo‘ysunish (erkin tarjima);

Nutqiy parallellardan ertak, begona tilda tabiiy yangragan holda, tarjimada asliyatning o‘ziga xosligini saqlab qolishi uchun foydalanish. Bu usul, eng avvalo, funktsional ekvivalentlardan foydalanishga asoslanadi (muvofiq tarjima).

Ertak boshida keladigan o‘zbekcha va inglizcha formulalarni tarjima qilishning alohida jihatlarini ko‘rib chiqaylik. Eng umumiy jihatlar bo‘yicha, bu formulalarning bir-biridan farqi shundan iboratki, o‘zbekcha formulalar inglizcha formulalarga qaraganda tuzilishi va funktsionalligi bo‘yicha rang-barangroq bo‘lib, janrning muayyanligi bilan ham ajralib turadi. Tadqiqotlar shuni ko‘rsatadiki, o‘zbek ertaklari odatda mavjudlik formulalari (masalan, *Bir bor ekan, bir yo‘q ekan, bir chol bilan kampir bor ekan*) bilan boshlanadi. Ingliz ertaklari esa odatda vaqt formulasi bilan boshlanadi (eng ko‘p tarqalgan variant - *once upon a time* va *once)*. Boshlang‘ich formulalarning o‘quvchilarda ertak olamiga olib kiruvchi tanish tasavvurlarni uyg‘ota oladigan ekvivalentini topishga intiladigan tarjimonlar ertaklar boshlanishida keladigan formulalarning bu xususiyatlarini e’tiborga oladilar. O‘zbek ertaklarining ingliz tiliga tarjimasini ko‘rib chiqaylik.

	Asliyat	**Tarjima**
1.	***Bir bor ekan, bir yo‘q ekan, chol bilan kampir bo‘lgan ekan, lekin ularning farzandlari yo‘q ekan.***	***Once there lived an old man and his old wife and they had no children.***
2.	***Bir bor ekan, bir yo‘q ekan, bir podshoh bor ekan, uning uch o‘g‘li bo‘lgan ekan.***	***Once upon a time there was a padishah, and he had three sons.***

Ikkinchi misoldagi gapda *once upon a time* vaqt formulasi mavjud, bu esa ingliz an'anasiga to'liq mos keladi va bu tarjimani funktsional jihatdan muvofiq deb tan olishimiz mumkin. Birinchi misoldagi gapda esa *once* formulasi birinchi keladi, bu formula odatda ingliz ertaklarida qahramonlarning mavjud bo'lish formulasidan keyin keladi, shu sababli tarjima quyidagicha ko'rinish olishi kerak: *There once lived an old man…*

Ingliz ertaklari boshida keladigan formulalarning o'zbek tiliga tarjimasini ko'rib chiqaylik.

Asliyat	**Tarjima**
Once upon a time there was a boy…	**Bir bor ekan, bir yo'q ekan, bir bola bo'lgan ekan...**
In Bamborough Castle once lived a king…	**Bir bor ekan, bir yo'q ekan, Bamboro qasrida bir qirol yashagan ekan...**

Shunday qilib, aksariyat tarjimalarda ertaklar boshida keladigan mavjudlik formulalari birinchi o'ringa olib chiqiladi, bu esa o'zbek ertagining an'analariga mos keladi va eng ko'p tarqalgan *there was* ingliz mavjudlik formulasi eng ko'p tarqalgan *Bor ekan, yo'q ekan*, .. *bo'lgan ekan* o'zbek mavjudlik formulasi bilan tarjima qilinadi.

Tadqiqotlarning ko'rsatishicha, ertaklar boshida keladigan formulalarni yetkazishda, mos iboralarning muayyan semantikasi to'g'ri kelmagan taqdirda ham, asosan tarjima qaratilgan madaniyat tilining funktsional jihatdan ekvivalent formulalaridan foydalaniladi. Bunday yondashuv tarjimaning begona tilda tabiiyroq yangrashini ta'minlaydi va o'quvchilarda tanish taassurotlarni uyg'otadi.

EVRILISH YOXUD INSONPARVARLIK CHAQIRIG‘I

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Annotatsiya: ushbu maqolaning maqsadi Frans Kafkaning”Evrilish”hikoyasi tahlili orqali kapitalistizmning oiladagi o`zaro munosabatlarga ta`sirini yoritib berishdan iborat.

Kalitso‘zlar: sehrli realizm, modernizm, ekzistensializm, entomologik, biologik trans, syujet, kulminatsion nuqta.

Abstract: The purpose of this article is to express the influence of capitalism on family relationships by analyzing Franz Kafka’s story “The Metamorphosis”

Key words: magical realism, modernism, existentialism, entomological, plot, climax, biologic trans.

Аннотация: Цель данной статьи выразить влияние капитализма по семейным отношениям анализа повести Франца Кафки «Превращение»

Ключевые слова: магический реализм, экзистенциализм, модернизм, энтомологический, сюжет, кульминация, биологический транс.

Adabiyot rang-barang va bir-birini takrorlamaydigan uslublardan iborat. Ana shu uslublardan biri bu-sehrli realizm bo`lib, u realizmning tarmoqlari sirasiga kiradi. Bu atama birinchi marta adabiyotshunos Frans Roh tomonidan 1925-yilda ishlatilgan. Bu uslubda muallif haqiqiy voqealarni bo'rttirib ko'rsatishni sehrning o'zi bilan aralashtirib yuboradi, go`yoki, qiziqarli va fantastik elementli vaziyatlarni real haqiqat hodisasi sifatida qabul qilayotgandek o`zini befarq tutadi va hattoki, ertak va mifologiyani bugungi ijtimoiy voqelikka ko‘chira oladi. Yozuvchi qahramonlarga berilgan aql bovar qilmaydigan xususiyatlar orqali ijtimoiy haqiqatlar-ular yashayotgan jamiyatdagi narsalarning asl mohiyatiga oyna tutgandek tuyuladi. Sehrli realizmning yorqin

namoyondalaridan deya Gabriel Garsia Markes, Toni Morrison, Haruki Murakami va Frans Kafkalarni e`tirof etish mumkin. Ular orasida Frans Kafka o`ziga xos falsafiy ijod mahsullari bilan ajralib turadi. U 1883-1924 yillarda yashagan, asli yahudiy millatiga mansub bo`lib, Chexiyada tavallud topgan va olmon tilida muvaffaqiyatli ijod qilgan. Quyidagi maqolada modernist[1] Kafkaning sehrli realizm uslubida yozilib, tillarda doston bo`lgan, “zamonaviy ertak” nomini olgan va ko`plab adabiyotshunoslarni tahlil qilib ko`rishga undagan “Evrilish” hikoyasi haqida so`z boradi. Tabiatan tortinchoq, sertashvish, mehribon va sahiy bo`lgan adib, o`z shaxsiyatidagi xislatlari va jamiyatda sodir bo`layotgan vaziyatlarga nisbatan ichki qalb isyonlarini turli asarlari kabi “Evrilish”da ham o`z qahramonlari talqinida gavdalantirgan va ularning nomidan tilga kirgan. Asarning bosh qahramonlari: Gregor Zamza kommivoyajer[2]lik bilan shug`ullanuvchi ishchi, uning otasi janob Zamza, onasi Zamza xonim va singlisi Greta birgalikda istiqomat qilishadi. Kunlarning birida uyqudan uyg`ongan Gregor biologik trans holatiga tushib qoladi, ya`ni qirq oyoqli qo`ng`izsizsifat mavjudotga aylanadi. Voqealar rivoji ham aynan shu nuqtadan boshlanadi. Bu voqeliklar orqali asarning syujeti ham muntazam o`sib boradi va pasayishi orqali yakuniga yetadi, ya`ni bunda Gregorning qong`izga aylanib qolishi, otasinining qahrli g`azabiga uchrashi, uning kichik jamiyati-oilasi tomonidan inkor etilishi va Gregordan qutulishga urinuvchi harakatlar asarning kulminatsion nuqtasini yoritib beradi. Shu singari asar oxiridagi pasayish: qahramonning o`limi va oilaning ularni mahzun qiluvchi “og`ir yuk”idan xalos bo`lgani va odatiy hayot tarziga qaytish lavhalari bilan nihoyasiga yetadi. Asrlar osha kitobxonlar qo`lidan tushmay kelayotgan bu hikoya turli xil adabiyotshunoslar tomonidan turlicha tahlil qilinib kelinmoqda.

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[1] «Modernizm (fr.moderne – eng yangi, zamonaviy) – XIX asr oxiri – XX asr boshlarida ommalashgan termin, san’at va adabiyotda dekadansdan keyin maydonga chiqqan norealistik oqimlarning umumiy nomi sifatida tushuniladi. M.ga xos umumiy xususiyatlardan biri shuki, u obyektiv voqelikning tasviri o‘rniga uning ijodkor tasavvuridagi badiiy modelini yaratishni maqsad qiladi. Ya’ni bu o‘rinda voqelikni aks ettirish emas, ijodkorning o‘z-o‘zini ifodalashi (*ekspressionizm*) ustuvor ahamiyat kasb etadi. (Jahon adabiyoti: modernizm va postmodernizm:o‘quv qo‘llanma / Ulug’bek Hamdam. – Toshkent: Akademnashr, 2020.)

[2] Kommivoyajer (frans. commis voyageur) — yirik savdo firmalarining xaridorlarga namunalar, kataloglar, ko‘rgazma varaqlari asosida tovarlar taqlif etadigan sayyor vakili, savdo bo‘yicha vositachi.(https://qomus.info/oz/encyclopedia/k/kommivoyajer/)

Misol tariqasida, adabiyotshunos Akmal Saidovning so`zlariga ko`ra, Frans Kafka asarlari-bu uning o`zidir. “Evrilish”da insonlarning bir-birlarini tushunmasliklari, bir-biridan qalban uzoqlashganlik fojeasi chuqur talqin etilgan. Odamzotning hasharotga aylanib qolishi, insonlarning, yana eng yaqin qadrdonlarning go`yoki mutlaqo boshqa-boshqa mavjudotlarga o`xshab, bir-birlarini tushunmasliklarini tasvirlangan va bu asar adabiyotdagi ekzistensializm[3]ning yorqin na`munasi deb ta`kidlagan edi[4]. Binobarin, adabiyotshunos Vladimir Nabokovning o`zining maqolalaridan birida[5], Gregor talqinida hayotning sinovi oldida ojiz va irodasizlikka mahkum bo`lgan pessimist insonni ham ko`rishimiz mumkin. Chunki, u entemologik[6] jihatdan qanotli hasharotlarning qo`ng`izlar turiga mansub vakiliga aylanib qolsada, o`zining endi ucha olishi haqida hatto xayoliga ham kelmagani o`quvchini o`ylantiradi deb aytgandi. Boshqa bir rus adabiyotshunosi A. Karelskiy esa o`z tahlilida ushbu hikoyani avtobiografik xarakterga ega asar bo`lib, muallifning o`z otasi va oilasi oldidagi aybdorlik kompleksi va munosabatlaridagi chigalliklar, ichki nizo va tushunmovchiliklarning ulkan metaforasi degan edi. Shuningdek, Nurmuhammad Xolbekov: “Gregorning yolg`izligi va Kafkaning ruhiy holati o`rtasida bog`liqlik bor edi. Buning sababi, uning ikki ukasidan ularning bolalik chog`larida ayrilgani va uch singlisi fashistlarning Polshadagi konsentratsion lagerlarida halok bo`lgach, u tamoman yolg`izlik girdobida qolgandi. Kafka o`zidagi vahima, hayot oldidagi qo`rquvi, yolg`izlik hissi, ruhiy behalovatlik, turmushidan g`azablanishini asarlarida ifodalagan. Asarda shaxsiy fojia, halokatga yo`liqish g`oyasi orasidan o`lchovi yo`q miqyosdagi global halokat g`oyasi ko`rinadi. Bu halokat jonli tabiatga, o`zini himoya qila olmaydigan hayvonot va nabotot olamiga beparvolik bilan qaraydigan odamlarning loqaydligi hamda shavqatsizligi tufayli sodir bo`lg`usidir”[7] deya ta`kidlagandi.

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[3] Ekzistensializm (lotincha “existentialisme”, “yashash” so`zidan) XXasr G`arb falsafasi yo`nalishlaridan biri. Ekzistensializm e`tiborni inson hayotining noyobligi (ekzistensiya-shaxsiylik va barqarorlik) va nooqilonaligiga qaratadi. http://ru.wikipedia.org.

[4] Frans kafka, “Evrilish”. “Yangi asr avlodi”, 2021-yil.

[5] Набоков В. В. «Превращение» Франца Кафки/ www. vehi.net/kafka/Nabokov.html].

[6] Entomologiya (lotincha: — hasharotlar va ...logiya) — hasharotlar to‘g‘risidagi fan.

[7] Muhammadjon Xolbekov. XX asr modern adabiyoti manzaralari. Frans Kafka| Xurshid Davron kutubxonasi.

Yuqoridagi barcha fikrlar to`g`ri. Lekin masalaga boshqa rakursdan qarasak, bizningcha, “Evrilish” nafaqat ota-o`g`il muammolari yoki boshliq va xodim munosabatlari, insonlarning jonli tabiatga beparvoligi va aybdorlik hissi haqida, balki, shuningdek, moddiylik inson qadridanda ustunroq bo`lgan kapitalistik jamiyatning insonlarning o`zaro munosabatlariga ta`siri va kapital ustiga qurilgan, ma`nan bir-biridan uzoqlashgan oilaning ayanchli oqibatlari natijalarini yoritib bergan. Agarda hikoyani oila a`zolari kesimida tahlil qilib ko`rsak: janob Zamza-bankrotligi sabab orttirgan qarzlarini farzandiga yuklagan, hali quvvati bo`lsada o`zini chorasiz qariya kabi tutgan, o`g`liga nisbatan hissiz va befarq bo`lgan ota obrazi; Zamza xonim esa avvaliga o`g`liga ozor berishlariga va uning jihozlarini xonadan olib chiqilishiga nisbatan adolatsizlik deb qaragan, keyin esa undan osongina yuz o`girgan, nafsiz va abgor vaziyatdagi o`g`liga hatto yaqin ham yo`lamagan, uning qalb kechinmalariga qiziqmagan, qo`lidan tikish-bichish kelsada, metamorfozagacha o`zini mehnat bilan ovora qilmagan dangasa ayol obrazi; Greta musiqaga oshufta qiz, asarda boshidan oxirigacha kuchli va tetik tasvirlangan yagona obraz, u avvaliga mehribon singil keyin esa Gregorning undan jirkanuvchi, undan or qiluvchi va nafratlanuvchi dushmani. U go`yoki, akasining huzuriga qo`rqmay kira oladigan jasurligi va yelkasiga olgan g`amxo`rlik qilish mas`uliyati sabab endi oilada hukmini o`tkazishga haqlidek his qila boshlagan va akasining yaxshiliklarini unutgan xiyonatkor va xudbin singil. Lekin yuqoridagi ta`riflarga qaramay, bizningcha, bu vaziyatda asosiy aybdor Gregorning o`zidir. Gregor Zamza g`ururli va hamiyati baland yigit; XX asrning hayotdan rohatlanishni eplolmaydigan, xuddi dasturlangandek, har kuni qaytariluvchi 24 soatlik sur`atni boshidan kechiruvchi ishchilar vakilidir. Undagi muammo shundaki, u oilasini ta`minlash uchun ishlagan bo`lsada, o`z vaqtida ularga vaqt ajratib, mehr-e`tibor ko`rsatmagan, ular bilan dildan suhbatlashmagan, ularning qalb kechinmalariga sherik bo`lolmagan, hayot lazzatlaridan uzoqlashib, uning asl mohiyatini unutgan ishchi obrazi. Zero, mehr ko`zda deganlaridek ,u oilasiga faqat moddiy boquvchilik hissidan bo`lak hech qanday e`tibor ko`rsatmaydi va biologik trans holatida o`zining yagona xususiyati-boquvchiligini

yo`qotadi. Gregor singlisini konservatoriyada o`qitmoqchi bo`ldi, ammo bu haqida u bilan o`rtoqlashmadi, na o`zining qalb kechinmalari va na singlisiniki haqida gaplasha oldi. Kafka Gregor Zamza orqali shunday tarzda yashaydigan insonlarning xatti-harakatlarini qanday natijaga olib kelishi mumkinligidan o`quvchini ogohlantiradi.

Xulosa o`rnida, Gregor Zamzaning yuqoridagi jismoniy va ruhiy holatini real hayotimizda uchraydigan insonlar, qariyalar uyidagi yaqinlariga keraksiz keksalar yoki nogironlik aravasiga mixlanib qolganlar, bilan qiyoslash o`rinlidir. Ehtimol, bunday kishilar ham qachondir qahramnimiz kabi umr kechirgandirlar. Frans Kafka obrazlarini shunday tanlaydiki, ular go`yoki marvarid shodalari kabi bir-biriga moslab terilgan. U bizga xuddiki, shunday harakat qilsang, evaziga bunday natija olasan mazmunida murojaat qilmoqchidek. Syujetlar XX asrda sodir bo`lsada, u XXI asrga ham to`laqonli mos keladi. Uni mutolaa qilar ekanmiz, charxpalak kabi aylanib o`tib ketuvchi umr yo`llarida bir zumga to`xtab, mushohada qilishga undaydi. Fikrimizcha, yechim shundan iboratki, agar biz hayotda har bir elementni o`z o`rniga qo`ysak, jamiyatda hamma vazifasini vaqtida mas`uliyat bilan bajarsa, insonlar orasidagi mehr-e`tibor saqlansa va hamma o`zi sevgan kasbi bilan shug`ullansa, albatta farovonlik bo`ladi. Umr turli xil so`qmoqlar, vaziyatlar, xatolar va tajribalar, tanlov va natijalardan iborat. Muhimi, hasrat askarlariga yengilmaslik va xatolardan to`g`ri xulosa qilishlikdir. Ishonamizki, bu asar shu kunga qadar bo`lgani kabi bundan keyin ham insonparvarlik chaqirig`ini talqin etishda davom etadi.

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ТИЛ ВА НУТҚ ҚОБИЛИЯТИ ПСИХОЛИНГВИСТИКАНИНГ АСОСИЙ МАСАЛАСИ ВА ИНСОННИНГ НУТҚ ЎЗЛАШТИРИШИ АСОСИ СИФАТИДА

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Аннотация: Психолингвистика – нутқий фаолиятнинг психологик ва лингвистик томонларини ва нутқий коммуникация, индивидуал нутқий тафаккур фаолияти жараёнида тилдан фойдаланишнинг ижтимоий ва психологик омиллари. Инсоннинг дастлабки нутқий фаолияти ривожланиши. Мулоқотнинг равон, муваффақиятли ва зиддиятларсиз кечишида хушмуомалалик асосий ўрин эгаллаши каби мухум сифатларни кўришимиз мумкин.

Калит сўзлар: Психолингвистика, нутқ, тилнинг систем-структураси, нутқий қобилият, мурожат, акмеология,

Кириш

Нутқни шакллантириш механизмлари онтогенезда нутқни ривожлантириш, акмеология нуқтаи назаридан чет тилидаги нутқни ривожлантиришда кенг тарқалган, шунингдек, уни тезлаштириш ва яхшилаш учун ушбу ривожланишга таъсир қилиш усулларининг қонуниятлари умумийлигидан келиб чиқилади. Тадқиқот нутқни шакллантиришнинг умумий назарияси асосларини қуриш ва тасдиқлаш имконини беради.

Мавжуд бўлган психолингвистик тадқиқотлар фаннинг замонавий ривожланиш даражасига риоя қилган ҳолда психолингвистика нутқ психологияси билан концептуал синтезда намоён бўлади ва ушбу фанларнинг органик

бирикмаси бир бутун ва битта фан – психолингвистика сифатида қаралади. Нутқ ва унинг шаклланишига бундай кўп қиррали қараш, одатда, унинг икки томонини – нутқни алоқа ва нутқ фаолияти воситаси деб ҳисоблайдиган умумий қабул қилинган назариядан фарқ қилади. Нутқ қобилияти одамга нутқни ўзлаштиришни таъминлайдиган ва нафақат потенциал тил тизимини, балки ушбу тил тизимини ҳаракатга келтирадиган экстралингвистик кодларни ҳам ўз ичига олган махсус ақлий ва психофизиологик функция сифатида қаралади. Шу билан бирга, барча ақлий жараёнлар, истисносиз, ҳам когнитив, ҳам ҳиссий бўлиб, нафақат нутқ билан бирлаштирилган, балки нутқнинг ажралмас таркибий қисмлари сифатида кўриб чиқилди. Шунингдек, нутқ унинг руҳий хусусиятлари ва шахс ҳолатлари билан муносабатлари нуқтаи назаридан кўриб чиқилди. Чет тилидаги нутқни ўқитиш материалида нутқнинг когнитив (идрок, диққат, хотира, фикрлаш, тасаввур, ақл) томони, психодинамик (таъсирчан, рағбатлантирувчи, ҳиссий) томони ва нутқнинг коммуникатив томони ўртасидаги боғлиқлик кузатилди.

Одатда, бундай муаммоларга бағишланган тадқиқотлар (ва фанлараро усулда бажарилган бундай мураккаб психолингвистик ишлар жуда кам) болаларнинг она тилидаги нутқига экспериментал материал сифатида, шунингдек, болаларга она тилидан кейин иккинчи тилни ўргатиш маълумотларига мурожаат қилади. Ушбу ишнинг ўзига хос хусусияти катталардаги тил ва нутқ қобилиятини ўрганиш ва ривожлантириш, чет тилидаги нутқни идрок этиш ва ишлаб чиқаришдан иборат бўлиб, бу бир томондан, нутқни ўзлаштиришнинг табиий жараёнидан фарқ қилади, бошқа томондан, кўп жиҳатдан уни такрорлайди ва моделлаштиради. Бундан ташқари, катталар билан ишлаш нутқни идрок этиш ва нутқни ишлаб чиқариш механизмларига доир илмий маълумотларни олишга имкон берди. Ўз навбатида, нутқ жараёнларини, уларнинг шаклланиши, ривожланиши ва ишлаш механизмларини чуқур ўрганиш нафақат нутқни шакллантиришнинг умумий назариясини, балки психолингвистик технологияларнинг илмий базасини ишлаб чиқиш ва улар асосида одамларга фаол

равишда ўзлаштиришга имкон берадиган чинакам интенсив таълим тизимини яратиш имкониятини берди. Бу эса чет тилларини фаол даражада ўзлаштириш куйдаги жадвалда келтирилган.

ҳафталар	академик соатларда	лексик бирликда
7	100	3-5 минг

Шуни алоҳида таъкидлаш керакки, чет тилидаги нутқни ўзлаштириш деганда тил ва нутқ қобилиятининг ривожланиши, коммуникатив асосга эга бўлган ва шахснинг барча ақлий жараёнлари, хусусиятлари ва ҳолатларига таъсир қилувчи махсус психолингвистик ва психологик воситалар ёрдамида нутқни идрок этиш ва яратиш жараёнларини тушунилди.

Диссертацияда тақдим этилган тадқиқот назарий бўлса-да, назарий қоидалар дастлаб экспериментал амалий материалдан олинган ва кейинчалик кейинги амалий қўлланилишида тасдиқланган назария, эксперимент ва амалиётнинг симбиози сифатида комплекс тарзда амалга оширилди. Тадқиқотнинг амалий натижаси мураккаб, интеграл характерга эга бўлган инновацион психолингвистик таълим технологияларининг илмий ва услубий базасини яратиш эди. Уларнинг квинтессенсияси “Интегратив психолингвистик тренинг” (ИПТ) деб номланган чет тилини ўқитишнинг ўзига хос тизимини яратишда акс этди.

Шуни ҳам таъкидлаш керакки, ўқитиш нафақат психолингвистиканинг амалий вазифаси, балки унинг экспериментал полигони ва янги назарий нутқ тушунчаларини ишлаб чиқиш, текшириш учун асос сифатида қаралди. Нутққа доир тадқиқотлар, нутқни ўзлаштириш шахсдан ажралмаслиги керак, чунки нутқ нафақат мулоқот учун фойдаланадиган белгилар тизими, балки унинг бир қисми – унинг физиологияси ва психикаси, фаоллиги ва фаолияти. Бундай кенг қамровли тадқиқотлар, албатта, тегишли фанларнинг маълумотлари билан қўллаб-қувватланиши керак ва ушбу ёндашув фанлараро бўлиб чиқди.

Илм-фан ривожининг ҳозирги босқичида тор ихтисослашган индивидуал илмий тадқиқотлар эмас, балки ҳодисаларни фанлараро тушуниш ва уларнинг мураккаб илмий-амалий муаммоларини ҳал қилиш учун ягона тизимларга интеграциялашга доир тадқиқотлар долзарб аҳамият касб этмоқда. Бугунги тилшунослик тилни – семиотик тизимни – ушбу тизимни ишлаб чиқарадиган ва алоқа учун ишлатадиган шахснинг ўзи билан яқинлаштириш жараёни билан характерланади. Замонавий тилшунослик нафақат психология билан, балки инсонга ва унинг тилига яқин бўлган бошқа фанлар билан ҳам интеграцияга интилади. Бироқ, бу каби психолингвистик ишлар ҳали ҳам жуда кам. Шу маънода, тегишли фанлардаги илғор соҳаларнинг сўнгги маълумотларини ҳар томонлама назарий таҳлил қилиш ва амалий психолингвистик муаммоларни ҳал қилиш мақсадида ягона тизимли яхлитликка бирлаштиришга имкон берувчи, нуткка кенг мултидисциплинар ёндашувни таклиф қилувчи мазкур тадқиқот долзарб аҳамиятга эга. Ушбу ёндашув нафақат назарий ва экспериментал психолингвистиканинг амалиётга тўғридан-тўғри кириб боришини таъминлайди, балки замонавий психолингвистикани, юқорида айтиб ўтилганидек, сўнгги ўн йилликда дунёда жадал ривожланаётган яхлит тадқиқотлар оқимига олиб киради.

Бундан ташқари, замонавий давр – бу кўплаб фанларнинг илғор ютуқларини бирлаштириш билан яратилган юқори илмий технологиялар, шу жумладан, таълим соҳасидаги фаол ривожланиш даври. Бундай ўқитиш технологияларига амалиётчилар ва олимлар томонидан кучли эҳтиёж сезилади. Шу сабабли, кўплаб халқаро конференцияларнинг лейтмотиви, хусусан, чет тилларини ўқитишнинг янги ёндашувлари, методлари ва усулларини излаш эди. Ушбу конференциялардан бири инглиз тили ўқитувчиларининг Америка миллий ассоциацияси томонидан турли мамлакатлар университетлари билан биргаликда мунтазам равишда ўтказилади. Айнан шу конференцияларда Сан-Франциско (Ақш, 1991), Оксфорд (Англия, 1994), Ҳеиделберг (Германия, 1996), Бордо

(Франция, 1998), Утрехт (Голландия, 2000)да биринчи марта ушбу масалалар олимлар томонидан тақдим этилган ва синовдан ўтказилган.

Нутқни ўрганишда акмеологик ёндашув, яъни болалар нутқини шакллантириш бўйича маълумотларга эмас, балки катталар нутқини (чет тилида) ривожлантириш ва шакллантириш бўйича экспериментал маълумотлардан фойдаланиш, шунингдек, онтогенезда нутқни анъанавий ўрганишдан ажратиб туради.

Нутқни ривожлантириш ва шакллантириш технологияларини замонавий назарий асосда илмий базасини яратиш, бу нафақат чет тилларини ўқитиш соҳасида, балки нутқни ривожлантириш муаммолари билан шуғулланадиган тегишли соҳаларда: она тилини ўқитиш, коррекцион педагогика, дефектология, нейролингвистика, амалий психология ва бошқалар ҳам қўлланилиши билан белгиланади. Замонавий тилшунослик гуманитар фанлар ривожланишининг умумий тенденциясига мувофиқ, нутқни ишлаб чиқарадиган ва уни алоқа воситаси сифатида ишлатадиган тил соҳибининг ўзига тобора кўпроқ мурожаат қилиши билан характерланади. Бу жараён тилшуносликнинг психология ва унинг тармоқлари, шунингдек, инсон ва унинг тилига яқин бўлган бошқа фанлар билан ҳамкорлигини талаб қилади. Бундай мураккаб планда бажарилган психолингвистик ишлар ҳали ҳам жуда кам. Шу маънода, тил қобилиятини ривожлантириш асосида нутқ, уни шакллантириш механизмлари ва усулларига кенг фанлараро ёндашувни таклиф қилувчи ушбу тадқиқот долзарб аҳамият касб этади.

Чет тилидаги нутқни ўқитиш деганда шахсда тил ва нутқ қобилиятининг ривожланиши, шунингдек, коммуникатив асосга эга бўлган, аммо шахснинг барча ақлий жараёнлари, хусусиятлари ва ҳолатларига таъсир қиладиган махсус психологик ва психолингвистик усуллардан фойдаланган ҳолда нутқни идрок этиш ва яратиш жараёнлари тушунилади. Бизнинг ишимиз доирасидаги ушбу масала айниқса муҳим, чунки у инсон нутқини ўзлаштириш механизмларига

ойдинлик киритади. А.А. Леонтьев тил қобилияти тушунчасини “тилни билиш ва ўзлаштиришни таъминлайдиган психофизиологик механизм” деб таърифлайди. Бизнинг фикримизча, инсон тилни ҳам, нутқни ҳам бир вақтнинг ўзида ўзлаштириши ва шу муносабат билан нафақат тил ҳақида, балки нутқ қобилияти ҳақида ҳам гапириш мантиқан тўғри бўлади.

Тил ва нутқ юзага келиши ва ишлаши бир-бирига ўзаро чамбарчас боғлиқ, нутқ фақат тил асосида мавжуд бўлади. В.Н. Дружининанинг “Замонавий психология” номли қўлланмасида: “Гарчи тил атрофдаги сўзлашувчилардан ижтимоий тарзда ўзлаштирилса-да, ўзлашгандан сўнг у шахсга тегишли бўлади ва шу билан унинг фаолият психикасининг бир қисмига айланади”, - деб қайд этилган. Баъзи психолингвистларни нутқ қобилияти эмас, тил қобилияти қизиқтиради, ҳодисанинг турли жиҳатларидан улар ўзларига яқин бўлган предметни танлайди. Бундан ташқари, ҳатто ички психик ва психофизиологик феноменларда ҳам, биринчи навбатда, “тил моҳияти” ўрганилади. Б.Е.Арам ва А.М.Шахнарович ишларида “тилни система ҳамда тил қобилият сифатидаги зиддиятини” учратамиз. Бу ерда биз тил қобилиятини “нутқ механизми” деб таърифланганига қарамай, у тил соҳасига тегишли эканлигини кўрамиз. Бироқ, тил қобилияти нутқсиз мавжуд эмас ва у ўз-ўзидан, ҳатто табиати туфайли ҳам мавжуд бўлолмайди. А.А. Леонтьевнинг тил қобилиятига берган таърифи Л.В. Шчербанинг “индивиднинг психофизиологик нутқий тузилиш” ҳақидаги ғоясига “потенциал лингвистик ғоялар тизими” сифатида қайтади, аммо, агар тил, тил қобилияти ва нутқ баъзи тилшунослар томонидан қарама-қарши қўйилмаса, “индивид” атамаси ҳам жуда мос келади.

Бироқ, бизнингча, бу иккала нуқтаи назар ҳам мавжуд бўлиш ҳуқуқига эга, чунки иккаласи ҳам кучли рационал майдонга ега. Бундан ташқари, уларнинг биргаликда яшаши мантиқан биз амал қиладиган ушбу муаммо бўйича учинчи нуқтаи назарни англатади. Биз нутқ ҳодисасини назарда тутадиган тил қобилияти инсоннинг ақлий функцияларидан бири эканлигига ишонамиз. Ва бошқа барча

ақлий функциялар сингари, у ҳам туғма мойиллик, ҳам ташқи омиллар – инсоннинг атроф-муҳит ва таълим билан ўзаро таъсири билан боғлиқ бўлган ривожланишга қодир ва унинг ривожланиши ёшга боғлиқ ўзгаришларнинг тугаши билан тугамайди, лекин қулай шароитларда ҳаёт давомида давом этиши мумкин.

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KO‘CHMA MA’NONING SUBSTANTIVATSIYA NATIJASIDA SUBYEKTIV BO‘YOQ HOSIL QILISHI

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12-23 XT guruhi talabasi

Annotatsiya: Bu maqolada so’zlarning substantivatsiya natijasida hosil bo’lgan ko’chma ma’nosi subyektiv bo’yoqqa ega bo’lishi masalalari tahlil qilingan.

Kalit so‘zlar: substantivatsiya ,subyektiv bo’yoq,ko’chma ma’no,obyekt,ijobiy belgi,salbiy subyektiv bo’yoq,ijobiy subyektiv bo’yoq.

Sifat turkumiga oid so`zlar ma`lum semantikaga ega bo`lganlaridagina sinktaktik substantivatsiyaga uchrashi va substantivatsiya uchun asos bo`lgan ma`nosi subyektiv bo`yoq kasb etishi mumkin. Buning uchun sifat turkumiga oid so`zlar quyidagicha semantikaga ega bo`lishi kerak.

1. Sifat turkumi doirasidagi so`zlar rang bildiruvchi ma`nolari bo`yicha sintaktik substantivatsiyaga uchrab, subyektiv bo`yoqqa ega bo`ladi. Sintaktik substantivatsiyaga uchragan sifat turkumidagi so`zning rang bildiruvchi ma`nosi ijobiy subyektiv bo`yoqqa ega bo`lishi mumkin. Masalan:

Uxla o`g`lim, kenja toyim, oppog`im,

Umrimning mard pospon shovvozi bor. (G`.G`ulom).

Bu gapdagi oppoq so`zi rangni ifoda etib kelayapti. Asli sifat turkumiga oid shu so`z shu ma`nosi asosida sintaktik substantivatsiyaga uchragan, ya`ni otga ko’chib subyektiv bo’yoq kasb etgan. Oppoq so`zi oq so`zining intensiv formasi bo`lib, mo`tabar belgini ifoda etadi. Sifat turkumiga oid so`z rang bildiruvchi ma`nosi vositasida sintaktik substantivatsiyaga uchrashi va mazkur ijobiy subyektiv bo`yoq kasb etishiga quyida yana bir necha misol keltirishimiz mumkin:

Hali yoshsan, bilmaysan oqu- qorani,

Joyshoya ber , qabul o`lsin, nazr qilgin porani. (H.N).

Qozonga yaqin yursang qarosi yuqar. (Maqol).

Yuqoridagi gaplarda sifat turkumiga mansub oqu- qora, qora so`zlari sintaktik substantivatsiya natijasida ijobiy subyektiv bo`yoq kasb etgan. Ular ma`nosining ijobiy subyektiv bo`yog`i ham oppoq so`zi ma`nosining bo`yog`iga o`xshash yo`l bilan yuzaga kelgan.

Demak, sifat turkumi doirasidagi so`zlar rang anglatuvchi ma`nosi vositasida sintaktik substantivatsiyaga uchraganda faqat ijobiy subyektiv bo`yoq kasb etar ekan.

2.Sifat turkumiga oid so`zlar holat bildiruvchi vositasida ham substantivatsiyaga uchrashi va subyektiv bo`yoqqa ega bo`lishi mumkin.Masalan:

Gar ko`cha uzra qo`ysa, hech ahmoq olmas oni

Bir dardisar balodur, yuz yil turar mashinam. (H.N).

Bu gapda sifat turkumiga oid ahmoq so`zi monosemantik bo`lib, mavjud leksik ma`nosi bilan sintaktik substantivatsiyaga uchragan va o`sha ma`nosi salbiy subyektiv bo`yoq kasb etgan.

Sintaktik substantivatsiya natijasida sifat turkumi doirasidagi so`zlar ma`nosining salbiy subyektiv bo`yoq kasb etishi uchun quyida yana bir necha misol keltiramiz.

Bu dunyoda bor bo`lsa-ya bag`ri butun

Qog`ozdan qozon qilay guldan o`tin yoki

Tezroq yo`qoling, shum, mal`un

Shaytonsifat xo`nosolar. (H.N).

Bu gaplarda sifat turkumiga oid butun, shum so`zlari sintaktik substantivatsiyaga uchragani tufayli salbiy subyektiv bo`yoq kasb etgan.

3.Sifat turkumi doirasidagi so`zlar xususiyat bildiruvchi ma`nolari vositasida ham sintaktik substantivatsiyaga uchrashi va o`sha ma`nolari subyektiv bo`yoqqa ega bo`lishi mumkin. Masalan: U, bu bedavolarni qishloq guzaridan qanday qilib olib o`taman, degan xayol bilan band edi (S.Ahmad).

Bu gapdagi sifat turkumiga oid bedavo so`zi o`zining yagona ma`nosi bo`yicha sintaktik substantivatsiyaga uchradi va salbiy subyektiv bo`yoq kasb etgan.

Sintaktik substantivatsiya natijasdida sifat turkumiga oid so`zlarning xususiyat ifoda etuvchi ma`nosi salbiy subyektiv bo`yoqqa ega bo`lganligiga yana bir necha misol keltirish mumkin:

Oradan chiq, kosa ko`z

Xumcha qorin, tekinxo`r (H.N).

Afsus, o`g`il egilmadi qotgan tayoq

Ulfatlari bo`ldi uning uch-to`rt sayoq (T.Yo`ldosh).

Bu gaplardagi sintaktik substantivatsiyaga uchragan sifat turkumiga oid tekinxo`r, sayoq so`zlarida ifoda etilgan ma`nolar salbiy subyektiv bo`yoq kasb etgan. Bu so`zlar ma`nosining salbiy subyektiv bo`yog`i ham bedavo so`zi ma`nosining bo`yog`iga o`xshash yo`l bilan yuzaga kelgan.

5. Sintaktik substantivatsiya natijasida sifat turkumiga oid muhim belgi ifoda etuvchi so`zlar ma`nosi ham subyektiv bo`yoqqa ega bo`ladi. Masalan: Grajdanlarni ko`rganda Barno ham nazarida ko`nglida miltirtab turgan bir chiroq erib so`nganday bo`ldi (O.Yoqubov).

Bu gapda sifat turkumiga oid grajdanlar so`zi muhim belgi ifoda etuvchi ma`nosi sintaktik substantivatsiyaga uchrab, shu ma`nosi salbiy subyektiv bo`yoq kasb etishiga yana misol keltiramiz:

Boylar boy o`lur ilmsiz yashab,

Oriqlarini semizi oshab (H.N).

Bu gap ham xuddi yuqoridagi gap singari salbiy subyektiv bo`yoq kasb etadi.

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13.00.00 PEDAGOGIKA FANLARI
ПЕДАГОГИЧЕСКИЕ НАУКИ
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TEACHING VOCABULARY SPECIFIC TO THE EXTERIOR OF A HOUSE

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Annotation: The importance of teaching English vocabulary specific to the exterior of a house to architect students discussed in the article.

This papers aims at stressing the need to make the teaching/learning of the English language as easy, enjoyable, and permanent as possible using cheap, available visual aids supplied by the Internet. The use of visual aids in education has been debated since the ’50s.

Аннотация: Важность преподавания английской лексики, специфичной для внешнего вида дома студентам-архитекторам, о которых говорится в статье.

Целью данной статьи является подчеркнуть необходимость сделать преподавание/изучение английского языка говорить, как можно проще, приятнее и устойчивее, используя дешевые и доступные наглядные пособия. поставляется через Интернет. Использование наглядных пособий в образовании обсуждается с 50-х годов.

A visual aid is defined by English-language dictionaries as follows: a drawing, map, film etc. that people can look at to help them to understand a particular subject when you are teaching or explaining it to them‘ (Macmillan Dictionary and Thesaurus); an instructional aid, such as a poster, scale model, or videotape, that presents information visually‘ (The American Heritage); an instructional device (as a chart, map, or model) that appeals chiefly to vision; especially: an educational motion picture or

filmstrip‘ (Merriam-Webster); an item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information so that it can be understood more easily‘ (The Oxford Pocket Dictionary of Current English); something that you are shown, such as a picture, film or map, in order to help you understand or remember information‘ (Cambridge Advanced Learner's Dictionary & Thesaurus).

Only three of these definitions point to the instructional function of a visual aid/device.

This type of 2-D instructional material can, together with audio aids and multisensory aids, help the teacher switch the focus from the textbook dominance to something more life-related, and substitute regular, expensive instructional materials that have become inadequate and obsolete. Visual aids improve learning with up to 400% given that receiving information transferred by visual stimuli is 80% effective (compared to auditory stimuli, 10%), and memorizing information transferred by visual stimuli is 50% effective (compared to auditory stimuli, 20%).

The choice of a visual aid is influenced by learning situation-connected factors (student, environment, teacher, and economics), by lesson aim-connected factors (acquiring information, developing skills, and modifying attitudes), or by lesson strategy connected factors (Presentation – Practice – Production, or Engage – Study – Activate).

In our trial, we analysed the impact of using visual aids in the teaching of English for Special Purposes (English for Landscapists), i.e. the role of visual aids in introducing new vocabulary (the vocabulary specific to the exterior of a house).

According to the Visual Dictionary Online (Visual Dictionary Online), the main elements of the exterior of a house are as follows: basement window ‘opening in the wall of the bottom floor to let in light and air‘, border ‘garden trimming the side of a structure or pathway‘, chimney ‘part of the heating system that protrudes from the roof‘, chimney pot topmost part of the chimney; it is covered by a piece of metal‘, cornice extended section of a roof protecting the wall from rain‘, dormer window ‘small

window built into the roof of a structure to let in light‘, downspout ‘vertical pipe through which rainwater flows‘, driveway ‘private road that connects a house, garage, or other building with the street‘, fence ‘barrier made of aligned wooden planks to demarcate a lot‘, flower bed ‘grouping of flowers and decorative shrubs‘, able ‘upper triangular section of a wall supporting the sides of the roof ‘, gable vent ‘opening in the side of a gable for ventilation‘, garage ‘structure used for parking vehicles ‘, garden path ‘walkway bordered by plants‘, grade slope ‘inclination joining two different levels of the lot‘, gutter ‘open pipe at the bottom of the roof collecting rainwater and channeling it to the downspout ‘, hedge ‘bushes planted in a row to demarcate a lot‘, lawn ‘land covered by short thick grass requiring regular mowing‘, lightning rod ‘metal spike attached to the roof; it protects the house by conducting lightning to the ground‘, ornamental tree ‘tree planted for decorative purposes‘, patio ‘outdoor area adjacent to the house that is often paved and adapted for outdoor dining‘, porch ‘covered part of a house entrance protecting the door and people from the elements‘, property line ‘boundary line between two pieces of property‘, roof ‘house covering that protects it from the elements; it rests on the frame‘, shed ‘structure used for storing garden equipment‘, sidewalk ‘pedestrian walkway bordering a street‘, skylight ‘window protruding through the roof to ventilate and illuminate the room below‘, steps ‘outdoor staircase ending in a landing that leads to the house entrance‘, and vegetable garden ‘plot of land for growing edible plants‘.

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CHET TILLARINI O‘RGANISHDA ZAMONAVIY YONDASHUVLAR

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Annotatsiya: Ushbu maqolada til o'rganishning xususiyatlari haqida so'z yuritilgan bo'lib, shuningdek tavsiyalar haqida ma'lumot berilgan.

Kalit so‘zlar: xorijiy tillarni o‘rganish, ikkinchi til, baynalminallik.

Ta’lim sifatini oshirish, xorijiy tillarni o‘qitishni rivojlantirish, o‘quvchi yoshlarning xorijiy tillarni o‘rganish bo‘yicha ko‘nikma va malakalarini oshirish davlat siyosatining ta’lim sohasidagi ustuvor vazifalardan biriga aylandi. Bolalarimiz maktabdan ona tili va chet tillarini puxta o‘zlashtirib, kompyuterda ishlashni o‘rganib chiqishi zarur.Bu davr insoniyatning zamon bilan hamnafas odimlashini talab etadi. Shu boisdan, turli soha mutaxassislari o‘z ona tilini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarni bilishlari va muloqot qila olishlari maqsadga muvofiq. Buning uchun xorijiy tillarni o‘rganish va o‘qitish tizimini yanada zamonaviy metodlar bilan takomillashtirish hamda chet tillarini o‘rganishga bo‘lgan motivatsiyani oshirish nihoyatda katta ahamiyat kasb etadi.

Oliy ta’lim muassasalari pedagoglarining zimmasiga – xorijiy til o‘qituvchilari chet tillarni chuqur o‘rganish va o‘rgatish vazifalarini, xorijdagi rivojlangan mamlakatlarning ilg‘or innovatsion pedagogik tajribalaridan foydalanish va shu asosida xorijiy tilni o‘qitishning zamonaviy samarali metodikasini yaratish vazifasi qo‘yildi. Xorijiy tillarni o‘qitish va o‘quvchi yoshlar bilimini baholash borasida zamonaviy kommunikativ kompetensiyaviy metodikalarga asoslangan innovatsion ta’lim dasturlarini ishlab chiqish va ta’lim tizimining barcha bosqichlariga joriy etish vazifasi ham kun tartibidagi muhim vazifalarga aylanmoqda.

Xorijiy tillarni o‘qitish borasida yangicha yondashuvlarga yo‘naltirilgan ilmiy faoliyatni ko‘proq rag‘batlantirish, bunda asosiy e’tiborni ilmiy ishning amaliy

samaradorligiga qaratish muhim ahamiyatga ega. Ilmiy izlanuvchilar tomonidan ishlab chiqilgan metodlarni bevosita ta’lim muassasalarida amaliy sinovdan o‘tkazish tizimini ishlab chiqish va joriy etish samarali natijalarga olib kelishi shubhasiz.

Ona tilidan keyingi navbatda o‘rganiladigan har qanday til ikkinchi deb hisoblanadi. Uni o‘rganishda o‘ziga xos qiyinchiliklar paydo bo‘ladi. Oldin o‘zlashtirilgan birinchi tilning yordam berishi (transpozitsiya) yoki xalaqit berishi (interferensiya) hollari yuz beradi.Til ta’limshunosligidagi o‘qitish sharoiti, maqsadi, mazmuni, metodi tushunchalari orqali ikkinchi til metodikasi tahlil qilinadi. Sharoit xususida faqat ijobiy gap bo‘lishi mumkin: tabiiy muhitda qo‘shni, mahalladosh, „domdosh“, hamyurt tili o‘rganiladi. Uning tilini o‘rganish do‘stlik ramzidir. Axborot vositalari ikkinchi til muxlislari xizmatiga doim tayyor. Tashkiliy ravishda ikkinchi til o‘rganish ham bir qancha qulayliklarga ega til o‘rganish uchun sharoit mavjud va maqsadlar aniq. Ta’lim maqsadlariga ko‘ra nutq malakalari va tilshunoslik ma’lumotlari o‘rganiladi. Turli o‘quv yurtlari manfaatlarini ko‘zlab ushbu tilda dasturiy talablar qoidalashtirilgan. Ona tili va chet til o‘qitish maqsadlari bilan ikkinchi tildagi maqsadlami muvofiqlashtirish tavsiya etiladi.

Ikkinchi til bo‘yicha ta’lim mazmuni muammosi xalqaro miqyosda mukammal ishlab chiqilgan. Binobarin, ikkinchi til o‘rganishni baynalmilal maqomda muvofiqlashtirish mumkin. Ikkinchi til o‘rganish ona tiliga yaqinroq turadi. Ta’lim mazmunini sinfdan/maktabdan tashqarida o‘zlashtirish imkoniyati mavjud. Beixtiyor o‘rganiladigan material tez va puxta o‘zlashtirib olinishi tabiiy. Ushbu tilni egallash shu darajaga yetishi mumkinki, hatto u ikkinchi ona tili (albatta, bu shartli termin, chunki ona bitta bo‘ladi, ikkinchisi o‘gay bo‘lishi mumkin) degan nomni ham qozona oladi.
Xorijda va mamlakatimizda nashr etilgan til o‘qitishga oid metodik adabiyotlar orasida ikkinchi tilni o‘rgatishga doirlari nihoyatda ko‘p. Demak, masalalarning ishlanganligi, sharoit muhayyoligi va xohish-istak borligi ushbu tilni egallashga keng yo‘l ochadi.Ikkinchi tilni o‘rganish ona tilidagi tajribaga suyanishni taqozo etadi va, o‘z navbatida, cfyet tilni egallashga o‘zining tegishli ta’sirini o‘tkazadi. Har bir ta’limga

daxldor inson Prezidentimizning ushbu “Najot – ta’limda, najot – tarbiyada, najot – bilimda. Chunki, barcha ezgu maqsadlarga bilim va tarbiya tufayli erishiladi” kabi fikrini hamma vaqt yodimizda tutishimiz ham qarz, ham farz demakdir.

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USING NEW AND EFFECTIVE APPROACHES TO TEACH FOREIGN LANGUAGES

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Annotation: This article offers some top tips and methods that can be useful to plan a good lesson and interactive techniques (which have been experienced in the actual life) to improve foreign language learners’ interest, comprehension of the importance of the second language by using new techniques.

Keywords: foreign language, changes, discovering new skills, method, effective, instruct, comprehension.

In the fast paced world, almost nothing is staying the same, from perspective to actions of the people which leads us to create, discover and act continuously with effective process. Teachers, especially, who teach any foreign languages should try their

best while instructing their students, in case the more proportion of the population will have the sense of love about learning a new language during their life and persuade others to do that. Today, you cannot use the same instructions or methods which had been used for a long time ago, while students do not want to play a game that they played in their previous lesson. It means that, you should start your lesson with a simple change, at least. And here, there are some tips available. However, one thing that you should remember is that the method which is found the best one may not be suitable for another one. You, therefore, may adjust for your own classes according to their level and comprehension extent:

To change the students place at the beginning of the every lesson.

In this case, you do not have to push them to do that, just show it as a game for the first time. For instance, stick numbers on each desk and let students to choose one of the letters from the alphabet which contains the letters of the language that they are learning. Then, they will sit on the desks according to the order of numbers and letters, like a student who has the letter of "C" sits on the third desk. It helps them not only to be interested in your lesson, but they can also remember the alphabet easily.

To ask students' opinion and view on the theme.

Asking some questions related to the topic which is going to be taught is not only about to check students whether they know about it, it makes your pupils to feel the importance of their attendance and idea in both class and your lesson. This method helps you to find out that how you should start and what should be said first. Let's take an example. At the beginning of your lesson, ask which animal they like, have or want to have. If they have any animal, ask them how do they feed. Then, they will answer and realize that they are going to learn about the animal at the same time. Do not ignore anyone's reply and never forget to encourage them with warm words! At the same time, it improves STT (student talking time), rather than TTT (teacher talking time) which is required in the modern way of teaching.

Using eye-contact properly.

Educators play a crucial role in teaching students essential social-emotional skills. One such skill is eye contact. Making eye contact is an important aspect of communication that helps convey interest and attentiveness. When we make eye contact, we demonstrate to others that we are actively listening and engaged in the conversation. What is more, the ability to maintain eye contact during presentations and public speaking engagements can enhance students' ability to convey their ideas and engage their audience. These skills are valuable not only in the classroom but also in future academic and professional settings.

Managing time.

Time management plays a crucial role in the teaching profession. As educators, teachers are responsible for juggling numerous tasks, from lesson planning and classroom instruction to grading assignments and engaging with students and parents.

Effective time management enables teachers to navigate these responsibilities efficiently, ensuring that they can dedicate sufficient time and attention to each aspect of their role.

With well-managed time, teachers can optimize their productivity, create a structured learning environment, and ultimately enhance student outcomes.

Time management allows teachers to strike a balance between their teaching responsibilities and personal well-being, preventing burnout and fostering a fulfilling and sustainable teaching career. When teachers manage their time effectively, it can lead to improved student outcomes as well. This is because you get more time available for things like lesson planning and preparation, which can result in more engaging and effective lessons. One of the elements of a well-managed classroom is clear expectations about how students should behave. Creating a set of classroom rules at the start of the school year can set these expectations for positive behavior.

When you feel that you could manage your time and give all of your knowledge related to the topic and see fully comprehension on your students’ eyes, it means that you have gained your aim and planned a good lesson for youngsters.

Get some notes from the process of the lesson.

To write down the events that you faced during the lesson makes your upcoming lessons perfect step by step as you write some methods that did not work and the next time, you will try not to use or deal with them. If the problem is related to students, then, you should re-teach how to carry out it correctly in a friendly way. Do not forget that, your attitude should make them to feel the affection of learning a new language all the time.

Using teacher-to-student methods.

When you are going to teach your students, remind them that they will teach what you did after you will have finish. As a result, they tend to listen to each of your words carefully and ask questions so as to get the meaning clearly and analyze the information in detail. This is also the simple way to make them focused on as in most cases, some students want to become a teacher.

Rewarding.

Every step of your learner which was taken forward the goal should be rewarded by you. That is because, now they know that as long as they do their best, next time their attempts are not going to be forgotten. Everyone has their different capabilities which cannot be found elsewhere. Just be a teacher who helps others to discover their unseen abilities and use them in a good way and broaden your horizons with new techniques.

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PECULIARITIES AND CHALLENGES OF AN ESP COURSE FOR CHEMISTRY STUDENTS

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Abstract: This article deals with conducting English for Specific Purposes (ESP) for chemists. ESP courses focus on a specific area or discipline. This article describes the differences between General English and English for Specific Pur-poses (ESP). The main focus of ESP is not to emphasis on the language itself, but tries to highlight the need of a learner such as English for Engineers, Lawyers, Chemists, Biologists, Doctors and etc. On the other hand, General English refers to context that educating of the basics of grammar, phonetics, vocabulary. This article shows the importance of teaching English for Specific Purposes for particular specialties.

Annotation: English for Specific Purposes (ESP), General English (GE), Science, Chemistry.

English turned an extensively recognized global language in different professional fields, like business and science. Knowing English is considered as a vital

and useful skill for the purpose of being successful in different working environment. The main point for English instructors and students is to serve to the specific language needs whereas general language learning is more common. Foreign language is sometimes acquired for entertainment or interest, however in majority of instances adult language learners have more persuasive and special needs to study a foreign language [1].

English for Specific Purposes (ESP) courses focus on a specific area or discipline, such as engineering, law, medicine, finance, human resources, marketing or science in my case. Emphasis is given to the language and communication in a particular professional field.

The main focus of ESP is not to emphasis on the language itself, but tries to highlight the needs of a learner such as English for Engineers, Lawyers, Chemists, Biologists, Doctors and etc. On the other hand, General English refers to context that educating of the basics of grammar, phonetics, vocabulary. No doubt, both are important for students in learning English. ESP emphasizes the language and communication in a partic-ular professional field. ESP is classified as fixed teaching approaches among English Language Teaching (ELT). It has been known for 50 years of research, use, and it is probably the leading approach in academic environment [2]. ESP is an approach which gets effective, productive, and proper concepts from different theories blending them into an integrated system. It includes some features from Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Project-Based Learning (PBL) [3].

Here are some methods that were used on the lessons:

To have instructional/conversational dialogues/role plays;

To use drawings, pictures, mind maps, presentations to support the spoken word;

To read texts can be done individually, in pairs or in small groups and different kind of exercises can be used or generated by students themselves such as true/false, agree/disagree, match pairs and etc. As it was mentioned previously, we could not find a

course book for the lessons, and we had to make up texts ourselves. We looked for materials on the Internet. Some of the sources were downloaded from www.chem4kids.com site. Even the title of the site is chemistry for kids; however it is for everyone who is looking for information on matter, atoms, elements, periodic table, and reactions. In the table #1 below it is shown the example of text about the first element on periodic table – Hydrogen and information where it can be found that was taken from www.chem4kids.com.

Different tasks may be given for students according to the element: they have to read the whole text, understand its comprehension, work with unknown words, or they might be given only the part of information and students have to introduce, present his/her topic to the opponent or whole group in 3 to 5 minute time.

Table 1 - **The first element on periodic table**	**Where is Hydrogen Found?**
Hydrogen and its usage **HY-DRO-GEN**: Let's start our tour of the periodic table with hydrogen (H). Why start with hydrogen? Hydrogen is the first element in the **periodic table** and the most basic and common of all elements in the Universe. Scientists use the letter "H" to represent hydrogen in chemical equations and descriptions. Over ninety percent of all the **atoms** in the Universe are hydrogen atoms. By mass, hydrogen makes up about 75% of all matter in the Universe. Hydrogen atoms are also the smallest and lightest of all the atoms with only one electron and one proton in a common	**Welding:** Sometimes you see someone working with a blowtorch to cut or welding to bring things together. Those processes need gases that can burn very hot. In welding, electricity splits hydrogen molecules and when the atoms recombine, huge amounts of heat are released **The Sun:** One of the elements that makes the sun burn so brightly is hydrogen. While hydrogen burns really easily on Earth, the burning hydrogen on the Sun and other stars is the result of nuclear reactions that rely on **istotopes** of hydrogen. **Rocket Fuel**: Hydrogen is awesome as a

single hydrogen atom (called **protium**). Although it has been around for-ever (possibly the first element to ever form), it took a chemist named Antoine-Laurent de Lavoisier to name it in 1783. The name hydrogen comes from the Greek word "**hydro**" which means **water** (H2O) and the word "**genes**" which means **creator**. Lavoisier showed that hydrogen was in all water molecules af-ter discovering that water was created when hydro-gen burned in air. In addition to water, you can find hydrogen closer to home in every organism, blowtorches, and low tem-perature freezing processes. Farther away from home, you will find it in all stars, including the nu-clear reactions that power the Sun.	rocket fuel because of all of the energy released. The hydrogen is compressed into a liquid form(H2) and stored in tanks. It is combined with liquid **oxygen** (O2) to create the most efficient reaction and release of energy. **Plants and Sugars**: Hydrogen is in all plants and living things in general. Sure we all have water, but there are also sugars generated through plant photosynthesis. That's why animals eat plants... For the sugars and energy-filled com-pounds. [8]

Afterwards, the vocabulary comprehension might be checked with the help of various games for instance some of them are listed below:

- Hangman is the letter guessing game. Students are shown a set of blank letters that match a word or phrase (f. ex.: __ __ __ __ __ __ __ __ __ __ __ __ __ __) related to the chemistry/biology terminology and they have to guess what these letters are to find the hidden word(s). If students pick a letter that is in the word, a sound is played and the letter is revealed from the blank letter (f. ex.: _P_ __ __ __ __ _s_ __ __ __ __ __ _s_ __ _s_); however, if they pick a letter that is not in the word then a stickman is drawn slowly part by part. With each wrong letter guess, the man is drawn more and more, and

when the man is finished, he is hung and the game is lost. On the contrary, if you find the word before the man totally hung it means you successfully complete the game (f. ex.: Photosynthesis). In addition students could be asked to define the revealed word (f. ex.: Photosynthesis is the complex process by which carbon dioxide, water, and inorganic salts are converted into carbohydrates by green plant, algae, and certain bacteria, using energy from sun and chlorophyll).

From own experience I have found out that games, project work, reading comprehension, everything that has direct connection to the students' specialty are really very exciting for both teacher and students. Although, there are not many course books on English for chemistry-biology students teaching methods that were presented above are motivating students. By playing fun educational games, reading specific texts, by accomplishing project work, students can practice and review key chemistry/biology terminology in English without the boredom which is usually encountered when doing General English paper-based gap-fill exercises on generic topics. Students like subject specific tasks and they learn a lot of particular information in professional spheres while they are doing this work. We notice that when students have contact with their specialty, the work is more enthusiastic and they are able to access the specific vocabulary related to their main subjects.

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PROFESSIONAL TA'LIM VA MENING INSITUTIM

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Annotatsiya: Ushbu maqola professional ta'lim va mening insitutim mavzusi haqida so'z olib boradi.

Kalit so'zlar: professional ta`lim, kasb-hunar, ta`lim,xorijiy davlatlar, axborot-resurslar markazi, xalqaro va milliy sertifikatlar, talaba-yoshlar, orzu-maqsadlar, sport zal, tarjimonlik faoliyati.

Yurtimizda joriy yildan boshlab ilk bor milliy va tarmoq ixtisoslashuv tizimi kasb va mutaxassisliklar bo'yicha professional ta'lim standarti va dasturlari joriy etimoqda. Hozirgi kunda yoshlarimizni kelajagini yanada rivojlantirib,jamiyatda o'z o'rnini topish va ulkan maqsadlariga erishish maqsadida ularni professional ta'lim standartlariga yondashtirish ishlari olib borilyapti. Professional ta'lim-kelajak yosh-avlodlar uchun o'z orzu-maqsadlari ortidan harakat qilib, yetuk inson bo'lib yetishib chiqishi uchun olib borilayotgan birdan-bir imkonoyatdur.Bu imkoniyatdan unumli foydalanish esa yoshlarning qo'lidadur, lekin ularni professional ta'lim shakllari bilan qamrab olish va undash esa bizning zimmamizdur.O'rta ta'lim maktablarda ko'plab o'quvchilar 10-11 sinflarni o'qimay turib, professiona ta'lim ya'ni kasb-hunar kollejlariga yo'naltiryapti. Bundan maqsad yoshlarni 2 yillik kasb-hunar kollejida o'zlari hohlagan kasblari bilan mashg'ul bo'lishlarini ta'minlaydi.Endilikda,yoshlar 2 yil vaqtlarini (10-11 sinflarda o'qimasa) behudaga sarflamasdan o'zlari hohlaga kasbni tanlab,daromad topishlari mumkin. Professional ta'lim shakli yoshlarga bir qancha imkoniyatlarni ochib berdi va bulardan foydalanish yoshlarning zimmasida. Masalan, yosh qizlar uchun pazandachilik va chevarchilik hunarini o'rgatish,kelajakda ularni shirin ovqat tayyorlashga va oddiy birgina eski turkumdagi,bir cheti yirtilgan ko'ynakni qanchadur miqdordagi pulga emas, balki o'zi qila olishga undashdur. Yosh o'g'il farzandlarga esa ustachilik

kasbi juda ham ommabop kasblardan hisoblanadi va uylarda biror-bir kamchilik bo'lsa ularni tezda tuzatish oilaga ham moddiy va ham ma'naviy tomondan juda katta hissa qo'shgan bo'ladi. Hozirgi kunda yoshlarga ta'lim berib kelayotgan insitutlardan biri bu - Is'hoqxon nomidagi Namangan davlat chet tillari insitutidir. Bu insitut hali ochilganiga ko'p bo'lmasdan,o'qituvchilar va talabalar bilan birgalikda ukan zafarlga erishdi. Bu insitutda 9 ta til mavjud bo'lib,har bir tilning o'ziga xosligi mavjuddir. Insitutimizda yoshlarni qo'llab-quvvatlash uchun yaratilayotgan shart-sharoitlar yoshlarni yana o'qishga bo'lgan qiziqishlarni yana orttirmoqda. **" Til-bilgan el biladi "** deb bekorga aytilmaydi. Inson bir tilni chuqur o'rgansa,shu o'rganayotgan tilining madaniyati ham asta-sekinlik bilan singib boradi. Shuningdek ,insitutimizda ham ko'plab talabalarda xalqaro va milliy sertikatlar **(IELTS, CEFR)** ham mavjuddir. Axborot-resurslar markazi ham o'z faoliyatini olib bormoqda, bundan maqsad talaba-yoshlarni kitobxonlikka qiziqishlarini orttirish va kitoblarga bo'lgan muhabbatini yana yuksaltirishdir. Axborot-resurslar markazida bir necha tildagi kitoblar mavjud va talaba-yoshlar bo'sh vaqtlarida o'zlari yoqtiradiga kitoblarni olib o'qishlari mumkin. Namangan davlat chet tillari insituti yana bir necha xorijiy davlatlar bilan ham shartnoma tuzgan. Masalan, Koreya davlati bilan hamkorlikni yo'lga qo'ygan. Insitutimiz talaba-yoshlarda erkin fikrlilikga ega bo'lish uchun bir qancha tadbirlar o'tkazadi, yana yoshlarni jamoaviy tarzda ishlash uchun ularda jamoalik qobiliyatlarini rivojlantishirishga yordam beradi. Instutimiz talaba-yoshlar uchun barcha qulay shart-sharoitlarni yaratib bermoqda, bulardan foydalanish esa har bir talabaning o'z zimmasidadur. Talaba-yoshlardan faqat talab qilinadigan narsa bu - o'z maqsadlari tomon harakat va yana harakat qilish. Talabalar o'zlari maqsad qilgan orzu va niyatlariga erishish uchun harakat qilsa, masalan, o'zlari tahsil olayotgan sohalarda yetuk kasb - egalari bo'lib yetib chiqishi uchun shu sohalarda muhim majburiyat va turli xildagi uslublarni o'rganib, kelajak ustuvorligini yanada rivojlantirish uchun davlatimizga foydasi tegadigan yetuk inson bo'lib yetishib chiqishlari lozim. Shuningdek, talaba - yoshlarni kitob o'qish

va yanada kengroq fikrlash sifatida insitutimizda kitobxonlik tanlovlari o'tkaziladi. Bu tanlovlarda talabalar vaqtlaridan unumli foydalangan holda qatnashib, o'zida bor bilimlarini yanada mustahkamlab turli xildagi sovg'alar va pul mukofotlani yutib olishlari mumkin. Talabalardan faqatgina biroz harakat va o'zida bor bilimlarini mustahkamlash kifoya. Talaba-yoshlarni dars mashg'ulotlariga uyg'ongan tik holda faol bo'lishlari uchun insitutimizda sahar tongdan radio ovoz eshittirishlar orqali turli xil mavzular borilib boradi. Bundan maqsad talabalarda dars davomida o'qituvchini diqqat bilan tinglashga va dars qanday mavzuda olib borilayotgani haqida chorlaydi. Dars mashg'ulotlari boshlangandan so'ng talabalar fan o'qituvchisi bilan birgalikda davlatimiz madhiyamiz kuylanadi. Bu esa talaba - yoshlarni madaniyatini yuksaltirish va vatanimizga bo'lgan mehr -u muhabbatini yanada oshirishdur. Orzu – maqsadlariga erishishni xohlaydigan talaba astoydil sermashaqat ila harakat qiladi. Shu singari, insitutimiz ham har bir talabani katta – katta muvaffaqiyatlariga erishish uchun barcha qulay sharoitlarni yaratib bermoqda. Namangan davlat chet tillari insitutida o`z belgilangan sanalarda yoki davlatimiz tomonidan belgilangan sanalarda nishonlanishi kerak bo`lgan tadbirlar mavjud. Tadbirlar o`z ichida turli tuman mashg`ulotlarni o`z ichiga oladi va bunda talaba – yoshlar o`zlari qiziqqan mashg`ulotlarida faol qatnashishlar mumkin. Yaqinda insitutimizda she`riyatga oshno qalblar uchun ***“ Baxribayt “*** o`yini tashkil etildi. Bundan maqsad talaba – yoshlarni o`zlari maktab davrlarida yod olgan sherlari bo`yicha yanada bilimlari mustahkamlash uchun katta foyda bo`ldi desa bo`ladi,albatta.Bu faqatgina talabalarda she`riyatga bo`lgan muhabbatlarini oshirish emas,balki bu mashg`ulot talaba – yoshlarni bir – birlarini yanada yaqinroqdan tanib olish va ular o`rtasidagi aloqani rivojlantirish.

SPORT ZALDAGI FAOLIYATI

Namangan davlat chet tillari institutida faoliyat olib borilayotgan sport zal talabalarning ijtimoiy hayotidagi muhim qismlaridan biri hisoblanadi. Talabalarda sog`lom turmush tarzini yanada mustahkamlash uchun talaba – yoshlarni dars

mashg`ulotlaridan so`ng turli xil sport mashg`ulotlari jumladan, sport tennis, voleybol, basketbol, futbol yana boshqa turdagi sport o`yinlari talabalarni darsdan bo`sh vaqtlarida vaqtlaridan unumli foydalanishlari uchun qulay shart – sharoitlarni yaratib beryapti. Insitutimizning professional o`qituvchilar dam olish kunlari ya`ni shanba kunida sport zalida darsdan tashqari bo`lgan paytlarida faol qatnashib vaqtlaridan unumli foylanib kelishmoqda.

TARJIMONLIK FAOLIYATI :

Hozirgi kunda ko`plab yoshlar tillarni o`rganishga qiziqishlari tobora kuchayib bormoqda. Shunday ekan,yoshlarni o`zlari tanlagan yo`nalishlarida o`qib yetuk inson bo`lib yetib chiqishlari uchun deyarli barcha davlat va nodavlat oliygohlarda ***“ Tarjima nazariyasi va amaliyoti “*** sohasi barcha yoshlar uchun tarjimon bo`lish uchun bir imkoniyatdir.Jumladan, Namangan davlat chet tillari insitutida bu yo`nalish bo`yicha guruhlar mavjud. Masalan, bu yo`nalishdagi talablar turli xil jahon adabiyotidan yoki asarlarni tarjima qilishadi yoki chet davlatdan kelgan sayyohlarga o`z tillariga tarjima qilib berish imkoniyatlari mavjud.Tarjima qilingan kitoblardan biri bu bobomiz ***“ Is`hoqxon To`ra Ibrat “*** nomiga bag`ishlangan asardir. Shuningdek,Abdukarim Mirzayevning mashhur kitoblari, jumladan, ***“ Otalar yig`lamaydi “, ” Yalangoyoq bolalar “ , “ Tushimda qiyomatni ko`rdim “*** kitoblari shu guruhda tahsil oladigan talabalar tomonidan o`zbek tilidan ingliz tiliga tarjima qilindi. “ ***Frog and Toad are friends “*** bu ingliz tilidagi kitob o`zbek tiliga ***“ Ikki qurbaqa do`stlar “*** nomi bilan tarjima qilindi. Bu kitob bizning yosh avlodlarimiz uchun moslangan va turli voqealardagi rasmlardan foydalangan holda yosh avlodlarni keng tasavvurlarini oshirish maqsadida tarjima qilingan. Og`zaki tarjimonlik faoliyatida ham insitutimizdagi talabalar faoldur. Masalan, yaqinda Namangan shahrida joylashgan ***“ Navbahor “*** ochiq maydonida o`tkazilgan futbol o`yinida Arabistondan kelgan sayyohlarga o`z tarjimonlik faoliyatlarini ko`rsatishdi.

Foydalanilgan adabiyotlar

1. www.namsifl.uz

2. www.yuz.uz (Professional ta`lim tizimi) Yangi O`zbekiston

FRANSUZ TILINI IKKINCHI CHET TIL SIFATIDA DARSLARIDA O'YIN TEXNOLOGIYALARIDAN FOYDALANISHNING PSIXOLOGIK-PEDAGOGIK XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada insonning ma'lum bir tilni bilish istagi, birinchi navbatda, shu kabi bilimlarning amaliy foydaliligi hamda zaruriyligi haqidagi g'oyalar bilan belgilanganligiga doir so’z boradi. Qolaversa, boshqa millat tilini o‘rganish istagi o‘z xalqiga yaxshi munosabatda bo‘lish, qayerda yashashidan va qaysi tilda gaplashishidan qat’iy nazar, sayyoramizdagi barcha insonlarga kerakli ekanligidan dalolat beradi. Shu bois fransuz tili darslarini mazmunli va qiziqarli olib borish uchun turli xil o’yin texnologiyalardan foydalanish yaxshi natijalarga olib keladi.

Kalit so’zlar: ijtimoiy ehtiyoj, "til qiyofasi", chet til o'qituvchisi, didaktik o'yinlar, grammatik va leksik materiallar, motivatsiya,verbal va noverbal oyinlar, individual va jamoaviy ijodi.

Abstact: This article talks about the fact that a person's desire to learn a certain language is primarily determined by ideas about the practical usefulness and necessity of such knowledge. In addition, the desire to learn the language of another nation indicates that it is necessary for all people on our planet to be kind to their own people, regardless of where they live and what language they speak. Therefore, the use of various game technologies to make French language lessons meaningful and interesting leads to good results.

Key words: social need, "language figure", foreign language teacher, didactic games, grammatical and lexical materials, motivation, verbal and non-verbal games, individual and collective creativity.

Darhaqiqat, O‘zbekiston Respublikasi Prezidentining “2022–2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasini “Insonga e’tibor va sifatli ta’lim yili”da amalga oshirishga oid davlat dasturi to‘g‘risida” 2023-yil 8-fevraldagi PF-27-son Farmonining 8-bandi hamda O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev rahbarligida 2023-yil 28-avgust kuni kengaytirilgan tarzda o‘tkazilgan videoselektor yig‘ilishining 28-son bayonining 7-bandiga muvofiq 2024-yil yanvardan boshlab har bir tuman (shahar)da qo‘shimcha tanlab olingan umumiy o‘rta ta’lim muassasalarida o‘quvchilarni ikkita xorijiy til va bitta kasb-hunarga o‘rgatish amaliyoti bosqichma-bosqich yo‘lga qo‘yilganligi bois ikkinchi chet (ingliz, nemis, fransuz, koreys) tillari ko’plab umumta’lim muassasalarida o‘qitiladi boshlandi. Maktab o'quv dasturlarida ikkinchi chet tilning qo’yiilishi yoshlarning ko'p tillilik shaxsga aylanishi va bilim olishiga ijtimoiy ehtiyojning paydo bo'lishi bilan bog'liq.[8]

Insonning ma'lum bir tilni bilish istagi, birinchi navbatda, shu kabi bilimlarning amaliy foydaliligi hamda zaruriyligi haqidagi g'oyalar bilan belgilanadi. Ikkinchi chet tilni tanlash sabablari jamoatchilik ongida shakllangan "til qiyofasi" bilan bog’liq. Masalan, frantsuz tili zamonaviy yoshlar tomonidan o'tmishning buyuk madaniyati emas, balki muhim zamonaviy madaniyatning tili sifatida qabul qilinadi. Tilga qiziqishni shakllantirishda ommaviy axborot vositalari va kino muhim rol o'ynaydi. Muvaffaqiyatga erishishni istagan har qanday shaxs kelajakda ikkinchi tilni martaba va ta'lim maqsadlarida ishlatish ehtimoli borligini ko'rishadi. Qolaversa, boshqa millat tilini o‘rganish istagi o‘z xalqiga yaxshi munosabatda bo‘lish, qayerda yashashidan va qaysi tilda gaplashishidan qat’i nazar, sayyoramizdagi barcha insonlarga kerakli ekanligidan dalolat beradi. Shunday qilib, chet tilni bilish madaniyatli, bilimli shaxsning

[8] O‘zbekiston Respublikasi Prezidentining “2022–2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasini “Insonga e’tibor va sifatli ta’lim yili”da amalga oshirishga oid davlat dasturi to‘g‘risida” 2023-yil 8-fevraldagi PF-27-son Farmonining 8-bandi hamda O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev rahbarligida 2023-yil 28-avgust kuni kengaytirilgan tarzda o‘tkazilgan videoselektor yig‘ilishining 28-son bayonining 7-bandiga

ajralmas qismiga aylanadi. Ikkinchi chet tilni o'rganishdan maqsad ulkan madaniyat sohibi va ko'p tilli shaxsni rivojlantirishdir. Ikkinchi chet tilni, xususan fransuz tilini o'rganish barkamol shaxsni shakllantirishning muhim shartiga aylanadi.[9]

Biroq, ikkinchi chet tilni o'rganishga qiziqishni saqlab qolish har doim ham oson emas. Binobarin, pedagogik faoliyatning asosiy vazifalaridan biri ikkinchi chet til sifatida frantsuz tilini bo'lgan qiziqishni oshirishdir. O'quv jarayonini samarali tashkil qilish uchun zamonaviy usullar, yangi texnologiyalar bilan boyitilgan o'yin texnologiyasidir. O'quv-tarbiyaviy o'yinlar nutqiy madaniyat normalarni shaklantirishga yordam beradi va frantsuz tilida muloqot qilishga qiziqish uyg'otadi va jamoada ishlash ko'nikmasini rivojlantirishga yordam beradi.[10]

Fransuz tili fanining o'ziga xosligi o'rganuvchilardan intensiv aqliy faoliyat va e'tiborni talab qiladi. Frantsuz tili hamma uchun ham oson emas. Ayrim o`quvchilar talaffuzni, gaplar intonatsiyasini o`zlashtirishda qiynaladi, nutq shakllarining tuzilishini eslay olmaydi. Bu, qoida tariqasida, norozilikni, o'z qobiliyatiga ishonchsizlikni keltirib chiqaradi va tilni o'rganishga qiziqishning zaiflashishiga olib keladi. Qiziqish, har qanday fanni o'qitishda ham yuqori sifatni, ham zarur ko'nikmalarni egallashni ta'minlaydigan harakatlantiruvchi kuchdir. Har bir chet til o'qituvchisi, shubhasiz, o'z darslarini qiziqarli va mazmunli tashkil qilishni, o'quvchlarni tilga qiziqtirishni, ularning bilim va ijodiy aqliy faoliyatini rivojlantirishni xohlaydi. O'quvchining fransuz tilini o'zlashtirish jarayoniga qiziqish bildirishi, bu jarayonning faol ishtirokchisi bo'lishi, zavq bilan o'rganishi muhim. O'quvchining o'quv faoliyatini ta'minlovchi omillardan biri bu kerakli motivatsiyadir. Shu bois, o'yin texnologiyalaridan foydalanishning muhim jihati fransuz tili darslarini qiziqarli va samarali boyitadi. Shu tariqa, o'yin frantsuz tili darsida talaffuz qilish, leksik va grammatik ko'nikmalarni rivojlantirish uchun samarali vosita sifatida ta'kidlanadi. Grammatik va leksik materiallarlni tushuntirish va o'rgatishning qiziqarli usullari o'quvchilarning

[9].Ribot.T. "L'étude expérimentale de l'intelligence"–Paris,–1901, Stern, W.(1912).«The Psychological Methods of Intelligence Testing»

[10] Адамова Р.И. Игровые технологии в обучении второму иностранному языку [Текст]/Р.И. Адамова//Вестник науки и образования. – 2016. — №12. -с.66-67.

kommunikativ kompetentsiyasini shakllantirish va rivojlantirishga yordam beradi. Aqliy faoliyat asosida paydo bo'lgan quvonch chet tilni o'rganishda ijobiy natijani shakllantiradi va fanga bo'lgan qiziqishni oshiradi.[11]

Didaktik o'yinlar maxsus metodik vositadir. Shuning uchun fan o'qituvchilari darslarda o'yinlardan foydalanish samaradorligiga e'tibor qaratadilar, chunki o'yin texnologiyalari yordamida tilni o'rgatish va muloqot qilish imkoniyatlari juda yuqoridir. Chet tillarni o'rgatishda o'yin usullari qadim zamonlardan beri qo'llanilib kelmoqda. Uyg'onish davrining mashhur pedagoglari (Rabelais, Erasmus Rotterdam va boshqalar) chet til darslarida o'yinlarga katta e'tibor qaratganlar. Chet tilda muloqotga o'rgatishda o'yinlardan foydalanish muhimligini buyuk pedagoglar Ya.A. Kamenskiy, keyinchalik N.K. Krupskaya shunday deb yozgan edi: "Chet til darslarida turli xil o'yinlardan foydalanish juda muhim va foydalidir. Ular tabiiy til muhitini yaratishga yordam beradi."[12]

O'yin yordamida talaffuz yaxshilanadi, leksik va grammatik material faollashadi, tinglash va gapirish ko'nikmalari rivojlanadi. O'yin o'quvchini ijodiy fikrlashga nima qilish, nima deyish keraklikka undaydi hamda tezkor qaror qabul qilishni o'rgatadi. Shu bois, dars jarayonida turli xil o'yin turlarini quyidagi mezonlar asosida qo'llash maqsadga muofiqdir: ishtirokchilar soni, maqsadi, ko'p qirralilik darajasi, qo'llaniladigan o'yin turi, amalga oshirish usuli va aqliy fazifalar shular jumlasidandir.

1) Ishtirokchilar soniga qarab o'yinlar individual, juft yoki jamoaviyga bo'linadi. Frantsuz tilini o'rgatishda guruhdagi muloqotni rag'batlantiruvchi va tashkil etadigan guruh o'yinlariga ustunlik beriladi.

2) Ko'p qirralilik darajasiga ko'ra, turli xil til va nutq materiallaridan foydalangan holda o'rganishning turli bosqichlarida foydalanish uchun mumkin bo'lgan umumiy o'yinlar va uning borishi, kerakli material bilan uzviy bog'langan va uning tabiatini

[11] .« Des psychologues américains disent que de 0 à 6 ans l'enfant atteint 80% de son potentiel intellectuel, ensuite, le reste se développe petit à petit. » (Cohen, 1991 : 52)

[12] Петрушина, А. В. Коммуникативное развитие учащихся средствами дидактической игры и организацией языковой среды в образовательном учреждении: Монография / А. В. Петрушина и др. – К.: МОУ ДПО «НМЦ», 2006. – 104 с.

belgilovchi maxsus umumiy o'yinlarga ajratishimiz mumkin, masalan, krossvordlar maxsus leksik o'yinlardir.

3) Motivatsiya turiga ko'ra, biz vizual ravshanlikka asoslangan o'yinlar, ob'ektni ko'rish mumkin bo'lgan va noverbal bo'lmagan o'yinlar, nutqqa asoslangan o'yinlarga ajratishimiz mumkin.

4) O'quv-tarbiyaviy va psixologik, harakatli, vaziyatli va intellektual o'yinlarga ajratish;

5) Chet tillarni o`rganish jarayonida qo`llash maqsadlariga ko`ra o`yinlar ko`ngilochar va ta'limiy (o`quv) turlariga bo`linadi.

O'yin boshqa faoliyat shakllari kabi, ma'lum tamoyillarga asoslanishi kerak. Shunga ko'ra, o'yin faoliyatini tashkil etishning asosiy qoidalarini bilish uning muvaffaqiyatini oldindan belgilab beradi. Yuqoridagilarni hisobga olgan holda, o'qituvchilar o'z faoliyatlarida rioya qilishlari kerak bo'lgan lingvistik o'yinlarni qo'llash uchun bir nechta quyidagi asosiy talablarni ajratib ko'rsatishi lozim: qiziqarli va mazmunli maqsadlar;

• hamma uchun o'yindan foydalanish imkoniyati;

• o'yinning estetik jozibasi;

• o'yin ishtirokchilarining xato qilish huquqi va harakatlarni tanlash erkinligi;

• o'yinning raqobatbardoshligi.[13]

Quyida fransuz tilini o'rganishning boshlang'ich va o'rta bosqichda mumkin bo'lgan o'yinlar keltirilgan.

"Xaridorlar" o'yini. Sinf ikki guruhga bo'linadi. Bir jamoa faqat **"c" harfi (s)** sifatida o'qiladigan so'zlarni "sotib olishi", boshqa guruh esa faqat **(k)** harf sifatida talaffuz qiladigan so'zlarni "sotib olishi" kerak. O'qituvchi o'quvchilarga **une classe, une cerise, un ciel, une carotte, un coq, une cloche** so'zlari yozilgan kartalarni tezda ko'rsatadi. Jamoalarning vazifasi – tezda bu so'zlarni o'qilishiga qarab farqlab olishlari zarur.

[13].Salins G.-D. (de), 1995. Rôle de l'ethnographie de la communication, Le Français dans le monde n° spécial, sous la dir. de J. Pecheur et G. Vigner (dir.), Paris, Hâchette/Edicef, pp.182-192.

"Hayvonotlar olamida" o'yini. O'yin ishtirokchilariga hayvon yoki qushlarning tasviri tushurilgan suratlar ko'rsatiladi. O'qituvchi suratni olib, o'yinchilarga ko'rsatadi va savol beradi: **Qu'est-ce que c'est? (Bu nima ?)** Javobni bilgan o'yin ishtirokchisi qo'lini ko'taradi va frantsuz tilida tasvirlangan hayvon yoki qushni nomlaydi. Agar javob to'g'ri bo'lsa, o'qituvchi unga rag'bat kartochkani beradi vq shu tariqa suratdagi barcha hayvon va qush nomlarini topgan o'quvchi g'olib hisoblanadi.

"Le dejeuner d'alphabet"(Alifbo tushligi) o'yini. Birinchi o'yinchi **"Aujourd'hui j'ai mangé..." deydi va "A" (l'abricot)** harfi bilan boshlanadigan yeyish mumkin bo'lgan narsani nomlaydi. Ikkinchi o'yinchi: **"Aujourd'hui j'ai mangé l'abricot et la banane",** deb birinchi o'yinchi aytganlarini takrorlaydi va **"B"** harfiga nomlanuvchi so'zni ataydi. Shu tariqa, ishtirokchilar galma-gal o'zidan oldin aytgan barcha so'zlarni zanjir usulida takrorlashlari lozim. Agar takrorlay olmasa, o'yindan chetlatiladi.

"Cinq mots" (Besh so'z) o'yini. Maqsad: o'tilgan mavzular bo'yicha o'quvchilarning so'z boyliklarini oshirish. Ikkita guruh tuziladi. Bir guruhning o'quvchisi sekin-asta beshgacha sanaydi, boshqa guruh vakili berilgan mavzu bo'yicha beshta so'zni nomlashi kerak, masalan: "Maktab, o'quv qurollari" yoki "Shahar". Topshiriqni bajara olmagan ishtirokchi o'yindan chetlashtiriladi.

"Vrai u faux?"(To'g'ri va Noto'g'ri) o'yini. Mavzu: tashqi ko'rinish. O'qituvchi tashqi ko'rinishning ba'zi xususiyatlarini aytib, to'pni o'quvchiga tashlaydi. O'quvchi uning tashqi ko'rinishiga mos keluvchi gaplar bilan ifodalab to'pni o'qituvchiga qaytarishi kerak. Agar o'quvchi topshiriqni xato bajarsa, u o'yindan chetlashtiriladi. Masalan: O'qituvchi: - **Tu as les yeux bleus.** O'quvchi: - **C'est faux. J ai les yeux marrons.** Ushbu o'yinni turli mavzular asosida olib borish mumkin, masalan "Kiyim" mavzusidagi lug'at boyligini mustahkamlash uchun ham foydalanish mumkin: O'qituvchi: - **Tu portes un pantalon rouge. O'quvchi: - C'est faux. Je porte une jupe.**

"J'aime, je n'aime pas" (Men yaxshi, yaxshi ko'rmayman) o'yini. Mavzu: (article defini avec le verbe aimer) Aniq artikllarni «yaxshi » ko'rmoq fe'li bilan qo'llanilishi; Jihozlanishi: ob'ektlar, insonlar, tabiat tasvirlangan rasmlar.

O'qituvchi doskaga rasmlar iladi va o'quvchilardan qaysi rasmlar yoqqanini va nimasi yoqmasligini aytishni so'raydi. Masalan: o'qituvchi: **- Qu'est-ce que tu aimes? O'quvchi: - J'aime le soleil et les fleurs, mais je n` aime pas la pluie.** To'g'ri tuzilgan jumla uchun o'quvchiga ball beriladi.[14]

O'yin o'quvchilarning fransuz tilini o'zlashtirishidagi kuchli motivatorlardan biridir. O'yin o'quvchilarning qiziqishi va faolligini uyg'otishi va ular uchun qiziqarli bo'lgan mashg'ulotlarda o'zini namoyon qilish imkoniyatini berishi, fransuz tilidagi so'zlar va jumlalarni tezroq va uzoqroq eslab qolishga yordam beradi. O'yinlar juda katta uslubiy ahamiyatga ega bo'lishidan tashqari, ular o'qituvchi uchun ham, o'quvchi uchun ham qiziqarlidir. O'z ijobiy munosabati va his-tuyg'ulari bilan ranglanmagan, qiziqishsiz olingan bilim foydali bo'lmaydi. Shuning uchun o'yinlarda yaxshi natijaga erishish uchun til, psixologiya va o'qitish metodikasi bilimlarini uyg'unlashtirish kerak.

Ma'lum turdagi o'yinlarni tanlashning asosiy mezonlaridan biri ular o'quvchilarning yoshga bog'liq psixologik xususiyatlariga mos kelishidir. O'quvchilarning yoshi bilan bog'liq o'quv jarayonida o'yinlardan foydalanish zarurati yo'qolmaydi, lekin o'yinlarga ajratilgan vaqt kamayadi va o'yinlarning tabiati o'zgaradi. Fransuz tili darsida o'yinlardan foydalanganda bir nechta omillarni hisobga olish kerak. Avvalo, shuni esda tutish kerakki, o'yinlar ta'lim faoliyatining ajralmas bir qismidir, shuning uchun ular materialning mavzusi va uning murakkablik darajasi bo'yicha o'quv jarayoniga tabiiy ravishda kiritilishi kerak. Har bir o'yin yordamida muayyan tilga oid muammolar hal etilishi lozim. O'yin tashkilotchisi albatta, har doim o'qituvchidir, lekin o'yindagi faollik etakchisi sifatida o'quvchilardan biri ishtirok etishi ma'qul.[15]

[14] Береговская Э.М. Французский язык. Второй иностранный язык. 5 класс. Учеб. для общеобразоват. организаций. В 2 ч. Ч. 2/Э.М. Береговская, Т.В. Белосельская. -6-е изд.- М.: Просвещение, 2018.

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Fransuz tili darsida o'yinni tashkil etish va o'tkazish o'qituvchidan an'anaviy mashqlarni qo'llashdan ko'ra ko'proq tayyorgarlik ishlarini talab qiladi, jumladan, nafaqat o'yin stsenariysini ishlab chiqish va material tanlash, balki xatolarni tuzatish va baholashning xolis shakllarini aniqlash maqsadga muofiqdir. O'yin darslarida o'quvchi mustaqil ravishda bilim olishga o'rganadi va o'z fikrini yaxshi ifodalaydi. O'yinda butun sinf ishtirok etadi. O'yin frantsuz tilini o'qitishning didaktik vositasi sifatida o'quvchilarning individual va jamoaviy ijodini rivojlantirishga yordam beradi. [16][9]

O'yinlardan foydalanishda o'qituvchilar har qanday o'yin tarbiyaviy bo'lishi, ya'ni o'quvchining hissiy va aqliy rivojlanishiga foydali ta'sir ko'rsatishi, shuningdek, uning xotirasini, diqqatini, tafakkurini va irodasini mustahkamlashini unutmasliklari kerak.

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9-SINF OQUVCHILARINING O‘QISH KOMPETENSIYASINI RIVOJLANTIRISHDA MATNLARDAN FOYDALANISH METODIKASI

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Annotatsiya: Maqolada 9-sinf o‘quvchilarining o‘qish kompetensiyasini rivojlantirishda matnlardan foydalanish metodikasi tahlil etilgan. Shuningdek maqolada chet tili o‘rganishda o‘qishning mustaqil nutq faoliyati turi sifatida o‘rni, o‘qish turlari, yuqori sinf o‘quvchilari uchun mo‘ljallangan matnlar, hamda yuqori sinflarda o‘qishni o‘rgatishning o‘ziga xos xususiyatlari haqida ma’lumot berilgan.

Tayanch so‘zlar: o‘qish kompetensiyasi, nutq faoliyati turi, o‘qish turlari, tanishuv o‘qish, o‘rganuv o‘qish, kuzatuv o‘qish, matn.

O‘rta umumta’lim maktablarining 9-sinf ingliz tili darsliklarida matnlar hajm jihatdan ancha katta bo‘lib, tuzilishi va til materialining xususiyati jihatidan murakkabdir. Bunday matnlar ustida ishlashda uchta bosqich bor:

1) Tayyorlov bosqichi.
2) Matn ustida ishlash bosqichi.

3) Matn o‘qilgandan keyingi bosqich.

Matndagi leksik va grammatik material ustida ishlash birinchi bosqichda bajariladi. Matn qismlarini ovoz chiqarib yoki ovoz chiqarmay sinfda o‘qish ikkinchi bosqichda amalga oshiriladi. Matn mazmunining boshqa mavzuga ko‘chirish uchinchi bosqichning vazifasidir.

Ingliz tili darsliklaridagi matnlar tuzilishi jihatdan 2 xil bo‘ladi: 1) asliyatdagi matnlar; 2) muallif tomonidan tuzilgan matnlar. Asliyatdagi matnlar inglizcha asarlar, gazeta va jurnallardan olingan parchalarni o‘z ichiga oladi.

Chet tili o‘qitish metodikasidan bizga ma’lumki, 5-6 sinf o‘quvchilari matn o‘qish jarayonida notanish so‘zlarga kamroq duch keladilar. Yuqori sinf darsliklarida esa notanish so‘zlar ko‘proq uchraydi. Yuqori sinf o‘quvchilari bu kabi so‘zlarni matn mazmuniga qarab tarjima qilishlari kerak bo‘ladi.

O‘quvchilar o‘qiganda tushunishlari kerak bo‘lgan leksik minimumni S.K. Folomkina 2 ga bo‘ladi: a) real passiv lug‘at; b) potensial lug‘at.

Passiv lug‘at minimumga o‘quvchi avval o‘zlashtirgan ko‘rish-tinglash-motor tavsiri o‘quvchining uzoq muddatli xotirasida saqlangan o‘quvchi o‘qish jarayonida taniy oladigan leksik birliklar kiradi. O‘qituvchining vazifasi o‘quvchini ushbu so‘zlarni darhol taniy olish darajasiga ko‘tarishdan iborat.

Potensial lug‘at minimumga o‘quvchi hali maxsus o‘rganmagan, lekin matnda uchratsa lug‘atsiz tushuna oladigan so‘zlar kiradi. Bu so‘zlarni tushunishni so‘zning o‘zagini tanish (yasama va qo‘shma so‘zlar), so‘zning negizini ona tilidagi so‘z bilan o‘xshashligi, so‘zning ma’nosini matnga qarab faraz qilish va boshqalar ta’minlaydi. O‘qituvchining vazifasi o‘quvchilarni matndagi notanish so‘zlarning ma’nosini faraz qila olishga o‘rgatishdan iborat. [2]

O‘qishga o‘rgatish matnlar asosida bo‘lganligi uchun ham ta’limning muvaffaqiyati matnlarning harakteriga bog‘liq. Ta’lim jarayonida o‘qish uchun mo‘ljallangan matnlarga ma’lum talablar qo‘yiladi. Bu talablar quyidagilardan iborat:

1. Matnlar o‘quvchilarda dunyoqarashni tarkib toptirishiga ko‘maklashishi, jamiyat ahloq normalariga mos tushishi, ijtimoiy-siyosiy va tarbiyaviy qiymatga ega bo‘lishi kerak.

2. Matnlar bilim berishi, ya’ni tili o‘rganilayotgan mamlakat, uning xalqi hamda kishilik bilimlarining turli sohalari haqida axborot berishi kerak.

3. Matnning mazmuni o‘quvchi yoshiga, bilim darajasiga va qiziqishiga mos tushishi kerak.

O‘qish jarayoni har doim uning biror turida amalga oshiriladi. Matn xarakteri jihatdan o‘qish turlaridan biriga mo‘ljallangan bo‘lishi lozim. Matnning qaysi o‘qish turiga mos kelishini belgilashda quyidagilarni:

a) matn mantiqiy tuzilishi va axborotga boyligini;

b) uning til materiali jihatdan murakkablik darajasini;

v) matn mazmunini hisobga olish zarur.

Matnning mantiqiy tuzilishi o‘qish jarayonida o‘qish turiga ta’sir qilib, hatto o‘qish turini o‘zgartirib yuborishi ham mumkin.

Matndagi axborot zichligi, matndagi asosiy va ikkinchi darajali axborot hajmining bir-biriga monandligi ham o‘qish turi uchun muhimdir. Masalan, faqat asosiy axborotga ega bo‘lgan, ikkinchi darajali axborot 25 foizdan kam bo‘lgan matn sinchiklab o‘qishga mo‘ljallansa, ikkinchi darajali axborot 25 foizdan ortiq bo‘lgan matnlar tanishish uchun o‘qishga mo‘ljallangani maqsadga muvofiq. Matnning til jihatidan murakkabligi matndagi leksik va grammatik materiallariga bog‘liq. Leksik qiyinchiliklarni belgilashda o‘quvchilar uchun matnni o‘qish jarayonida notanish bo‘lgan so‘zlarni yangi o‘rganilgan leksik birliklarni (chunki o‘quvchi ularni ancha sekinlik bilan taniydi) hisobga olish zarur.

Grammatikaga oid qiyinchiliklarni belgilashda qo‘shma va sodda gaplarning o‘zaro munosabati, ona tilida mavjud bo‘lmagan jumlalar tuzilishi, omonim va yangi o‘rganilgan grammatik materiallarni hisobga olish zarur.

Yangi so‘zlarning soni va joylashishiga ko‘ra matnlar o‘qishning turli turlari uchun tavsiya qilinadi.

a) Agar matndagi yangi so‘zlar asosiy axborot bilan bog‘liq bo‘lsa, unda matn tushunish usullarini rivojlantirish uchun mo‘ljallanadi. Matndagi notanish so‘zlar soni sahifada (1-2 ta) unchalik ko‘p bo‘lmasa, bunday matnni tanishish uchun o‘qishga o‘rgatishda foydalanish mumkin. Agar notanish so‘zlar soni ko‘p bo‘lsa (bir sahifada 10-12 ta notanish so‘z 4-5 foiz), bunday matnni sinchiklab o‘qish lozim.

b) Agar matndagi yangi so‘zlar ikkinchi darajali axborotni ifodalashga qaratilgan bo‘lsa, bunday matnlar umumiy mazmunni qamrab olish uchun o‘qishga mo‘ljallanadi. Har bir sahifada notanish so‘z 10-12 tadan oshmasa, bunday matnlar tanishish uchun o‘qishga mo‘ljallanadi.

Shuni aytish kerakki, har sahifada notanish bo‘lgan so‘zlar soni 5-7 leksik birlikdan oshmagan matnlar o‘qishning bu turi uchun eng qulay hisoblanadi.

Har qanday faoliyatni o‘rgatish paytida mashq markaziy o‘rinni egallaydi. Nutq malakalarini o‘zlashtirish deganda, kichik hajmli sodda birliklardan (so‘z, so‘z birikmasi, gapdan) boshlanib, yirik miqyosdagi murakkab matngacha bo‘lgan nutq hodisalarini o‘z ichiga olgan mashq bajarish jarayoni tushuniladi. Bularning hammasi oqibat natijada mashqlar majmuini tashkil etadi. Tayyorlov va nutq mashqlari gapirish ko‘nikma va malakasini shakllantirish, rivojlantirish va takomillashtirish vazifalarini o‘taydi. Odatda, ular o‘quv mashqlari nomi bilan yuritiladi.

Tayyorlov deganda, gapirishning leksik, grammatik, talaffuz ko‘nikmalariga daxldor mashqlar bobida so‘z boradi. Ularda til hodisalarining shakliy (formal), ma’noviy (semantik), qo‘llanilish (funksional) qiyinchiliklarini oldini olishga, sodir bo‘ladigan xatolarni to‘g‘rilashga harakat qilinadi.

Nutqiy mashqlarda esa tayyorlanmagan va tayyorlangan nutq (gapirish) sodir etiladi. O‘quv materialini nutq oqimida qo‘llash yuzasidan ish olib boriladi.

Tayyorlov yoki nutqiy mashqlarning o‘rni o‘zlashtirilayotgan o‘quv materiali xususiyati bilan belgilanadi. Qiyin hodisa ko‘p miqdorda mashq qilishga giriftordir.

Oson birlikning taqdimotda berilishi uning nutqdagi taqdirini hal qiladi, ya’ni unga kam vaqt va oz kuch sarflanadi. Ikkala toifadagi mashqlar metodik adabiyotda yetarlicha yoritilgan.[3] Ulardagi ayrim atamalar nomlari, bir-biridan tubdan farq qilsa-da, umumiy ilmiy-amaliy yo‘nalishda mushtaraklik hukm suradi.

Juftnutq va yakkanutq maktab sharoitida quyidagi izchillikda o‘rgatiladi:

Tayyorlov mashqlari: 1. Taqlid qilish (material o‘zgartirilmaydi yoki qisman o‘zgarish yuz beradi). 2. Mantiqiy operatsiyalar almashtirish, qayta taqsimlash va shaklini o‘zgartirib aytishlarni qo‘llash. 3. Jumlani taqlidan yoki mustaqil tuzish. 4. Jumla tuzish va jumlalarni guruhlab aytish.

Nutqiy mashqlar. *Tayyorlangan* gapirish malakalarini o‘stirishga mo‘ljallangan mashqlar: a) tayanch so‘z, gapirish rejasi, sarlavha kabilarga suyanib, fikrni o‘zgartirib va to‘ldirib bayon etish; b) axborot manbalari (rasm, kino va diafilm, matn kabilar)dan foydalanib, fikr izhor etish; v) o‘rganilgan mavzuga asoslanib fikr aytish.

Tayyorlanmagan nutqni o‘rgatish mashqlari: a) ona tilidagi hikoya, rasm, ovozsiz film kabi axborot asoslariga tayanib gapirish; b) oldin ko‘rgan yoki o‘qigan, o‘ylagan, hayolidan o‘tkazgan fikr-mulohazalardan tarkib topgan hayot tajribasidan kelib chiqib gapirish.

Tayyorlanmagan va tayyorlangan nutqiy mashqlardan namunalar beriladi.

Tayyorlangan juftnutq mashqlariga quyidagilar kiradi: savollarga javob qaytarish (qisqa, to‘liq, mufassal javoblar berish), turli savollar berish (mavzu yoki O‘NV doirasida); yakka nutq shaklidagi matnni tinglab yoki o‘qib juftnutqqa aylantirish; mavzu bo‘yicha juftnutq tuzish; yakkanutq matnini rollarga kirib aytish; hikoya (o‘quv filmi, diafilmlar) mazmuniga binoan yangi juftnutq tuzish.

Tayyorlangan yakkanutq mashqlaridan namunalar: bayon etilgan fikrni qisman o‘zgartish bilan gapirib berish(boshlanishi/oxirini o‘zgartirish, hikoyaga yangi ishtirokchini jalb etish, xikoya tuzilishini o‘zgartirib aytish); O‘NVni tasvirlash yoki hikoya tuzish (tayanch so‘z yordamida, rejaga qarab, ona tilida aytilgan mavzu chet tilda ham bayon etiladi); rasm yoki rasmlar majmuini tasvirlab berish (karikaturalar,

ovozsiz fil yoki diafilm ham shunga tegishli); aytilgan so‘z va jumlalar qo‘llanadigan O‘NVga oid fikr bayon etish; salavha (tili o‘rganilayotgan mamlakatga xos narsa yoki hodisani - realiyni) chet tilda tushuntirish; tinglangan hikoya/radioeshittirish, ma’ruza, nutqning mavzusini aniqlash va muxtasar tushuntirish; axborotni mazmunan ajralib turadigan qismlarga bo‘lish va ularni nomlash; matn mazmunini qisqacha va o‘z so‘zi bilan gapirib berish; tinglangan axborot yoki o‘qilgan hikoyani bir nechta jumlada qisqartirib gapirish; tinglangan hikoya rejasini tuzish; juftnutqni yakkanutq shaklida aytib berish va hokazo.

Tayyorlanmagan juftnutq mashqlari: savollarga asosli javob qaytarish; boshqa o‘quvchilar ham aralashib turadigan juftnutq yaratish; tayanchlarga suyanib yoki ularga suyanmasdan oldindan tayyorlanmagan juftnutq yaratish; savol-javob o‘yini (viktorina) o‘tkazish; munozara va tortishuv (disput) shaklida juftnutq o‘tkazish.

Tayyorlanmagan yakkanutq mashqlari: hikoyaga sarlavha qo‘yish va uni asoslash; o‘rganilgan mavzuga daxlsiz notanish rasmlarni tasvirlash; tinglangan yoki o‘qilgan mavzuga o‘xshash hikoya tuzish; keltirilgan dalillarga o‘z munosabatini bildirish; hikoyaning eng muhim joyini aniqlash va asoslash; hikoya qahramonlari (ular yashagan joy, ularning zamoni)ni ta’riflash; tinglangan yoki o‘qilgan matn mazmuniga baho berish; muxtasar e’lonlar matnini aytish va hokazo.[1]

Tayyorlanmagan gapirish mashqlarining tayyorlanganlarda ijobiy farqi shundaki, birinchidan, ularda nutqiy ehtiyojni qondirishga mo‘ljallangan yangi axborot mavjud va ikkinchidan, axborot almashish, mustaqil fikr bayon etish, munosabat bildirish, baholash, izohlash singari ish turlari nihoyatda qiziqarlidir.

Gapirish jarayonida yo‘l qo‘yiladigan xatolarni nazorat qilish (muallim tomonidan) va o‘z-o‘zini tekshirishning nutq malakalarini egallashda ahamiyati katta. Nutqiy mashqlarni bajarish chog‘ida xatoni to‘g‘rilab turish ma’qul emas, bu ish fikr bayon eti bo‘lingandan so‘ng qilinadi.

Maktab darsliklarida juftnutq va yakkanutq mashqlari sistemasi ishlab chiqilgan. Mashqlarning berilish tartibi va miqdori muayyan sinf o‘quvchilarining chet tilda hosil qilingan ko‘nikma va malakalari saviyasiga qarab farqlanadi.

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METHODS FOR USING WORD CATEGORIES IN GRAMMAR

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Annotation: In this article, the results of general research on English grammar phrases, nouns, adjectives and adverbs are presented and they are presented with examples.

Key words: Suffixes, noun, verb, adjective, adverb, pronoun, article, conjunction, preposition.

Аннотация: В этой статье представлены результаты общего исследования грамматических фраз английского языка, существительных, прилагательных и наречий, и они представлены с примерами.

Ключевые слова: суффиксы, существительное, глагол, прилагательное, наречие, местоимение, артикль, союз, предлог.

The use of a word in context determines its class. Suffixes (additions to words that create new words) are used in some terms to denote the class to which they belong. These suffixes aren't usually sufficient in defining the classification of a word. The suffix -ly, for example, is frequently used in adverbs (slowly, proudly), but it can also be found in adjectives (cowardly, homely, masculine). We can also convert words from one class to another, even if they have suffixes that are unique to their original class: an engineer, to engineer; a negative answer, to negative.

Words not only convey meaning, but they also have an impact. Words are categorized based on their function in a phrase or sentence. There are nine separate word classes in English. Nouns, verbs, adjectives, and adverbs are the four types of words. These are lexical in nature, providing the basic meaning of a phrase or sentence. The other five word classes are prepositions, pronouns, determiners, conjunctions, and interjections.

Word classes exhibit varying degrees of sensitivity and susceptibility to contact-induced linguistic change (borrowing) and language mixing in conversation (code switching). Our contribution focuses on the hierarchical character of word class arrangement as seen in language contact settings. We investigate some of the characteristics that follow the integration of borrowed items in specific word classes and evaluate generalizations that have addressed the subject of borrowing limits on specific categories. Then, we look at some of the findings from the bilingual corpus study, as well as their implications for an explanatory model of borrowing and the role of word classes in contact-induced change.

Although the preceding description may give the idea that any single word inside a single meaning belongs solely to one word class, this is not the case. This flexibility in word class membership is unique to English among European languages, as several would require distinct endings to indicate the class of the term.

A really good teacher thinks hard about likely errors and then he/she plans the lesson carefully.

Tense is a grammatical phrase that describes time; that is, whether an action or situation occurred in the past, is currently occurring, or will occur in the future. Tense is not confined to these applications, but they are the most common. Let us look at the three major tenses: past, present, and future, as well as their functions and structures. We'll also look at aspect, which is a vital component of tense, and how to build tenses using inflections. Tense conveys an event's place in time. The accompanying verb forms identify the various tenses. There are three basic tenses: past, present, and future. In English, each of these tenses can have four major aspects: simple, perfect, and continuous (also known as progressive), and perfect continuous. The perfect aspect is generated by the verb to have, but the continuous aspect is formed by the verb to be. The tenses show that actions occur at a given point in time. Auxiliaries and verbs are used to construct them. There are three primary verb tenses in English grammar: present, past, and future. For example, the Present Simple is employed to show action that takes place on a regular or routine basis. To utilize this tense, the verb's root form (Verb 1) must be used. In Past Simple, the second form of the (Verb 2) is used to show an event that happened at a specific time in the past. The construction of verb tenses is also aided by auxiliaries. In Continuous, for example, the forms of TO BE are commonly used.

Verb tenses are divided into three categories: past, present, and future. The term "past" refers to previously occurring occurrences (e.g., earlier in the day, yesterday, last week, three years ago). The present tense is used to describe what is happening right now or what is now taking place. The future tense is used to describe events that have yet to occur.

Furthermore, multiple tenses are used to discuss or write about different times. For example, we usually use present tense verb forms to refer to conditions, events, or activities that happened or are happening right now. Past tense verb forms are often used to depict events, states, or activities that occurred in the past. Past tense

expressions can also be used to allude to the present situation, for example, to be polite or indirect. Things that occur within the confines of a book should be addressed in the same way that facts and generalizations are. This applies to fictitious storylines in novels, films, plays, and so forth. Use the present simple to describe the major events or acts; other tenses might be used to indicate different timeframes within the narrative. Tense expressions are frequently linked with aspect expressions; what are conventionally considered tenses (in languages such as Latin) may be seen as tense-aspect combos in current analysis. Verbs are frequently conjugated for mood, and because the three categories are not always displayed independently, some languages may be regarded as having a combined tense–aspect–mood (TAM) system.

Interpret the ways in which person is indicated in English grammar

A grammatical person is a person who is participating in an event, such as the person speaking, the person being talked to, or the person being talked about. To achieve grammatical people, pronouns are used, which are words that take the place of a noun to make communication easier. In the first person, the speaker addresses himself or herself. The second person refers to the individual to whom someone is speaking or writing.

In English grammar, the person category denotes whether a subject is speaking about itself (first person—I or we), being spoken to (second person—you), or being discussed (third person—he, she, it, or they). A grammatical person is occasionally referred to as a "person." When we communicate about ourselves, our ideas, and the things that happen to us, we usually use the first person. The use of first-person pronouns is the most telling sign that a phrase is written in the first person. The pronouns are highlighted in the first sentence of this paragraph. We, us, our, and ourselves are all first-person pronouns. They are plural first-person pronouns. Singular first-person pronouns include I, me, my, mine, and myself.

The first-person point of view is used in many stories and books. You are inside a character's head in this type of narrative, experiencing the story evolve through their

eyes. The person (or people) being addressed has the second-person point of view. This is the "you" point of view. The usage of second-person pronouns: you, your, yours, yourself, yourselves, is, once again, the most obvious evidence of the second person. Auxiliary verbs combine with the principal verb in the phrase to generate a distinct, specialized meaning.

The individual (or people) being discussed has the third-person point of view. He, him, his, himself, she, her, hers, herself, it, its, itself, they, them, their, theirs, and themselves are examples of third-person pronouns. There are many stories and books written in the third person. A disembodied narrator narrates what the characters do and what happens to them in this style of fiction. You don't see a character's thoughts and feelings as directly as you would in a first-person narrative, but the narrator frequently explains the primary character's thoughts and feelings about what's going on. When people talk about themselves, they usually do it in the first person. It would be strange to talk about yourself in the third person all the time, but you could do it for humorous effect or to catch someone's attention.

In a nutshell, these are the different word classes in English. Word classes are frequently problematic for English learners because they are not aware that they are as much a part of grammar as tenses and so change depending on the situation. Understanding word classes and how they change is the first step in understanding English grammar.

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THE IMPORTANCE OF TEACHING CULTURE IN FOREIGN LANGUAGE

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Annotation: This article discusses the importance of culture for communication. Currently the technology, marketing and business are improving day by day. In that condition to know culture plays a vital role for correlation. Because of the fact that, during this process we may be go to abroad and see that their culture is different from ours. Most people come across culture shock. So, everybody tries to learn culture of another country for communication easily. Also, it helps to exchange opinions with others.

Keywords: Culture shock, intercultural communication, capital 'C', small 'c', multicultural, holistic.

Annotatsiya: Ushbu maqolada muloqot uchun madaniyatning ahamiyati muhokama qilinadi. Hozirda texnologiya, marketing va biznes kundan-kunga takomillashib bormoqda. Bunday sharoitda madaniyatni bilish korrelyatsiya uchun muhim rol o'ynaydi. Chunki bu jarayon davomida biz chet ellarga chiqib, ularning madaniyati biznikidan farq qilishini ko‘rishimiz mumkin. Aksariyat odamlar madaniy zarbaga duch kelishadi. Shunday qilib, har bir kishi muloqot qilish uchun boshqa davlat madaniyatini o'rganishga harakat qiladi. Bundan tashqari, u boshqalar bilan fikr almashishga yordam beradi.

Kalit so'zlar: madaniyat zarbasi, madaniyatlararo muloqot, katta 'C', kichik 'c', ko'p madaniyatli, yaxlitlilik.

Аннотация: В этой статье рассматривается важность культуры для общения. В настоящее время технологии, маркетинг и бизнес совершенствуются с каждым днем. В этом случае знание культуры играет жизненно важную роль для корреляции. Потому что в ходе этого процесса мы можем поехать за границу и увидеть, что их культура отличается от нашей. Большинство людей испытывают культурный шок. Итак, все стараются легко изучить культуру другой страны для общения. Кроме того, это помогает обмениваться мнениями с другими.

Ключевые слова: культурный шок, межкультурная коммуникация, заглавная «С», маленькая «к», мультикультурность, целостность.

Introduction

I think culture must be subject at schools. Because everyone knows about their culture. If we don't know our culture, we will face with some problems and culture shocks. In the primary school children should learn culture. And then try to contrast cultures with each other. Of course, culture include a lot of things. Such as, age, sex, place, behavior, customs and others. If we know others culture, we may be become more convenient during communication. And they help to learn a lot of interesting

things and customs from others. Also, to help students to develop the necessary skills to locate and organize information about target languages. The use of cultural approach to teaching English as a foreign language to university students who are actively involved in intercultural communication in their professional development. To improve the quality of English teaching, care should be taken in the fostering of multifaceted personal and the professional development in future specialists. Findings show that future English teachers have a better awareness of art and culture if the culturally sensitive approach to foreign language teaching is used in their professional training as it enables them to use their new knowledge of a culture in situations of intercultural communication. It supports them in becoming more job-oriented. Cultural studies boost their motivation and create an atmosphere of curiosity

If we look at the definitions cited above, we can see that culture, on the one hand is what people created or achieved: art, music, literature, history and on the other hand it means the way we develop for our percept, by which we mean our belief, value, attitude system, our world view and our social organizations. [1]

Materials and methods

Learning a language means also the study of a different culture. This study focuses on the introduction of the topic of culture in language teaching into the curriculum of the subject Language teaching methodology for teacher trainees studying at Translation and interpreting studies, Sapientia Hungarian University of Transylvania, Faculty of Technical and Human Sciences, Târgu-Mureș. This topic has not been treated separately so far, it has only been discussed implicitly, included in other topics. But we believe that future teachers should have a more thorough theoretical and practical training in terms of what incorporating culture into language teaching implies. For this purpose, we are going to examine and discuss some of the recommendations and principles stated in the specialized literature regarding culture in foreign language teaching and reflect on what the ideal content of a course related to the teaching of this skill should be. [2] Whenever civilisation is included in school curricula in Europe

and North America only ‘big C’ elements of British and American culture are emphasized. These courses contain a lot of pieces of information and facts about history, geography, institutions, literature, art and music. We have to recognise that the subject itself has broadened. ‘Big C’ (achievement culture) remains as it was, but little ‘c’ (behaviour culture) has been broadened to include culturally-influenced beliefs and perceptions, especially as expressed through language, but also through cultural behaviours that affect acceptability in the host community.

The importance of teaching achievement culture (‘big C’) ‘Though many experts criticise focusing on factual information, there indeed exists a basic repertoire of information necessary for the comprehension of most cultural concepts’ [3] Language is a means of multicultural education, which is part of global education and as holistic approach is the characteristic feature of communicative language teaching, it is very important for language teachers to develop the students’ personalities, their global, factual knowledge about the target culture. There are two main reasons for putting a bit more emphases on teaching behavior culture than on teaching achievement culture. It is ‘small c’ that students meet in the target country every minute and that is why we have to provide them with a taste of the lifestyle of the target nation. The other reason for familiarizing language learners with behavior culture is to help them how to survive in a foreign country. Many useful readings can be found on history or literature but it is the language class where students can learn about the patterns of the pragmatic domain of culture. While getting familiar with the cultures of the target language students will be more aware of their own, Hungarian behavior culture. Let us mention the topic ‘housing’. Students can compare the British ‘terraced houses’ to Hungarian ‘housing estates’ and American ‘apartment’ to British ‘flats’ and they will learn the fact that the ‘first floor’ in America is the same as the ‘ground floor’ in Great Britain. The students can speak about the so-called ‘pigeon holes’ in Japan and the ‘two-storey houses’ in Great Britain. In behavior culture, students will learn what the British mean by lunch, double-Decker, cider, or public school. [4.]

The concepts belonging to the third area of culture will have an impact on both large areas of culture, on 'big C' and 'small c'. Religious beliefs will be reflected in pieces of music, in literature and in music. The same religious belief will give explanation to the eating habits of a nation, e.g. Muslims and Jews do not eat pork. In communicative language teaching, which is content-based, inter-cultural and holistic, culture will provide the students with a lot of material which meets the requirements mentioned above. We have to teach culture so that students can have information above cultural facts and this way they can get familiar with the cognitive domain of culture. [5]

Conclusion

I think culture helps to develop an understanding of the fact that all people exhibit culturally -conditioned behaviors. The aims of teaching culture we have to enable our students to give information about their own culture. I think it is very wrong to enter into a relationship without knowing the culture. Because we have a different habit, they may have a different one, that is, some of our actions may lead to problems. For example, our teacher said that culture is very important even when we discussed the topic of communication in class. In many cases, when we visit another country, we certainly get to know its culture and customs, even if only a little. This will greatly help us to travel easily and do our work. In the process of teaching, for example, when teaching a foreign language, teachers should explain their culture to children and increase their interest.

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ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ И МОЁ УЧРЕЖДЕНИЕ

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Аннотация: В данной статье авторами рассматривается такое понятие как образование. Приводятся характерные черты направления подготовки «профессиональное обучение», реализуемое в ВУЗах. Выделяется сущность и место компетентного подхода в современной системе профессионального образования. Обобщаются основные отличительные особенности процесса профессионального обучения в вузе, что в дальнейшем становится критерием совместимости программы подготовки при моделировании в систему среднего профессионального образования. Так, авторами были сформулированы основные положения и трудности, возникшие в процессе моделирования и внедрения направления подготовки «профессиональное обучение» в систему среднего профессионального образования.

Ключевые слова: Профессия, образования, стандарт, этапы, учреждение, ректор, профессия, преподаватель, училище, Конституция.

Annotation: In this article, the authors consider such a concept as education. The characteristic features of the training direction “professional training” implemented in universities are given. The essence and place of the competent approach in the modern system of professional education is highlighted. The main distinctive features of the process of vocational training at a university are summarized, which later becomes a criterion for the compatibility of the training program when modeled into the system of secondary vocational education. Thus, the authors formulated the main provisions and difficulties that arose in the process of modeling and introducing the “vocational training” training direction into the system of secondary vocational education.

Key words: Profession, education, standard, stages, institution, rector, profession, teacher, school, Constitution.

Перед тем как расскрыть данную тему, рассмотрим само слова профессия и образование. Профессию избирает каждый человек сам и стремится к нему достичь, но для того чтобы наслаждаться своей профессией, надо хорошенько подумать принесёт ли радость та профессия, которая ты избираешь, потому что это играет важную роль в жизни человека. Первые профессии появились доцивилизационную эпоху. Каждая профессия требует теоретические знания, практические навыки и способность. Образование есть права человека, действие сокращения бедности и улучшения здоровья населения, путь дорстижения гендерного равенства, мира и стабильности. Образованные люди везде выиграют. Образование расширяет возможности, поможет достичь к целям. В данный период получение образования в государственных учреждениях т.е. особенно в школах бесплатно. В Конституции записано право на образование для всех граждан, также везде избираются грамотные и образованные люди. На сегодняшний день выделяют следующие виды образования:

- **Дошкольное образование:** хотя психологи говорят, что образование ребёнка начинается с дня рождения, но на самом деле появится в период дошкольного учреждения. Это такие училище как детсад (государственные или частные), ясли. В начале XX века появились так называемые домашние детсады - детей приводили на квартиры участников проекта по очереди, а в качестве воспитателей выступали сами родители. В 1908 году в Петербурге было 16 таких садиков[17]. Дошкольное образование направлено на формирования общей культуры личных, политических, экономических, экологических прав молодёжи, развитие физических качеств. Дошкольный период продолжается в промежутке от 3 до 7 лет.

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В дошкольной педагогике выделяют два периода развития ребенка: ранний возраст (от рождения до трех лет) и дошкольный возраст (от трех до семи лет). На основе этого в структуру дошкольных образовательных учреждений входят ясли и детский сад, которые в свою очередь делятся на группы:

3 мес.—1 год — I группа раннего возраста;

1—2 года — II группа раннего возраста;

2—3 года — I младшая;

3—4 года — II младшая;

4—5 лет — средняя;

5—6 лет — старшая;

6—7 лет — подготовительная.

Дошкольный возраст - важный период физического развития, формирования двигательной функции и становления личности человека. Он отличается, с одной стороны, интенсивным ростом и развитием детского организма (ср, 38 первый год жизни рост ребёнка увеличивается на 50%, а к 7 годам почти трое), с другой стороны-незрелостью, низкой сопротивляемостью неблагоприятным воздействиям окружающей среды)[18].

- Общее образование: данный вид охватывает три подвида: начальное (1-4 классы), общее (5-9 классы) и среднее (10-11 классы). Это и есть образование в школах. В школе, конечно, главную роль играют учителя, если преподаватели опытные, то ученик становится грамотным, но не всегда так, потому что есть такие ученики, которые не слышат преподавателя, такими учениками придётся работать индивидуально. Школьное образование считается общим образованием, так как это завершающий этап. В завершающем этапе ученик получает общие

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знания, знакомится с основными областями науки (математика, физика, химия, биология), и с этим знанием поступит в вуз (высшее учебное заведение).

- высшее образование: Получение базовой образовании в университетах, институтах, академиях, консерваториях, притом можно выделить три уровня: бакалавриат, магистратуру и аспирантуру.

- дополнительное образование: к нему относятся кружки, спортивные секции, хобби, курсы для взрослых, семинары и т.д.

Стоит отметить, что каждый из видов образования представлен в разной форме: очной или заочной, онлайн или офлайн, такое разнообразие облегчает процесс получения образования. Также все эти виды образования имеют свои важные значения.

Следующая очередь – моё учреждение. Наманганский государственный институт имени Исакхана Ибрата. Институт имеет почти все возможности, которое понадобится студентам. Ректор института инициионировал особую форму для студентов. Притом есть такая усилия: “Те кто выбирает 7-7,5 балл с IELTSa, то ректор подарит noutbook, а если 8 и выше 8-ми, то есть возможность уехать заграницу бесплатно т.е. со счёта ректора”. Такой шанс нигде не существует.

Профессиональное образование - процесс и результат профессионального становления и развития личности, сопровождающийся овладением установленными знаниями, умениями, навыками и педагогическими компетенциями по конкретным специальностям и профессиям. (А.Н.Лейбович).

Система профессионального образования включает в себя:

- образовательные стандарты, государственные образовательные стандарты, образовательные программы различного вида, уровня, этапа;
- организации и законы, которые должны подчиняться и родители и педагоги;
- органы государственной власти, осуществляющие государственные управления в сфере образования;

- организации, обеспечивающиеся образовательную деятельность, оценку качества образования;

- объединения юридических лиц работодателей.

На современном этапе, государство способствует развитию и повышению качества профессионального образования в образовательных организациях среднего профессионального образования. Так, в период до 2020 года, согласно концепции долгосрочного социально-экономического развития, происходило внедрение компетентного подхода в систему профессионального образования. Важно понимать, что общая специфика СПО не совместима с рекомендациями ученых по реализации компетентного подхода в вузах. Первоочередной проблемой здесь становится сам обучающийся, а именно поступающий контингент, не имеющий необходимого уровня подготовки, что порождает определённые трудности при формировании общих и профессиональных компетенций. При этом, второй по значимости проблемой становится недостаток практического опыта и теоретических знаний преподавателей учреждений СПО для реализации компетентного подхода. Педагогический коллектив учреждений СПО нуждается в разработке системы мотивации, позволяющей реализовывать на необходимом уровне включение компетентного подхода, разработке нормативных материалов обучения – программ производственных практик; включение доли самостоятельной работы студентов, применение инновационных форм и методов обучения. Только в случае комплексного решения проблем становится возможным моделирование программ подготовки профессионального обучения в систему СПО [2, 4].

Программы подготовки по направлению «профессиональное обучение» в систему среднего профессионального образования и соотношении модели вуза и колледжа:

1. Компетентный подход и его реализация в условиях среднего профессионального образования в реальной действительности находится в

недостаточно развитом уровне по сравнению с учреждениями высшего образования, что создает некоторое противоречие, требующее комплексного решения.

2. Педагоги СПО нуждаются в разработке нормативных материалов обучения, получения навыков по применению инновационных методик обучения. Вместе с тем, необходимо создание системы повышения мотивации преподавателей в совершенствовании реализации компетентностного подхода и инновационного развития образования.

3. Обучающиеся – студенты колледжей и техникумов имеют недостаток подготовки, ограничивающий влияние самообразования и самообучения на процесс формирования компетенций, что нарушает связь непрерывности образования в соотношении ВО и СПО, в контексте моделируемой системы профессионального обучения.

4. Хотя, по итогу получения образования, обучающийся как системы СПО, так и ВО, имеет освоенную рабочую профессию, её место на трудовом рынке становится относительным – обучающиеся по программам среднего профессионального образования могут трудоустраиваться только на должности среднего звена на производстве.

5. На современном этапе имеются трудности по включению педагогического аспекта в процесс обучения в системе СПО, поскольку в течение первых двух лет обучения происходит изучение цикла школьных дисциплин, направленных на подготовку по основной образовательной программе. В этом случае возможно формирование 2 путей: – изучение основ педагогических дисциплин; – сжатие программы подготовки, ускоренное изучение педагогических дисциплин.

6. На базе комплекса предыдущих проблем также возникают трудности в построении системы знаний, включающей в себе межпредметные и внутрепредметные связи, следование основным образовательным тенденциям,

направлениям инновационного развития, гармоничного формирования личности обучающегося.

Выводы

Таким образом, подготовки «профессиональное обучение» в среднее профессиональное образование возможно только с учетом определенной специфики. Так, особое внимание в процессе моделирования нужно уделять соотношению программ подготовки, циклов учебных дисциплин, а также содержания формируемых общих и профессиональных компетенций. В целом, в системе среднего профессионального образования возможно развитие некоторых аспектов применения компетентного подхода на практике, т.к. это облегчит большую часть появляющихся трудностей, возникающих при моделировании. Наиболее возможным становится вариант применения углубленной подготовки в колледже по направлению «профессиональное обучение», включающий в себя все основные аспекты (получение рабочей профессии, педагогическая и технологическая подготовка, сочетание инновационных форм, методов и средств обучения, формирование готовности к педагогической деятельности, получение как общих, так и профессиssональных компетенций) деятельности в рамках подготовки в высших учебных заведениях.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ВНЕДРЕНИЯ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАНИИ

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«Общеизвестно, что нельзя двигаться вперед с головой, повернутой назад, а потому недопустимо в школе XXI века использовать неэффективные, устаревшие технологии обучения, изматывающие и ченика и учител, требующие больших временных затрат и не гарантирующие качества образования…»

М.М Поташник

Аннотация: Профессиональность педагога наиболее ярко проявляется в положительных результатах тех учеников, которых принято считать не желающим, не умеющим, не способными учиться. Основная идея статьи –

стремление найти существенные проблемы во внедрении инновационных технологий в Узбекистане, их решения и предложения. Дополнительно уделяется внимание на инновационные технологии в сфере преподавания иностранных языков.

Ключевые слова: инновационные технологии, проблема, иностранный язык, профессионализм, мотивация, процесс обучения, эффективность, решение.

Испокон веков, проблема образования остается активным и нет не единого решения, как сказать: «волшебной пилюли», которая раз и навсегда решит данную задачу. Современные образовательные технологии и педагогические инновации как инструмент управления качеством образования. Следует, перед тем, как приступить к решению, необходимо искоренить все возникшие проблемы в сфере преподавания иностранных языков. В основе управления качеством образования лежит переход от методики преподавания к внедрению в учебный процесс. Хоть и термин «Инновационные технологии образования» появился еще в 40-50-х годах прошлого века, но с особым трепетом начали пользоваться лишь совсем недавно.

Реализация инновационных подходов в области оказания государственных социальных услуг является одним из факторов, обуславливающих повышение уровня жизни и социального обеспечения населения. Инновационная составляющая социальной политики – тема интенсивно изучаемая, привлекающая внимание специалистов смежных отраслей знания [1].

Понятие «технология» является не новым для педагогики. Само слово «технология» в переводе с греческого языка означает «искусство», «мастерство» и «умения». В научный оборот термин технология был введен немецким ученым Иоганном Беккманом в 1772 году. Цель технологии заключается в том, чтобы разложить на составляющие элементы процесс достижения какого-либо результата. Использование технологического подхода можно сравнить с

революцией в производстве, все что было доступно избранным, становится доступно всем.

Есть различие межу «методикой» и «образовательной технологией»:

Методика – это педагогическая наука, которая исследует закономерности обучения определенному учебному предмету.

Методы обучения – способы работы учителя и учащихся, с помощью которых достигается овладение знаниями, умениями и навыками, формируется мировоззрение учащихся, развиваются способности.

В методике прописываются деятельность учителя на уроке (что и в какой последовательности излагать), Методика имеет мягкий рекомендательный характер. В образовательной технологии описана деятельность учащихся.

Инновационные образовательные технологии несут в себе целенаправленное, осмысленное изменение педагогической деятельности. Данный метод кардинально отличается от традиционного метода и является механизмом, с помощью которого задействованы новые средства и способы образовательной системы, воплощаемые в реальной жизни. Нельзя забывать, что для стимула необходимо мотивация, а мотивация к развитию инновационного прогресса страны невозможна без гарантий со стороны государства. Как мы видим, глава государства Ш. Мирзиеев учел данный факт и для стимуляции работников сферы образования, мотивирует финансовыми благами.

Образовательная среда регулярно требует обновлений и совершенствования средств, методов и подходов.

Большинство исследований подтвердили факт того, что внедрение инновационных технологий способствует повышению эффективности достижения образовательных целей и задач, росту результативности обучения, улучшения уровня мотивации учащихся, также привлечению обучающихся в активную деятельность как в сферах учебного процесса, так и за ними.

Улучшение качества образования является одной из первичных задач усовершенствовании образования Республики Узбекистан. Важнейшим критерием педагогического мастерства в современной педагогике является результативность работы учителя, проявляющаяся в стопроцентной успеваемости школьников и таком же их интересе к предмету.

Изменения, происходившие в последние годы в нашем обществе, открыли новые возможности педагогической деятельности. Мир меняется настолько быстро, а информация умножается и устаревает, педагог должен большей степени учить способом познания мира, умение самостоятельно учиться и обращаться с людьми наряду с передачи знаний, умений и навыков, целью образования становится развитие способностей у обучающихся самостоятельно строить учебные цели, проектировать пути их реализации, контролировать и оценивать свои достижения. Говоря простыми словами – умение учиться.

В условиях реализации требований современного образования наиболее актуальными становится технологии:

1. Информационно – коммуникационная технология
2. Технология развития критического мышления
3. Проектная технология
4. Технология развивающего обучения
5. Здоровьесберегающие технологии
6. Технология проблемного обучения
7. Игровые технологии
8. Модульная технология
9. Технология мастерских
10. Кейс – технология
11. Технология интегрированного обучения
12. Педагогика сотрудничества.
13. Технологии уровневой дифференциации

14. Групповые технологии.

15. Традиционные технологии (классно-урочная система)

Конечно, не все технологии пригодны для обучения иностранных языков, но мы подобрали несколько из них. XXI век требует внедрения таких инновационных технологий, которые преследуют цель творческого воспитания личности в интеллектуальном и эмоциональном измерении. Развивающее обучение, проектирование, проблемное обучение, уровневая дифференциация, тестовая система, игровое обучение, погружение в иноязычную культуру, обучение в сотрудничестве, самовоспитание и автономия, интеграция, а также, исследовательские, информационно - коммуникативные и личностно - ориентированные технологии [2]. При такой целевой установке познавательные универсальные действия являются одним из ведущих компонентов образовательного стандарта. Это объясняется тем, что одной из составляющих психического развития ребенка является его познание, подразумевающее сформированность научной картины мира, способности управлять своей интеллектуальной деятельностью, овладение методологией, стратегиями и способами обучения, развитие репрезентативного, символического, логического, творческого мышления, продуктивного воображения, памяти, внимания, рефлексии. В связи с этим, познавательные универсальные действия включают: -действия по извлечению информации; -способность ориентироваться в системе знаний и осознавать необходимость нового знания; -способность делать предварительный отбор источников информации для поиска нового знания.

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Annotatsiya: So'ngi bir necha o'n yilliklarda texnologiyaning rivojlanishi hayotimizning deyarli barcha qisimlariga, shu jumladan talimga sezilarli ta'sir ko'rsatdi. Ushbu maqolada zamonaviy axborot texnologiyalarining ta'limdagi o'rni, uning ijobiy tomonlari va undan foydalanib dars jarayonini yanadasifatli qilish tahlil qilinadi.

Kalit so'zlar: Texnologiya, axborot resurslari, onlayn kurslar, o'qituvchi va talabalar.

Аннотация: В последние несколько десятилетий развитие технологий почти вся наша жизнь На части, включая образование оказало зиначительно влияние. В данной статье

Анализируется роль соврименниьх технологий в образовании и делая процесс оьучения болееКачественным с помощью информатцонных технологий.

Ключвые слова: техологий, информационные ресурсы, онлайн-курсы, учитель и студент.

Abstract: in the last few decades the development of technology almost all of our lives to parts, including education had a significant impact. This article analyzes the role of modern information technology in education, its positive aspects and making the teaching process more qualitative usinginformation technology.

Key words: Technology, technology resources, online courses, teacher and students.

Kirish

Texnalogiya, albatta, hayot tarzimizni o'zgartirdi. Bu hayotning turli jabhalariga ta'sir qildi va hayotni qayta belgiladi. Shubhasiz, texnologiya hayotning har bir sohasida muhim rol o'ynaydi. Texnologiya tufayli bir necha qo'lda bajariladigan vazifalarni avtomatlashtirish mumkin. Shuningdek, zamonaviy texnologiyalar yordamida ko'plab murakkab va muhim jarayonlarni oson va yuqori samaradorlik bilan amalga oshirish mumkin. Texnologiyani qo'llash tufayli hayot o'zgardi. Texnologiya ta'lim sohasida inqilob qildi. Maktablarda texnologiyaning ahamyatini e'tiborsiz qoldirib bo'lmaydi. Darhaqiqat, ta'limda komputerlarning paydo bo'lishi bilan o'qituvchilarning bilim berishlari, o'quvchilrning o'zlashtirishlari osonlashdi. Va bu o'qitish hamda o'rganish jarayonini yanada qiziqarli bo'lishiga hissa qo'shdi. [1]

Tahlil va natijalar

Texnologiyaning evolyutsiyasi hayotimizning barcha jabhalariga bank ishidan tortib, bir-birimiz bilan muloqot qilishgacha ta'sir ko'atdi. Darhaqiqat, texnologiya jamiyatni qo'llab-quvvatlashning ajralmas qismiga aylandi va shuning uchun uning ta'lim bilan singishi muqarrar. Texnologiya nafaqat talabalarga son-sanoqsiz onlayn resruslardan foydalanish imkoniyatini beradi, balki ularga o'quv jarayonida yordam beradi. Ko'pgina universitetlar va ta'lim institutlari o'zlarining o'qitish usullarida texnologiyadan foydalanishni boshladilar. Talabalar ko'pincha sinfda ma'lumot bilan bombardimon qilinadi, ular tezda qayta ishlashga va tushunishga harakat qilishlari kerak. Biroq, bu ularni ongsiz va tushunarsiz his qilishga olib kelishi mumkin.

Texnologiya talabalarga ko’plab onlayn manbalardan foydalanishga imkon beradi, ularni tadqiq qilib borishga va shuning uchun mustaqqil bo’lishga bo’lishga undaydi. Shuningdek, u tushunchalarni yanada hazm bo’ladigan qilib, masalan, o’quv videosi orqali o’rganishni soddalashtiradi. Shuni tan olish kerakki, turli xil o’rganish uslublari mavjud va an’anaviy ta’lim ularning barchasiga mos kelmasligi mumkin. Ba’zi odamlar sinf sharoitida muvaffaqqiyat qozona olmaydilar va shuning uchun onlayn kurslar kabi narsalarga kirish imkoniga ega bo’ladilar. Talabalar o’zlariga o’rgatilgan narsalar bilan shug’ullanishlari qiyin bo’lishi mumkin, shuning uchun ma’lumotni yaxshiroq qabul qilishga imkn berish uchun texnologiyadan foydalanish ularning e’tiborini jalb qilishda juda muhimdir. [2] Ta’limda ta’lim texnologiyasi muhim ahamyatga ega, chunki u bugungi kun o’qituvchilariga yangi texnologiya va vositalarni o’z sinfiga integratsiyalashda yordam beradi .

O‘qituvchilar o’z sinfining o’quvchilariga yo’naltirilganligini oshirish va yaxshilashga qodir. Bu o’qituvchilarga o’z talabalarini noyob, innovatsion va adolatli usullar bilan jalb qilish imkonini beradi. O’qituvchilar, shuningdek, o’z tarmoqlarini kengaytirish va milliy va global miqyosda boshqa o’qituvchilar va o’quvchilar bilan bog’lanishlari mumkin. Texnologiyadan foydalanish qulayligi va imkoniyati ham talabaga, ham o’qituvchiga ta’sir qiladi va foyda keltiradi. Misol uchun, o’qituvchi talabalardan onlayn viktorinadan o’tishlarini so’rashi mukin, bu esa ularga tezkor fikr-mulohazalarni taqdim etadi, bu esa o’qituvchi har bir topshiriqni baholash va ko’rib chiqish uchun sarflagan vaqtini yo’q qiladi. Texnologiya o’qituvchi va o’quvchilarning vaqtlarini hamda xarajatlarini kamaytiradi.

Xulosa

O‘qitish - doska oldida o’qituvchidan ko’ra ko’proq texnologiyadan foydalanish. Bu rivojlanishning ajralmas qismi. Bu ta’limni va odamlarning ma’lumotni o’rganish va saqlash usullarini o’zgartiradi. Shuninng uchun ta’limning kelajakdagi roli bugungi iqtisodiyotning o’sishi va rivojlanishning asosiy qismidir. Oliy o’quv yurtlarida va maktablarda yoshlarni samarali bilim olishlarini ta’minlash ularning dunyo qarashini

o’stirish ,Talim tarbiyani to’g’ri tashkil etish maqsadida darslarni zamonaviy pedagogik texnologiyalar orqali tashkil etish hamda ulardan to’g’ri foydalanishning ahamiyati muhim o’rin kasb etadi.

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CHET TILLARNI O‘QITISHGA BO‘LGAN ZAMONAVIY YONDASHUVLAR

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Annotatsiya: Ushbu maqolada chet tillarini o‘rganishga ehtiyoj yuqori bo‘lgan davrda, chet tili o‘rganishning ahamiyati va bu borada zamonaviy texnologiyalardan foydalanish hamda bugungi kun yoshlarini boshqa davlat tillarini o‘rganishga bo‘lgan qiziqishlarini oshirish yo‘lidagi yangidan yangi yondashuvlar haqida fikr yuritiladi. Bu masala doirasida ilgari surilgan g‘oyalar va takliflar yuzasidan olib borilayotgan ishlar to‘g‘risida ma’lumotlar keltirib o‘tiladi. Xorijiy tillarni o‘rganibgina, inson o‘z ona tilini ko‘p qadrlay boshlashi haqida bayon qilinadi.

Kalit so‘zlar: chet tili, globallashuv, miyya, xotira, millatlararo aloqa, ilm-fan, zamonaviy texnologiya, CEFR, IELTS.

Abstract: This article discusses the importance of foreign language learning in a time when the need to learn foreign languages is high, and the use of modern technologies in this regard, as well as new approaches to increase the interest of today's youth in learning other national languages. . Information about the work being carried out in connection with the ideas and proposals put forward within the framework of this issue is given. It is said that only after learning foreign languages, a person begins to appreciate his mother tongue.

Key words: foreign language, globalization, brain, memory, international communication, science, modern technology, CEFR, IELTS.

Абстрактный: В данной статье рассматривается важность изучения иностранных языков в эпоху, когда потребность в изучении иностранных языков высока, и использование современных технологий в этой связи, а также новые подходы для повышения интереса современной молодежи к изучению других национальных языков. языки. . Приводятся сведения о работе, проводимой в связи с идеями и предложениями, выдвинутыми в рамках данного вопроса. Говорят, что только выучив иностранные языки, человек начинает ценить свой родной язык.

Ключевые слова: иностранный язык, глобализация, мозг, память, международное общение, наука, современные технологии, CEFR, IELTS.

Bugungi kunda globallashib borayotgan davrda yashar ekanmiz, inson o‘z tilidan tashqari boshqa tillarni o‘rganishi ko‘p imkoniyatlar eshigini ochib bermoqda. Hozirgi vaqtda ikki yoki undan ko‘p til bilish - bu zamon talabiga aylanib bormoqda. Moliyaviy yoki ijtimoiy jihatdan qat’iy nazar chet tilini bilish, shu tilda suhbatlashish odamlar bilan haqiqiy aloqa qilish, dunyoning ko‘rinishini o‘z ongimiz bilan his qilishimizga ulgan yordam bermoqda. Tilshunos olimlarning tadqiqotlari shuni ko‘rsatadiki, qo‘shimcha til o‘rganish miyyani rivojlantiradi. Ikki va undan ortiq til o‘rganish natijasida, inson xotirasi faollashadi. Necha yosh bo’lishdan qat’iy nazar chet tillarini o‘rganish aqliy faoliyatimizga ijobiy ta’sir ko‘rsatadi. Tadqiqotlar natijasi o‘laroq, chet tilini o‘rgangan insonlarning dunyo qarashi keng bo‘ladi va har qanday muammoli vaziyatlarni osonlikcha hal qila olish qobiliyati shakllanadi. Chet tilini o‘rgangan kishi boshqalardan farqli o‘raloq, erkin va farovon fikrlaydi. U insonning suhbati juda ham qiziq va maroqli bo‘lishi tajribalari tomonidan isbotlangan va tanqidiy tomondan ham ko‘rib chiqalgan bo’ladi[1].

Biz tug’ilibmizki, o‘z ona tilimizda gapirishni boshlaymiz. Atrof muhiti natijasida, o‘z tilimizni osonlikcha o‘rganib, insonlarga fikrimizni yetkazaolamiz. Lekin o‘ylab

ko‘rmaymizki, qanday bu til shakllangani haqida. Uning grammatikasi to‘g’risida fikr yuritib ko‘rmaymiz. Ammo chet tillarini o‘rganishda, birinchi navbatda inson o‘z ona tilini mukammal bilishi kerak bo‘ladi. Ana o‘shandagina boshqa tillarni o‘rganishi oson kechadi. Shu munosabati bilan, yosh bolalarning ilk maktabga qadam qo‘ygan onidan boshlab, o‘z ona tilini o‘rganishga katta e’tibor qaratilgan. Bu esa o‘z navbatida kelajakda boshqa til o‘rganishida qulayliklar keltirib chiqaradi. “Yoshlikda olingan bilim-toshga yoziladi”,- degan ibora bor, albatta bu bejizga aytilmagan. Shu sababdan bolalarga yangi tilni yoshligidan boshlab o‘rgatib borish lozim. Boshqa tilni o‘rganish uzoq vaqt davom etadigan jarayondir. Bu kuchli iroda va mashaqqatli mehnatni talab qiladi. Bu borada albatta o‘qituvchining kasbiy mahorati birinchi navbatda turadi. O‘quvchini til o‘rganishga bo‘lgan qiziqishini oshirish albatta murakkab masala. Ayrim insonlar borki, yoshligidan hech kimning qiziqtirishisiz, o‘z hohishi bilan til o‘rganishga intiladi. Lekin ayrimlar borki, majburlasangiz ham o‘rganmaydi. Mana shu holatda kuchli tajribaga ega bo’lgan o‘qituvchigina, o‘z mahorati bilan mana shu insonlarni qiziqtira oladi.

Bugungi rivojlanayotgan tezkor zamonda ilm-fan, texnika ham shiddat bilan o‘sib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Mamlakatlararo muloqotlar va kelishuvlar natijasida chet davlatlariga borish ancha yengillashib qoldi. Barcha qulayliklar aholi uchun yaratib berilmoqda. Biror bir sohada kuchli mutaxassis bo‘lishni xohlagan inson borki, albatta boshqa davlatga borib u yerdan tajriba oshirib qaytashi va o‘z yurtida o‘rganib kelgan ishlarini tatbiq qilishi lozim. Boshqa davlatga chiqish uchun esa shubhasiz, u davlatning tilini o‘rganib borishi maqsadga muvofiqdir. Biznes sohasidan olib qaraladigan bo‘linsa ham, mahsulot eksporti va importi uchun hamkor qilayotgan tashkilot bilan muloqat qilish uchun ham tilni mukammal bilish talab etiladi. Mana shu holatlarni inobatga olgan holda, hozirgi yoshlar borki, maktab davridayoq o‘z ona tilidan boshqa tillarni o‘rganishiga ham katta e’tibor qaratilmoqda. Bundan tashqari zamonaviy texnologiyalar barchasining qo’llanmasi chiqarilgan davlat tilida yoki xalqaro til hisoblanmish: ingliz yoki rus tilida bo’ladi. Zamonaviy

texnologiyarni bilmaydigan inson, barcha narsadan ortda qolib ketadi. Inson hayoti texnologiyarsiz tasavvur qilib bo'lmaydi. Texnologiyalar hozirgi davrning eng asosiy quroli bo'lib hisoblanadi. Shu masala yuzasidan, Prezidentimiz Shavkat Mirziyoyev takliflariga binoan "Umumiy o'rta ta'lim makatablarida 1-sinfdan boshlab informatika sohasini o'rgatish" to'risidagi qarori joriy etildi[2].

Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib talaba va yoshlarga yetkazib berish bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Ayniqsa, O'zbekiston Respublikasi birinchi Perezidenti Islom Karimovning 2012-yil 13-dekabrdagi PQ 1875-sonli qarori qabul qilinganidan so'ng mamlakatimizda chet tillarni o'qitishga, o'rganishga bo'lgan e'tibor yanada kuchaydi. Yurtimizda chet tillarni o'qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o'tilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR)ga mos ravishda yangi usul va talablari ishlab chiqildi. Chet tilini o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yozish, tinglab tushunish va gapirish) bo'linib o'qitilmoqda va ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda[3].

Vazirlar Mahkamasining 2021-yil 19-maydagi 312-son qarori bilan 2022-2023-o'quv yilidan boshlab davlat va ta'lim muassasalariga ishga qabul qilinayotgan nomzodlar kamida B2 darajadagi milliy yoki unga tenlashtirilgan mos darajadagi xalqaro sertifikatga ega bo'lishi belgilangan. Shu bois 2023/2024-o'quv yildan boshlab yangi ishga kirayotgan xorijiy tillar o'qituvchilarida B2 darajadagi sertifikat talab qilina boshlandi. O'z navbatida, C1 darajadagi xalqaro sertifikatga ega o'qituvchilar ham ayni vaqtda oylik ish haqlari 50% ga oshirilishi belgilab qo'yilgan. Shundan ko'rinib turibdiki, chet tili mutaxassislari ham kuchli malaka va bilimga ega bo'lishlari shartligi qonun bo'yicha ham belgilab qo'yilgan. Undan tashqari, chet tili o'rganishda jahon

talablariga mos ravishda o‘quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlanib qo’yilgan[4].

Ta’lim texnologiyalari, bu ta’lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Ta’lim jarayoniga zamonaviy innovatsion texnologiyalardan foydalanish orqali ta’lim sifati va samaradorligi oshiriladi[5]. Chet tilini o‘rganishda zamonaviy texnologiyalarning o‘rni beqiyosdir. Bu chet tilini o‘rganishning har bir aspectida qo‘l keladi. Ta’lim jarayonida zamonaviy texnologiyalardan foydalanishda o‘quvchilar ham axborot-kommunikatsion texnologiyalarini yaxshi bilishi kerak. Misol uchun: kompyuter yoki telefon yodamida chet tilida kinolar ko‘rish yoki audio ma’lumotlar eshitish, o‘quvchining tinglab tushunishiga yordam beradi. Bundan tashqari elektron lug’at kitoblar yordamida qidirayotgan so‘zni oson topish ham mumkin. Hozirgi vaqtda shunday dasturlar yaratilganki, u yordamida osonlik bilan chet mamlakatda til o‘rgayotgan yoshlar bilan yoki ana shu mamlakatning native insoni(ya’ni o‘sha yerda yashaydigan inson) bilan bemalol muloqot qilish imkoni yaratib qo‘yilgan. Bu esa albatta o‘quvchining so‘zlashish qobiliyatini oshirishga ulkan hissa qo‘shadi. Chet tili darslarida o‘quvchilarni turli xil kichik gruhchalarga bo‘lib, boshqalar bilan maslahatlashib ish tutishi, ularning kommunikativ jarayonda faol bo‘lishlariga, ikkilanmay o‘zlarining fikrlarini yetkazib berishlariga yordamchi deb hisoblanib kelmoqda. Turli xil intelektual o‘yinlar, interaktiv musobaqalar tashkillashtirish natijasida, til o‘rganish yanada qiziqarli va samarali hisoblanib, yoshlarning o‘rganishiga qulayliklar yaratmoqda.

Hozirgi vaqtda hayotimizni internetsiz tasavvur qilaolmaymiz. Internetdan unumli foydalanish natijasida chet tilini mukammal o‘rganish mumkin. Ijtimoiy tarmoqlarda o‘z bloklarini yuritadigan juda ko‘p insonlar mavjud. O‘z postlarida chet tiliga doir ma’lumotlar berib borishadi. Bu o‘z navbatida o‘quvchining o‘qish qobiliyatini oshiradi. Chet tiliga ixtisoslashtirilgan ko‘pdan ko‘p o‘quv markazlari mavjud. Mana shu markazlarda kuchli mutaxassislar dars berib kelishmoqda. Undan

tashaqari Youtube tarmog'i orqali ham qiyinchiliksiz, uydan chiqmagan holda til o‘rganish mumkin. Yoshlar ishlari agentligi o‘z taklifi bilan bepul onlayn kurs tashkil qilish haqida prezidentimiz Shavkat Mirziyoyevga murojaat qilishdi. Bu murojaatlari albatta tasdiqlanib, barcha sharoitlar yaratib berilgan holda amalga oshirildi. Hozirda, Yoshlar ishlari agentligi tomonidan “Ibrat Academy” ya’ni “Ibrat farzandlari” loyihasi tashkil etildi. Bu loyiha natijasida minglab o‘rganuvchilar 50 dan ortiq tillarni bepul o‘rganish imkoniyatiga ega bo‘lishdi. Har bir darslardan so‘ng qiziqarli testlar berib boriladi. Bu esa til o‘rganishni yanada osonlashtiradi.

Bundan tashqari yoshlarni til o‘rganishga qiziqtirish maqsadida ko‘p musobaqalar tashqil qilinmoqda. Jumladan, onlayn va offlayn olimpiadalar yoshlarni bilimlarini sinashlari uchun, qolaversa yuqori ball to‘plagan yoshlarga mukofotlar ajratilgani ham yoshlarni til o‘rganishga bo‘lgan ishtiyoni oshirmoqda. Xalqaro til bilish imtihoni (IELTS) dan yuqori ball olgan yoshlarga turli xil pul mukofoti, rag’batlantirishlar, hattoki, chet elga borib o‘qib kelish imkoniyatlari yaratilmoqda. Bakalavryat va magistratura yo‘lishlarini chet elda o‘qib kelishga shart-sharoitlar yaratib berilmoqda. Barchasi albatta yoshlarda chet tillarini o‘rganishga bo‘lgan ishtiyoqini oshirmoqda. Bundan tashqari chet tili sohasi o‘qituvchilari o‘z sohalarini puxta o‘rganib, yoshlarga o‘rgatishlari yuzasidan davlat tomonidan chet mamlakatlariga borib, malaka oshirib kelishlariga shart-sharoitlar yaratib berilmoqda. Oliy ta’lim sohasida o‘qiyotgan talabalarga ham xorijiy davlat oliygohlari bilan almashunuv darturlari yuzasidan o‘qib kelishlari uchun shartnomalar imzolandi. Bu esa talabalarning o‘z ustilarida ishlashlari uchun qulay imkoniyatdir.

Chet eldan mutaxassislar O’zbekistonga jalb qilinib kelinmoqda. Bu kelgan insonlar bilan til o’rganish sohasida juda ko‘p treyninglar tashkillashtirilmoqda. Suhbatlashish natijasida, yoshlarning kommunikativ qobiliyatlari hamda fikrlashlari kengaymoqda. Har bir viloyatlarda chet el vakillarining maxsus markazlari tashkillashtirilgan. Vaqti-vaqti bilan tashkillashtirilgan muloqotlar albatta o’z

samarasini ko’rsatmoqda. Bunday sa’y-harakatlar yoshlarga til o’rganishga bo’lgan qiziqishini kundan kunga oshirib, o’z natijasini bermoqda.

Nemis faylasufi Iogann Volfgang Gyote shunday degan edi:”Kimki o’zga tillarni bilmas ekan, o’z tili haqida ham tasavvurga ega bo’lmaydi”[6]. Inson o’z tilini mukammal o’rganaman deb niyat qilgan bo’lsa ham avvalo biror bir chet tilini ham mukammal o’rganishi va o’z tili bilan taqqoslab ko’rishi kerak. Qancha ko’p til bilinsa, shuncha dunyo qarash o’sadi va ana o’sha inson boshqalarga qaraganda aqlli va boshqalar havasiga sazovor bo’ladi.

Foydalanilgan adabiyotalar

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ZAMONAVIY TEXNOLOGIYANING TA’LIMDAGI O’RNI VA AHAMIYATI

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Annotatsiya: Ushbu maqolada zamonaviy axborot texnologiyalarining ta'limdagi o'rni, uning ijobiy tomonlari va undan qanday foydalanish masalalari, axborot texnologiyadan foydalanib dars jarayonini yanada sifatli qilish tahlil qilinadi.

Kalit so'zlar: Zamonaviy axborot texnologiyalari, kasbiy kompetent, axborot resurslari, ommaviy saytlar

Аннотация: В данной статье анализируется роль современных информационных технологий в образовании, их положительные стороны и

способы их использования, делая процесс обучения более качественным с помощью информационных технологий.

Ключевые слова: Современные информационные технологии, профессиональные компетенции, бизнес-ресурсы, публичные сайты.

Abstract: This article analyzes the role of modern information technology in education, its positive aspects and how to use it, making the teaching process more qualitative using information technology.

Key words: Modern information technologies, professional competence, business resources, public sites.

Kirish

Ushbu maqolada pedagogikada muloqot madaniyati va undagi psixologik tushunchalar va axborot texnologiyalari yuritiladi. Ta’lim-tarbiya jarayonining asosiy maqsadi va vazifasi, barkamol, yetuk shaxslarni, yani Komil insonni shakllsntirish to’ġrisida so’z boradi.Ilmiy texnikaviy taraqqiyot ishlab chiqishning ko‘p sonli tarmoqlari bilan bir qatorda ta’lim sohasiga ham zamonaviy axborot texnologiyalarini joriy qilishni taqozo etdi. Shu boisdan “Kadrlar tayyorlash milli dasturida o‘quv va tarbiyaviy jarayonni yuksak malakali pedagogik kadrlar, ilg‘or pedagogik zamonaviy axborot kommunikatsiya texnologiyalari bilan ta’minlash zarurati e’tirof etilgan. O‘zbekiston Respublikasi mustaqillikka erishgan yillardan buyon o‘quvchi yoshlarga beriladigan ta’limning mazmun va mohiyati ham tubdan o‘zgardi.[1]

Tahlil va natijalar

Bugungi kunda, rivojlangan davlatlar qatorida O‘zbekistonning yuksak malakali kadrlari tomonidan o‘rganilgan yuqori pedagogik g‘oyalar va zamonaviy axborot texnologiyalaridan ta’lim tizimiga moslashtirilgan texnologik yondashuvlar ishlab chiqildi. Ta’lim jarayoniga zamonaviy axborot texnologiyalarini qo‘llashning muhim ahamiyatlaridan biri shundaki, mavzuga doir muammolarni kelib chiqishi va shu muammolarni yechish uchun talabada ichki qiziqish hosil bo‘ladi.

Maktablarda axborot-kommunikatsiya texnologiyalaridan foydalanish ikki asosiy yo'nalishdan iborat. Birinchisi, istalgan vaqtda masofadan o'qitish uchun ushbu texnologiyalarning kuchidan foydalanish va ta'lim tizimiga faqat o'z uylaridan farovonlik bilan o'rgana oladigan talabalarni kiritish. Ikkinchi yo'nalish nimani o'rgatish va qanday o'qitishni o'zgartirish uchun axborot texnologiyalaridan foydalanishni o'z ichiga oladi, ya'ni an'anaviy o'qitishning mazmuni va usullarini o'zgartirish. Chet tillarni o‘qitishda innovatsion texnologiyalarni qo‘llash va kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or usullarini joriy etish orqali yosh avlodga chet tillarini o‘rgatish, ushbu tillarni mukammal biladigan mutaxassislarni tayyorlash tizimi zamonaviy uslub, texnologiya va uslublar. Tubdan takomillashtirish va shu asosda ularning jahon sivilizatsiyasidagi yutuqlari va jahon axborot resurslaridan kengroq foydalanishi uchun shart-sharoit va imkoniyatlar yaratish, xalqaro hamkorlik va muloqotni rivojlantirish maqsadida chet tillarini o‘qitish,yaratish va ta’lim jarayoniga joriy etish masalalari.[2] Sir emaski, zamonaviy axborot texnologiyalari hayotimizning barcha jabhalarida muhim o ‘rin tutmoqda. Hususan oliy ta’lim tizimida, ayniqsa masofaviy ta’limni tashkillash va boshqarida axborot texnologiyalalarining o ‘rni beqiyos. Hozirgi kunda zamonaviy texnologiyadan hamma oliy ta'lim muassasasida keng miqdorda foydalanib kelishmoqda. Texnologiya talabalarni baholash va imtixon jarayonlarida ham muhim o'rin tutadi. Talabalar va professor-o'qituvchilar faoliyatining samaradorligi oshirishda zamonaviy texnologyaning o'rni beqiyosdir. Shuningdek, yoshlarning texnologiyalaridan foydalanishni ham nazorat ostiga olish kerak chunki ko'pchilik odamlarning ijtimoiy tarmoqlarga bo'lgan moyilligi vaqt o'tgan sari tobora oshib boradi va juda ko'p vaqtini turli xil saytlarga sarf qiladi. Agar bu uzoq muddatga cho'zilsa bu biz uchun doimiy odatga aylanib qoladi shuning uchun ham odamlar ijtimoiy tarmoqdan o'z miqdorida va to'g'ri foydalanishni bilishi kerak. Shuningdek, axborot texnologiyadan to'g'ri foydalanishni bilsangiz u juda ham muhim. Fanlarini o’zaro uyg’unlashtirib yaratilayotgan yangi texnologiyalar yordamida fanlarda kelib chiqadigan kamchiliklarni o’rganish, muammoga yechim izlash, darslarni axborot

texnologiya vositalari yordamida mazmunliroq, qiziqarliroq o’tishni ta’minlash, o’qitishda zamonaviy axborot texnologiyalar vositalari yordamida an’anaviy darslarda foydalanish, darslarni integratsiyalash, osonlashtirish va qiziqarli qilish yaratilayotgan kimyoga oid dasturlar o’yinlardan foydalanishni o’rgatish davomida o’quvchilarning bilimini chuqur o’zlashtirishga yordam berish, va o’quvchilarni axborot texnologiyalardan to’gri foydalanishga yo’naltirish, o’quvchilarni shaxsiy kompyuterlari orqali mustaqil izlanishga o’rgatishni tashkil etishda foydalaniladi. [3]

Kasbiy kompetentlik, zamonaviy mutaxassislarga qo'yiladigan malaka talablari, informatika va axborot texnologiyalari o'qituvchilari tayyorlash jarayonida ularning kasbiy kompetentligini shakllantirishga qaratilgan metodlar va vositalardan samarali foydalanish jarayonida ham axborot texnologiyasi muhim ahamiyat kasb etadi. Har bir inson zamonaviy texnologiyadan foydalanishni o'rganishi kerak chunki ayni damda texnologiyaga bo'lgan talab kundan kunga oshmoqda, har bir kasb egasi deyarli doimiy ravishda texnologiyadan foydalanib kelishmoqda, shuning uchun zamonaviy axborot vositalari haqida tushunchalarini kengaytirish va u haqida ma'lumotga ega bo'lishlari zarur. Axborot texnologiyasi deganda, mavjud axborotlar negizida yangi sifatdagi axborotni olish jarayoni uchun uchun zarur bo'lgan vositalar va uslublar jamlanmasi tushuniladi.

Axborot texnologiyasining maqsadi - inson tomonidan tahlil qilish va uning asosida qandaydiy xatti-harakatlarni bajarish bo'yicha aniq qaror qabul qilish uchun zarur bo'lgan axborotni ishlab chiqarishdan iborat.

Turli texnologiyalarni qo'llagan holda bitta moddiy resursning o'zidan bir nechta buyum yoki turli sifatdagi mahsulotlarni olish mumkin bo'lsa, bu holat axborotni qayta ishlash texnologiyalari uchun ham o'rinlidir.

Xulosalar

Yoshlar uchun darsdan tashqari axborot texnologiyalaridan turli xil mashg'ulotlarni tashkil qilish va metodik qo'llanmalar yaratish kerak. Chunki talabalar qancha axborot vositalardan yaxshi tushunchaga ega bo'lsa va undan to'g'ri

foydalanishni bilsa, darsning sifati juda ham yaxshi bo'ladi va bu dars talablar uchun qiziqarli bo'ladi va o'ziga jalb qila oladi. Shuning uchun, ommaviy axborot vositalari orqali nimalar qila olish va qanday natijalarga erisha olishlari mumkinligini tushintirilsa, albatta talabalar harakat qilib yuksak natijalarga erishishadi faqat buning uchun ularga to'g'ri yo'l va tushuncha berish talab qilinadi.

Umumiy o‘rta ta’lim maktablarni yanada rivojlantirish hamda buning uchun yoshlarning bilim darajasini oshirish, ularni yurtimizning ertangi kunining ishonchli shaxslari sifatida taribiyalashda pedagoglar tomonidan ta’lim tarbiyani tog‘ri tashkl etish, yoshlarni samarali bilim olishlarini ta’minlash maqsadida maktabdagi darslarni zamonaviy pedagogik texnologiyalar orqali tashkil etish, o‘quvchilarning dunyoqarashini o‘stirishda zamonaviy pedagogik texnologiyalardan foydalanishning ahamiyati muhim òrin tutadi.

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DIFFERENT TYPES OF LEARNERS AND LEARNING STYLES IN EDUCATION

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Abstract: This article provides information on the importance of learning in human life, the types of learners, that is, students, and how they can be interested in lessons, and what methods are used.

Key words: reading and writing, auditory learning style, logic, solitary learners, visual kinesthetic.

Аннотация: В данной статье представлена информация о важности обучения в жизни человека, типах обучающихся, то есть учеников, и о том, как их можно заинтересовать на уроках, и какие методы при этом используются.

Ключевые слова: чтение и письмо, слуховой стиль обучения, логика, одиночное обучение, зрительная кинестетика.

Annotatsiya: Ushbu maqolada o‘rganish inson hayotida muhim ahamiyatga ega ekanligi, o‘rganuvchilarning, ya’ni o‘quvchilarning turlari va ularni qay tarzda dars mashg‘ulotlariga qiziqtirish mumkinligi hamda qanday uslublardan foydalanish haqida ma’lumot berilgan.

Kalit so‘zlar: O‘qish/yozish, eshitish orqali o‘rganish, mantiq, yakka o‘rganuvchilar.

Introduction

The purpose of this article is to explore the field of learning, learning style, meta-cognition, strategies and teaching by classifying different levels of the learning process. The paper aims to present an attempt to identify how students' awareness of learning style and teachers' matched instruction might affect students' learning and motivation.

Materials and methods

Learning is an important aspect of human life, and everyone has their own unique way of acquiring knowledge. While some prefer visual aids, others prefer hands-on activities. It’s critical to understand the different types of learners so you can tailor teaching methods to suit their preferences for more effective learning.

The 4 types of learners in education include visual, auditory, reading/writing, and kinesthetic.

It’s important to develop lesson plans to help all the different types of learners absorb information in a way that fits their individual needs. When teachers understand

the characteristics of different learning styles and associated instruction strategies, they are better able to address the instructional requirements of all their students.

Because every student learns differently, learning styles are widely recognized in both classroom management theory and education theory in general. “The term ‘learning styles’ speaks to the understanding that. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information,” explains. For example, one student might learn best by acting a process out, while another might prefer reading about the topic instead.

The VARK Model

The learning styles of students depend on several factors, including their environment and other cognitive and emotional factors. Because every student is different, it’s a good idea for teachers to develop classroom strategies that incorporate different learning styles for different types of learners. The VARK model helps teachers do this. It is an acronym that refers to the four learning styles: visual, auditory, reading/writing preference, and kinesthetic. VARK is focused on the idea that students retain and process information differently and have “preferred learning modes” that allow them to learn their best. “Allowing students to access information in terms they are comfortable with will increase their academic confidence,” explains. It’s important to note that, while everyone uses a combination of learning styles. [1]

Understanding Learning Styles

Here is a breakdown of the four types of learners, along with tips for.

Visual

Visual learners prefer to take in information using charts, maps, graphs, diagrams, and more. Using images to explain concepts and ideas is the best way to reach a visual learner. However, this type of learning style does not include photographs or videos. Instead, visual learners learn best when information is presented using patterns, shapes, and other visual aids in the place of written or spoken words. One way teachers can

differentiate their instruction for visual learners is by using graphic organizers to teach a lesson. A flow chart might be used to explain a scientific process, for example. [2]

Auditory

This learning style describes students who learn best when information is heard or spoken. They benefit from lectures, group discussion, and other strategies that involve talking things through. “Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking,” VARK Learn Limited explains. To help auditory learners learn, teachers can post audio recordings of lessons on the class website, or incorporate group activities that require students to explain concepts to their classmates.

Reading/Writing Preference

Students who have a reading/writing preference prefer information to be presented using words. They love to read and perform well on written assignments such as stories or book reports. “This preference emphasizes text-based input and output – reading and writing in all of its forms,” VARK Learn Limited notes. A great way to help these students learn is by having them describe diagrams or charts using written statements. Then, they can study their notes later to better retain the information.

Kinesthetic

Kinesthetic learners learn best when they can use tactile experiences and carry out a physical activity to practice applying new information. “People who prefer this mode are connected to reality, ‘either through concrete personal experiences, examples, practice or simulation,’” VARK Learn Limited explains. Give these students a working example of an idea or process, or task them with recreating experiments to illustrate concepts. [3]

Conclusion

In conclusion, not all students learn information in the same way. Therefore, teachers must design lesson plans that help diverse students absorb information in ways that meet their individual needs. Students should be taught according to their age and

interests. For example, while teenagers are interested in music, sports and cars, children are interested in nature, plants and animals.

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MATEMATIKA IXTISOSLIGI TALABALARINING KASBIY-LEKSIK KOMPETENSIYASINI RIVOJLANTIRISHDA CLIL YONDASHUVI

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Annotatsiya: Zamonaviy kasbiy ta'limning vazifalaridan biri bu kasbiy tilni o'zlashtirishdir. Terminologiya kasbiy aloqa vositasi va kasbiy o'sishning nazariy asosi bo'lib, u kasbiy tajriba orttirish uchun bilim va vositalar manbayi hisoblanadi. Shunday qilib, ma’lum bir bilim sohasida atamashunoslikni egallash an’anaviy ravishda o‘quv jarayonida materialni o‘zlashtirish sifatining ko‘rsatkichi bo‘lib, mutaxassislar o‘rtasidagi almashinuvda faol foydalanish tajriba almashishda o‘zaro tushunish va hamkorlikka yordam beradi. Zamonaviy ta'lim tizimi kasbiy faoliyatda terminologik savodxonlik zarurligini tan oladi. Tadqiqotimiz davomida nolingvist universitet talabalarining terminologik kompetensiyasini shakllantirish va bu orqali sohaga tegishli matnlarni tushunish qobiliyatini zamonaviy CLIL yondashuvi asosida rivojlantirish maqsad qilindi.

Tayanch so‘zlar: terminologiya, leksika, nofilologik, ESP, CLIL, metod, yondashuv

Abstract: One of the tasks of modern professional education is mastering the professional language. Terminology is a tool of professional communication and the

theoretical basis of professional growth; it is a source of knowledge and tools for gaining professional experience. Thus, the acquisition of terminology in a certain field of knowledge is traditionally an indicator of the quality of mastering the material in the educational process, and its active use in the exchange between specialists helps mutual understanding and cooperation in the exchange of experience. The modern educational system recognizes the need for terminological literacy in professional activities. During our research, it was aimed to form the terminological competence of non-linguistic university students and thereby develop the ability to understand texts related to the field based on the modern CLIL approach.

Key terms: terminology, lexica, non-linguistic, ESP, CLIL, method, approach

Kirish

Global iqtisodiy o'zgarishlar sharoitga moslashish va korxonalar, ish beruvchilarning yuqori talabini qondirish maqsadida nofilologik yo'nalishlarda xorijiy tilni o'qitish jarayonlarida ko'plab innovatsion metodlar yaratildi. Aynan talabalar xohish-ehtiyojiga mos mavzularni, terminlarni tanlash va ESP o'qituvchisi tomonidan tarjima qilish yo'li bilan yetkaziladi. Maxsus so'zlarni darslarda qo'llashning yana bir usuli o'rganuvchilar uchun tushunarli bo'lgan matnlardan foydalanishdir. Ingliz tilini o'rganayotgan matematika yo'nalishi talabalari uchun terminologiya odatda o'qish matnlarini tarjima qilish, yoki matnda qatnashgan maxsus so'zlar glossarisini keltirish orqali namoyish etiladi.

Muammoning bayoni

Darhaqiqat, Tarjima metodi (Grammar translation method) til o'qitish taraqqiyoti mobaynida o'z dominantligi bilan qo'llanib kelinayotgan metod hisoblanadi. Ushbu metod o'rganilayotgan tildagi axborotni, asosan grammatikasi va so'z boyligini bir tildan ikkinchi tilga tarjima qilish asosida o'rgatishni nazarda tutadi [7, 2013]. Ammo, so'nggi yillarda rivojlangan davlatlarda ushbu metod tilning faqat grammatika va lug'at qismiga urg'u berishga qaratilgan aftoritar, deduktiv yondashuvga asoslanganligi bois ma'qul ko'rilmayabdi. Kumaravadivelu aytib o'tganidek, "Metod har qanday til o'qitish

makoni uchun markaziy omildir” [6, 2006]. Jumladan, Kommunikativ til o’qitishga mo’ljallangan metod (CLT), Bilingval yondashuv, Kompyuter yordamida ingliz tilini o’rganish (CALL), Mashqlar asosida o’qitish (Task Based teaching), Mavzu asosida til o’rganish (Theme based learning), Kontent asosida til o’rganish (CLIL) va boshqalar. Ko’plab tadqiqotlar va izlanuvchilarning o’qitish amaliyoti natijalari an’anaviy o’qitish usuli bo’lgan kommunikativ yondashuv (Communicativ approach) talabalarga maxsus bilimlar berishni qo'llab-quvvatlamasligini ko’rsatdi, bu esa CLIL (Tarkib va Language Integrating Learning) yondashuvi ESP talabalarini maxsus bilimlar bilan ta'minlashda ma'lum afzalliklarni olib kelishi isbotladi. Nofilologik yo’nalish talabalari endilikda nafaqat umumiy til bilimi, muloqot qobiliyatlarini rivojlantirishi balki maxsus bilimga ham ega bo’lishlari zarur.

Natijalar va muhokama

Matematika yo’nalishi talabalari bilan olib borilgan so’rovnoma natijalariga ko’ra, ko’plab talabalarning bugungi kunda ingliz tilini o’rganishdan maqsadi Respublikada va xorijiy davlatlar tomonidan magistratura, doktorantura bosqichlari qabul jarayonlariga talab etiladigan Xalqaro GMAT, GRE, SAT sertifikatlariga ega bo’lish, kasbiy faoliyatida pedagog xodimlarga ajratilgn ustamalarga ega bo’lish. GMAT, GRE, SAT ham boshqa xalqaro testlar kabi standartlashtirilgan, xalqaro kuchga ega, talabaning mantiqiy, tanqidiy fikrlash darajasi, tahlili qilish qobiliyati, miqdor bilan bog’liq umumiy bilimi, ingliz tilida yoza olish qobiliyatini ko’rsatib beruvchi eng elementar imtihon hisoblanadi. Ushbu imtihonlarga tayyorgarlik ko’rayotgan talabalar test mazmunida uchrovchi matematik terminlarni topib tarjima qilishadi, yod olishadi, undan so’ng savol mazmunini tushunishadi. Xatto, umumiy ingliz tili bilish darajasi yuqori bo’lgan talabalar ham testda uchrovchi maxsus so’zlar tarjimasini bilishi talab etiladi. Shuningdek, bugungi kunda turli sohalarda faoliyat yurituvchi ish beruvchi tashkilotlar, ishlab chiqarish subyektlari xodimning xorijiy hamkorlar bilan yozma muloqot qila olish, ish yuritish, shartnoma, xatlar mazmunini tushunish va javob qaytara olish, tehnika va qurilmalar tilini tushunish kabi ko’nikmalarini alohida e’tiborga

olmoqda. Bu va boshqa sabablarni o’rgangan holda, matematika ixtisosligi talabalarining kasbiy-leksik kompetensiyasini sohaviy o’qish matnlari orqali oshirish, matn tarkibida ularni tarjimasini bilish, shu orqali mazmun ortidagi axborotni tushunish ko’nikmalarini rivojlantirish maqsad qilindi.

Kasbiy yo'naltirilgan matnlarni o'qish savodxonligini oshirish masalasi bir necha o'n yillar davomida o'rganilib kelinmoqda. (Zimnyaya I.A., Serova T.S., Folomkina S.K. va boshqalar). O'qish strategiyasi bo'yicha ko'plab tadqiqotlar EFL va ESL kontekstida olib borilgan bo'lsa-da, ma’lum strategiya asosida nofilologik yo’nalish talabalari o’qish kompetensiyasini rivojlantirish bo’yicha tadqiqot o’tkazilmagan. Shuningdek, matnlarini tushunishga yordam berish uchun bir qancha strategiyalar tavsiya qilinadi, jumladan Kognitiv o’qish strategiyalari (rejalashtirish, maqsadni belgilash, oldingi bilimlarni aniqlash, savol berish, bashorat qilish, mazmunni yaratish, kuzatish, aks ettirish, ma’noni bog’lash va qayta ko’rib chiqish), metakognitiv o'qish strategiyalari (masalan, muammolarni hal qilish o'qish strategiyasi, global o'qish strategiyasi, o'qishni qo'llab-quvvatlash strategiyasi) kabilar. Albatta, har xil turdagi o'qish strategiyalarini o'rgatish va amaliyotda qo'llash ko'p vaqt talab qiladigan va ba'zan talabalar uchun qiyin bo'lishi mumkin. Shuning uchun til o'qituvchilariga talabalarning ingliz tilini bilish darajasiga mos keladigan o'qish strategiyalarini tanlash tavsiya etiladi.

Binobarin, tadqiqotimizda nofilologik yo’nalish talabalari o’qish savodxonligini takomillashtirish maqsadida ingliz tilini o’qitishda ikkita muhim nazariy modelni birlashtirish ko’zda tutdik. CBI ta’lim yo’nalishi tarkibida paydo bo’lgan yondashuv CLIL va Muloqotga yo’naltirilgan o’qitish (CLT) yondashuvi negizida paydo bo’lgan Task based language learning modellarini umulashtirgan ta’lim muhiti yaratish maqsad qilindi. CLIL- Mazmun va til integratsiyalashgan ta’lim bo’lib, ma’lum kontentni o’rgatishni maqsad qilgan bo’lsa, Task based language learning – o’rganuvchilar muloqot kompetensiyasini rivojlantirihsga mo’ljallangan vazifalardan tashkil topgan. Mavzu va vazifaga asoslangan til o’rganish modeli (TBI) tushunchasi ilgari amalga oshirilgan. Biroq, bu faqat maxsus mavzular va vazifalar orqali ESP o'quv dasturini

ishlab chiqish va natijada, talabalarda kommunikativ kompetensiyalarni rivojlantirish uchun umumiy taklif edi xolos. Ushbu tadqiqot, o'qish kompetensiyasini va uni integratsiyalashgan o'qitish modellaridan foydalanish asosida rivojlantirishga e'tibor qaratadi. Tadqiqotda monolingual Matematika ta'lim ixtisosligi muhitida Mavzu va vazifa ta'lim modeliga asoslangan CLIL yondashuvidan foydalaniladi. CLIL borasida turli xil ta'riflar mavjud. Bu bo'yicha yetakchi mutaxassis hisoblangan Devid Marsh CLILni "o'qitishning asosiy tilidan boshqa tilda fanlarni o'qitishga ishora qiluvchi umumiy atama" deb ta'riflagan. Marshning fikriga ko'ra, CLIL atamasi birinchi marta 1996 yilda "ikki yo'naltirilgan ta'lim yondashuvini bildirish uchun kiritilgan bo'lib, unda qo'shimcha til ham mazmunni, ham tilni o'rganish va o'rgatish uchun ishlatiladi" [9, 2008]. Boshqa bir tadqiqotda CLIL "tillarni o'qitishning innovatsion modeli" sifatida ta'riflangan bo'lib, unda "asosiy o'quv dasturlari mazmuni o'quvchilarning ona tili bo'lmagan tillar orqali yetkaziladi" [2, 2013].

Qiziq tomoni shundaki, CLIL yangi paydo bo'lgan yondashuv emas, chet tili orqali turli fanlarni o'qitish va o'rganish ancha yillardan beri qo'llanilib kelinadi. Misol sifatida, Lotin tili Yevropa bo'ylab turli sohalarni o'rganishda ta'lim tili bo'lib xizmat qilgan. CLIL o'quvchilar mazmundan to'g'ri ma'no olishda duch kelishi mumkin qiyinchiliklarni yengillashtirishga qaratilgan, chunki CLIL vazifaga asoslangan. CLIL metodi orqali qo'llanilgan vazifa va topshiriqlar mazmunni oson tushunishga va tilni egallashga yordam beradi. Anderson va Pearson, "o'qish orqali yangi mazmunli bilimlarni olish tematik bog'langan matnlar faoliyati va kognitiv tuzilmalarni rivojlantirishga yordam beradi" [1,1991]. CLIL tilning to'rt kompetensiyasini umumlashtirgan holda rivojlantira oladi, ammo o'qish kompetesniyasi ushbu metodda alohida o'ringa ega, chunki o'qish bu so'zni tushunish va bilish bog'liq kommunikativ jarayon. Germer "O'qish matnlari tilni turli aspektlarini: so'z boyligi, grammatikasi, punktuatsiyasi va gaplar, paragraflar va matn yaratish usulalrini o'rganishga imkoniyat yaratishini e'tirof etadi" [4, 1997].

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PROFESSIONAL TA'LIM VA MENING INSTITUTIM

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Namangan davlat chet tillar instituti talabasi

Annotatsiya: Professional ta'lim – innovatsion ta'lim tizimining asosi. Professional va sifatli ta'lim muassasalari, boshqaruv hamda pedagog kadrlarining kasbiy bilim, kónikma va malakalarini uzluksiz yangilab borish mexanizmlarini joriy etish, zamonaviy talablarga muvofiq professional ta'lim sifatini ta'minlash uchun zarur darajada kasbiy tayyorgarlikni amalga oshirishning asosini tashkil etish.

Kalit so'zlar: zamonaviy ta'lim, kónikma, elektron ta'lim, podkastlar, elektron kitoblar, intellektual salohiyat

Kirish

Professional ta'lim tizimining maqsadi va talabi – professional ta'lim muassasalarida óqigan yoshlar aniq ish órniga óz kasbi bo'yicha zarur bilim va kónikmaga ega bólishi shartligidadir.

Bugun, voyaga yetayotgan navqiron avlodni intellektual salohiyatli, zukko qilib tarbiyalash, ularga puxta bilim berish mutaxassislarning yuksak bilim darajasiga bevosita bog'liqdir. Barchamizga ma'lumki, XXI asr boshlarida kechayotgan global ijtimoiy-iqtisodiy jarayonlar, dunyoning g'oyaviy – mafkuraviy qiyofasini ózgartirib, yangicha tafakkur va dunyoqarashni shakllantirishni taqozo etmoqda. Bu esa ta'lim tizimida tub islohotlar qilishni talab etyapti desak mubolag'a bo'lmaydi. Hozirgi kunda kasb-hunar maktablari va texnikumlarning moddiy texnik bazasi mustahkamlanib, ta'lim sifati yuqori bosqichga kótarilib borilayotgan bir vaqtda pedagog kadrlarni qayta tayyorlash tizimi ham yólga qóyildi.

Zamonaviy ta'lim XXI asrda maktablar va ta'lim muassasalarida óqitiladigan ta'limning eng sónggi va zamonaviy versiyasidir. Zamonaviy ta'lim nafaqat savdo, fan san'atning taniqli akademik fanlariga e'tibor qaratadi, balki, talabalarda ijodiy fikrlash, hayotiy ko'nikmalar, qadriyatlar ta'limi, tahliliy ko'nikmalar va qarorlar qabul qilish

ko'nikmalarini rivojlantirishga qaratilgan. Zamonaviy ta'lim shuningdek, óquvchilarga bilim berish va óquv jarayonini yanada qiziqarli va qiziqarli qilish uchun mobil ilovalar, You tube, podkastlar, elektron kitoblar, filmlar kabi eng yangi texnologiyalardan foydalanadi.

Professional ta'limning qisqachasi, óquvchga yónaltirilgan, óqituvchi markazlashgan, mavzuga oid va malakaga asoslangan bilim interaktiv va qiziqarli, bilimlarni kóp tomonlama uzatilishidir. Adabiyotlar va tadqiqotchi olimlar ilmiy ishlari shuni kórsatadiki, zamonaviy professional ta'lim tizimi, ta'lim sifatini ta'minlash, kadrlar tayyorlashda turli modelining órganish va tahlili shuni kórsatadiki, tizimning asosiy kamchiliklari uning tizimidagi demokratik va bozor ózgarishlari talablariga javob bermasligidir. Ta'lim tizimi, fan va ishlab chiqarishning ózaro yaqin aloqasi va ózaro integratsiyasi ta'minlanmaganligini kórsatadi.

Misollar tariqasida kóradigan bólsak, dunyoning top 10 reytinggida turadigan "Harvard" universiteti. Harvard eng yaxshi talabalarni óziga jalb qiladi, chunki u taqdim etayotgan ta'lim dasturi eng yaxshi ta'lim tizimlaridan biri. Harvard professorlari yuqori malakali olimlardir. Harvard universitetida kóplab Nobel mukofoti sovrindorlari va Fanlar akademiyasi a'zolari ishlaydi. Bundan tashqari, universitet fanlaridan gumanitar fanlargacha kóplab sohalarda yuqori tadqiqotlar olib boradi. Harvard Universiteti turli mezonlar bóyicha barcha universitetlar reytinggida doimiy ravishda birinchi órinda turadi. Universitetda, óquv dasturlari bóyicha keng taklif mavjud: huquq, tibbiyot, astronomiya, sotsiologiya va boshqalar. Shunday qilib, talabaning qiziqishi qanday bo'lishidan qat'iy nazar, Harvardda tanlov bor va ta'kidlanganidek, deyarli barcha ta'lim yónalishlarida eng yuqori órinda turadi. Dunyodagi barcha universitetlar orasida eng katta jamg'armaga ham ega. Ushbu ulkan tashqi mablag'lar eng yaxshi jihozlar, kutubxonalar va infratuzilmani ta'minlash imkonini beradi. Eng yangi texnologiyalardan foydalangan holda órganishni xohlaydigan talabalar Harvardga jalb qilinadi, ya'ni u yerda óqish hayotni ózgartiruvchi ta'lim imkoniyatidan tashqari juda katta tajriba hamdir. Dunyo bóylab eng yaxshi talabalar Harvardda bakalavriat yoki

magistratura dasturida óqishni xohlashlarining ba'zi sabablari shu. Biroq, bu hammasi emas. Óqish keng aloqalar bólishini ham ta'minlaydi. Harvard bitiruvchilari, professor-óqituvchilari va tadqiqotchilari orasida ko'plab Nobel mukofoti laureatlari, Fields medali sovrindorlari, AQSH Kongressi a'zolari, Makartur stipendiatlari, Rodos olimlari, Marshallolimlari va Fulbrayt Stipendiyalari bor, ularning barchasi dunyodagi barcha oliy ta'lim muassasalari orasida eng ko'p.

Shu órinda Is'hoqhon Ibrat nomidagi Chet tillar instituti hamdir. Institut Namangan viloyati Tóraqórg'on tumanida Prezidentimiz tashabbuslari bilan ochilgan va hozirgi kunda mingdan ortiq óquvchilar, malakali va tajribali ustozlar tomonidan sifatli ta'lim berib kelinmoqda. Institut ochilganiga ko'p fursat bólmagan bólishiga qaramay, universitetlar orasida óz mavqeiga, iste'dodli óquvchi yoshlari, zamonaviy ta'lim kórsatkichi bilan ajralib turadi. Institutning professor – õqituvchlari til bilish sertifikatlari C1 darajadagi CEFR, IETS, TOEFL xalqaro sertifikatlariga ega va chet davlatlarida fikr yurutib kelishgan. Nafaqat óqituvchilar balki talabalar ham til bilish sertifikatlariga ega. Dastabki faoliyatni yólga qóyishda ta'lim tizimi birinchi deb hisoblangan. Shuning uchun bino va inshootlarni joriy ta'mirlash va jihozlash (mebel, kompyuter texnikasi, óquv adabiyotlari va boshqa moddiy-texnika vositalari) ishlari Namangan viloyatining mahalliy byudjeti hamda Oliy va órta maxsus ta'lim muassasalarini rivojlantirish jamg'armasi mablag'lari hisobidan teng ulushda amalga oshirilgan. Hozirgi kunda talabalar uchun zarur zamonaviy texnikalar bor va ulardan unumli foydalanishmoqda. Bu óz órnida sifatli ta'limning asosini tashkil etadi.

Professional ta'lim – ta'lim tizimining asosi:

- Xalqaro baholash dasturlaridan (Pisa, Tails, Pirsl) foydalangan holda zamonaviy shakllari hamda metodlarini joriy etish, ushbu bilim va kónikmalarga ega bo'lgan oliy ma'lumotli mutaxassislar va ilmiy-pedagogik kadrlarni tayyorlash;

- Óz ta'lim dasturlarini xalqaro tan olingan tashkilotlarning oliy ta'lim muassasalari reytingida 1000 talik róyxatga kirgan xorijy oliy ta'lim muassasalarining dasturlari asosida shakllantirish;

- Ta’limni zamonaviy pedagogik texnologiyalar asosida tashkil etish, óquv jarayoniga raqamli texnologiyalarni tatbiq qilish, talabalarda sinxron, badiiy, ketma-ket hamda ilmiy-texnik tarjima kónikmalarini shakllantirish;

- Chet tillar bo’yicha mahalliy va xorijiy professor-óqituvchilar bilan hamkorlikda yangi avlod óquv adabiyotlarini yaratish, axborot-resurs markazlarni zamonaviy óquv, óquv-metodik va ilmiy adabiyotlar bilan ta’minlash hamda ularni muntazam yangilab borish;

- Institutning ilmiy-pedagogik salohiyatini oshirib borish, jumladan, professor – óqituvchilar stajirovkasi va malaka oshirishini nufuzli Respublika va Xorijiy oliy ta’lim hamda ilmiy-tadqiqot muassasalarida tashkil etish;

- Ta’lim va ilm – fan sohalarida xorijiy mamlakatlarning yetakchi ta’lim muassasalari, ilmiy tadqiqot markazlari bilan uzoq muddatli aloqalarni rivojlantirish va mustahamlash, qóshma ta’lim dasturlari hamda ilmiy loyihalarni amalga oshirish shular jumlasidandir.

Institutimizdagi talabalarga yaratilgan imkoniyatlaridan biri bu - ikkita xorijiy til bõyicha kvalifikatsiya beriladi. Professor-óqituvchilar uchun xorijiy til mutaxassislik fanlaridan dars beradigan C1 darajadan kam bo’lmagan milliy yoki unga tenglashtirilgan xalqaro tan olingan sertifikatga ega óqituvchilarga ularning bazaviy lavozim maoshiga nisbatan 50 foiz miqdorida qóshimcha ustama haqi tólab boriladi. Institut iqtidorli talabalarning óquv va ilmiy amaliyotlarini xorijiy davlatlarda tashkil etishiga kómaklashadi Hozirda xorijiy chet davlatidan kelgan yuqori malaka va tajribaga ega bólgan ekspert ustozlar institutimizda dars berishadi. Bu óz órnida talaba – yoshlarning ta’limga, ya’ni óqishga bólgan qiziqishini oshiradi.

Sifatli ta’lim – tinchlik, barqarorlik va taraqqiyot kafolati ya’ni, Yangi Ózbekiston taraqqiyotining mustahkam poydevori.

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MODERN METHODS OF TEACHING AND LEARNING ENGLISH LANGUAGE THROUGH MASS MEDIA

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Abstract: This article consists of reviewing modern methods of teaching and learning process of English and other languages for students and teachers by using mass media. The article also analyzes researches on media education and methods for learners of all ages; results of using mass media for studying or relaxation, such as: positive and negative effects.

Аннотация: Данная статья представляет собой обзор современных методов преподавания и процесса изучения английского и других языков для студентов и преподавателей с использованием средств массовой информации. В статье также анализируются исследования по медиаобразованию и методам обучения учащихся всех возрастов; результаты использования средств массовой информации для учебы или отдыха, такие как: положительные и отрицательные эффекты.

Annotatsiya: Ushbu maqola talabalar va o'qituvchilar uchun ommaviy axborot vositalaridan foydalangan holda ingliz va boshqa tillarni o'qish va o'qitishning zamonaviy usullarini ko'rib chiqishdan iborat. Maqolada, shuningdek, barcha yoshdagi o'rganuvchilar uchun media ta'lim va metodlar bo'yicha tadqiqotlar tahlil qilinadi; O'qish yoki dam olish uchun ommaviy axborot vositalaridan foydalanish natijalari, masalan: ijobiy va salbiy ta'sirlar ko'rib chiqiladi.

Keywords: Teaching and learning process, Methods, Mass media, Communication, Vocabulary

Introduction.

Mass media can be used in education in various ways. To give an example, it provides students with plenty of practice through activities using newspapers, radio, magazines, TV, books, internet or even movies, and tasks which help develop language learning skills such as reading, writing, listening and also speaking.

Mass media can be also used to modernize and make lesson intensely interesting and illustrative by providing different kind of electronic learning materials and interactive educational programs.

In other words, mass media allows learners to learn outside of school hours and at home, ensuring them with a lot of opportunities for self – paced learning.[1]

Importance or advantages of mass media in education:

1.Mass media provide information to the public within a less time.

2.It takes a wide coverage of information regarding anything that is happening in any comer of the world.

3.It brings the entire world to the individual or to the classroom. Children spend hours together sitting in front of the television, so they can visualize, hear and acquire knowledge about the world.

4.These media easily reach group, allow repeated use, give more reality, influence intercommunication, show cause and effect relationships and surely motivate the audience.

5.It sends information to remote places and helps in distant learning.

6.It helps in modification of attitudes, inculcation of desirable values and acquaintance with cultural heritage.

7.Mass media acts as an agency of social changes.

8.Mass media are creator of communication which make ideas clearer to children and help them to acquire correct knowledge. They help in simplifying and in giving emphasis to explanation.[2]

In these days, the worldwide availability of mass media is making a great contribution to helping teachers and students access information more conveniently. According to Tafani (2009), mass media allows learners to experience and immerse themselves in a great deal of learning practices employing different types of mass media such as magazines, radio, the internet which really elevate students' English skills. Moreover, students' exposure to mass media plays an important role in the development of their learning habits.[3]

The benefits of watching English movies and TV Shows. In today's globalized world, the ability to communicate effectively in English is a valuable skill that transcends borders and cultures. One enjoyable and effective way to improve English language skills is by watching movies and TV shows in English. Beyond entertainment, this kind of activity offers a great amount of benefits that contribute to personal and linguistic development.

Language Proficiency**.** One of the obvious advantages of watching English movies and TV shows is the improvement of language skills. Exposure to authentic dialogue, diverse accents and colloquial expressions helps viewers become more comfortable with the language. This can lead to enhanced vocabulary, better pronunciation and a deeper understanding of grammar and sentence structure.

Cultural awareness**.** English - language movies and TV shows provide a window into the cultures of English – speaking countries. Viewers can gain insights into social norms, traditions and daily life, thereby fostering cultural awareness. This exposure

helps break down cultural stereotypes and promotes a more nuanced understanding of the diverse societies where English is spoken.

Enhanced Listening skills**.** Watching movies and TV shows in English trains ears to different accents, speeds of speech and tones. This also improves listening skills, a crucial aspects of effective communication. Additionally, exposure to various accents helps viewers feel more at ease in real - life conversations with English speakers from different regions.

Expanded vocabulary**.** Movies and TV shows exposure viewers to a rich and varied vocabulary. Contextual learning, where words are used in specific situations, aids in the retention and application of new vocabulary. Furthermore, subtitles can also be a helpful tool, allowing learners to associate spoken words with their written form.

Improved pronunciation**.** Hearing native speakers pronounce words and phrases correctly is valuable for improving one's pronunciation. Mimicking the way actors speak can help viewers refine their own pronunciation and intonation, contributing to clearer and more confident communication.

Cognitive benefits of watching movies and TV shows. Engaging with English – language content stimulates cognitive functions. Following complex storylines, understanding character motivations and making connections between plot points all contribute to mental agility and critical thinking. This mental exercise can be both enjoyable and intellectually rewarding.

Access to global entertainment**.** English – language movies and TV shows dominate the global entertainment industry. By watching them, viewers gain access to a vast array of high – quality content, ranging from Hollywood blockbusters to acclaimed TV series. This exposure allows individuals to stay culturally relevant and enjoy a diverse range of entertainment. Incorporating English movies and TV movies into leisure time can be a fun and effective strategy for language learning and personal development. The benefits extend beyond linguistic proficiency to encompass cultural understanding, improved listening skills and cognitive stimulation.

How to learn English by reading books? Reading is something most people do every day. But what if we told you that reading is one of the best ways to learn English? This is because reading supplies us with the big majority our vocabulary, as well as spelling, grammar and pronunciation. This means if someone reads English often and with purpose, they will inevitably pick up the tools they need to speak it.

Then what are the benefits of reading for English learners?

Accessibility. While other methods of language learning have been praised for their effectiveness, students keep coming back to reading. The beauty of reading is how adorable and available it is for people all around the world. Any student does not need expensive classes and tutors if they are learning the language by reading books. We also do not need to take a jet plane to immerse ourselves in the language. This is a simple activity that can be done with free materials. The only equipment we need for reading is time and a good book.

Autonomy. Reading gives the student valuable autonomy. They do not need a teacher overseeing their efforts. They can start whenever they want and finish whenever they want.

Moreover, there are a large amount of reading apps for language learners, student can even test themselves as they go. Reading has become more dynamic with the rise of online resources, making easier to stay independent.

Vocabulary. The amount of vocabulary you can learn through frequent reading is immeasurable. Stories in both fiction and nonfiction are full of conversational and formal vocabulary – giving us full access to the language. We can make the most of the vocabulary by choosing varied subject matter.

Spelling. Studies have shown that reading English makes us significantly better at spelling it. This is due to the repetitive nature of writing. A student may see the same word 10 times on the same page. This exposure becomes solidified in our minds over time and gives us spelling superpowers.

Grammar. Reading can give our grammar knowledge a boost. This is because reading behaves like an informal study of sentence structure and punctuation. We could supplement this with books on grammar as well for double the effect. This will help us identify what to look for while we are reading and where we can improve.

Newspapers**.** According to the information above about reading resources, we can choose newspapers as an example of them.

The English newspapers play very vital role in developing language skills as well as vocabulary. While reading newspaper one may learn or gain useful information of day today state, national and international events. Here are some major uses of English newspapers that are following:

It is the simple way to build up vocabulary.

Someone can increase reading speed by reading newspaper.

Learning English becomes more enjoyable.

It is the English newspaper that provides variety of information in everyday life.

Newspapers are very chiefly.

A newspaper helps teachers to learn some kind of teaching skills.

It helps language learner to develop writing and listening skills.

English language learner learns different grammatical structures by reading newspapers.

It is easy to learn new word due to colorful images.

Use of colorful Phrases, Idioms and many new innovative constructions.

English newspapers are primary source of news and information for millions of people around the world. They provide up-to-date information on local, national and international news, politics, sports, entertainment and etc.[4]

The usage of mass media cannot only be beneficial, but also it has some negative effects. As an example, we can take addiction to media. For instance, Television addiction: too much screen time can also take away from reading, studying, learning activities. Digital media can also show alcohol use or smoking. Someone may

see these things before they are emotionally ready to understand these issues even if their aim was studying through mass media.

Conclusion

Taking into account all the information and researches, it is known that the role of mass media in education is absolutely vital. The effects of using mass media in educational or in any other purpose like relaxation includes both positive and negative sides of it. For inctance, most students waste their time just by scrolling unnecessary web sites and they will use wrong information in order to get some knowledge even if it is not important and useful for them.

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CURRENT PROBLEMS OF TEACHING FOREIGN LANGUAGES AND INNOVATIVE TECHNOLOGIES IN EDUCATION

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Abstract: The article extensively discusses common problems in teaching foreign languages and how using advanced technology to improve them. It explains

how these tools can make language learning more effective and efficient, change the way we teach, and suit different learning styles. It also talks about how technology can make learning languages more engaging and help students remember what they've learned. Additionally, it looks at how teachers need to adapt and learn to use these tools effectively.

Аннотация: В статье подробно обсуждаются распространенные проблемы преподавания иностранных языков и способы их улучшения с помощью передовых технологий. В нем объясняется, как эти инструменты могут сделать изучение языка более эффективным и действенным, изменить способ преподавания и адаптировать различные стили обучения. В нем также говорится о том, как технологии могут сделать изучение языков более увлекательным и помочь учащимся запомнить то, что они выучили. Кроме того, в нем рассматривается, как учителям необходимо адаптироваться и научиться эффективно использовать эти инструменты.

Annotatsiya: Maqolada chet tillarini o‘rgatishdagi keng tarqalgan muammolar va ularni takomillashtirishda ilg‘or texnologiyalardan foydalanish keng muhokama qilinadi. Unda ushbu vositalar til o‘rganishni qanday qilib samaraliroq va unumliroq qilishi, o‘qitish uslubimizni o‘zgartirishi va turli o‘rganish uslublariga mos kelishi tushuntiriladi. Shuningdek, texnologiya tillarni o‘rganishni yanada qiziqarli qilish va o‘quvchilarga o‘rganganlarini eslab qolishlariga yordam berishi haqida ham so‘z boradi. Bundan tashqari, o'qituvchilar ushbu vositalardan samarali foydalanishni qanday moslashtirishlari va o'rganishlari kerakligi ko'rib chiqiladi

Keywords: advanced technology,tools,teaching methods,communication language, solutions, gamification, collaboration, internet, software, ESL learners, discussion.

Introduction

Teaching foreign languages faces modern hurdles that require innovative solutions.Globalization heightens the demand for language proficiency, yet traditional

methods fall short.Language classrooms often lack interactivity and struggle to engage students effectively.Digital distractions and technology accessibility pose additional challenges.Disparities in quality language education persist globally, widening linguistic gaps.Innovative technologies offer promising solutions to these obstacles.Virtual reality, AI, and gamification are revolutionizing language learning.These tools provide immersive, personalized experiences for diverse learners.By addressing current teaching problems with technology, educators aim for inclusivity and effectiveness.The integration of innovative technologies holds the key to a more accessible and engaging language education landscape. Innovative methods in the educational system are innovations that are designed to find new solutions to problem (1). Teaching language in a large class poses several challenges, and educators often face various issues that can impact the effectiveness of language instruction. Some of the main problems in teaching language in a large class include: Motivation, as the name suggests, is what 'moves' us. It is the reason we do anything at all. For teachers, a lack of motivation has long been one of the most frustrating obstacles to student learning. When it comes to educational attainment, highly motivated students find a way to forge their own path and tend to be skeptical of the limitations set by others. As professionals, motivated individuals also tend to be skeptical of established ideas or rules of the field, and instead constantly challenge themselves by experimenting with new ideas.(2)Motivation is a key factor in successful teaching and learning, but it can be challenging to maintain in a digital environment. How can you use technology to boost your students' interest, engagement, and achievement? Here are some tips and strategies to help you create motivating and meaningful learning experiences with tech. Gamification is the use of game elements, such as points, badges, leaderboards, and feedback, to enhance learning activities and outcomes. Using Gamification can increase motivation by making learning fun, challenging, and rewarding. You can use gamification to design quests, scenarios, puzzles, and quizzes that align with your learning objectives and appeal to your students' preferences and needs. You can also use

gamification platforms, such as Classcraft, Kahoot, or Quizizz, to create and manage gamified learning environments.

Incorporate multimedia. Multimedia is the use of text, images, audio, video, and animation to convey information and create rich learning experiences. Multimedia can increase motivation by stimulating multiple senses, enhancing comprehension, and offering variety and choice. You can use multimedia to present content, demonstrate skills, provide examples, and elicit responses. You can also use multimedia tools, such as Powtoon, Animoto, or Flipgrid, to create and share multimedia products with your students.

Foster collaboration. Collaboration is the process of working together to achieve a common goal or solve a problem. Collaboration can increase motivation by promoting social interaction, peer support, and shared responsibility. You can use collaboration to facilitate group work, discussions, projects, and presentations. You can also use collaboration tools, such as Google Workspace, Padlet, or Miro, to create and manage collaborative learning spaces.

Provide feedback. Feedback is the information and guidance that you give to your students to help them improve their performance and progress. Feedback can increase motivation by acknowledging achievements, identifying gaps, and suggesting actions. You can use feedback to monitor, assess, and support your students' learning. You can also use feedback tools, such as Google Forms, Socrative, or Edpuzzle, to collect and provide feedback in various formats and modes.

Personalized learning is the practice of tailoring learning to your students' individual needs, interests, and goals. Personalized learning can increase motivation by respecting diversity, enhancing relevance, and fostering autonomy. You can use personalized learning to differentiate instruction, content, and assessment according to your students' readiness, preferences, and outcomes. You can also use personalized learning tools, such as Seesaw, Nearpod, or Edmodo, to create and deliver personalized learning plans and activities (3)

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classrooms. Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill.

Communication labs. Software's are available to develop speaking skills. By incorporating suitable software through computers the students will play it again and again with their own interest and try to improve their speaking skills, which are most essential in this modernized IT world. The usage of headphones in the lab makes the students to have interest over the subject and induces them to repeat again and again instead of feeling boredom.

Speech recognition software. Speech recognition software also helps improving the students speaking, this can convert spoken words to machine-readable input. The device recognizes the accuracy of what was read and then provides a positive reinforcement like “You sound great!” or gives the user an opportunity to try again, in this way the learner can figure if he is reading well or not. As the user’s skill improves, the technology reads less material so that the learner reads more. This software also evaluates and provides scores of grammar, pronunciation, comprehension and provided with the correct forms, for examples if a student mispronounces a word, the learning tool can immediately spot it and help correct it. This device can be a very useful device for distance learners because they don’t have a teacher who corrects their speech and this device can help improving their speaking skills. To improve speaking,students can use Skype, MSM Messenger, Google talk (used to have conferences on line) and other applications where students can connect with friends, other students, teacher and even native speakers, these ways of learning have been observed to improve oral proficiency

in students and make up for the lack of native speakers in the areas where students live and what is more, online conferences also enhance intercultural awareness, motivation and raise the level of interaction. Over the internet, students can find a lot of learning materials, for instance, audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts and so on , in this way, students get exposed to a great amount of target language and this help them develop their speaking skills. Podcasting. Podcasts can be uploaded or downloaded, this audio help the learner familiarize with the target language and teachers can use them as useful audio material that can be used in class for activities like discussions, besides, in the web, there are even particular podcasts that are for ESL learners and these can include pronunciation for particular needs of students. Podcast undoubtedly help learners in speaking. Podcasting allows students to use their tech-based entertainment systems for educational purposes. With it we are able to move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning process. Podcasts enables students and teachers to share information with anyone at any time. Technology such as Enounce and Sound-Editor enable learners to adjust the speech rate of listening materials to assist their comprehension, and present spectrum of speech waves and visual depictions of mouth and tongue movement to ease the learning and refine pronunciation. (4)

Conclusion

Thus, the use of modern innovative technologies in foreign language lessons makes the learning process more effective, interesting, and contributes to the development of personal and creative qualities of students. (5). Today we cannot imagine our personal and professional lives without the use of computers and smart devices as they play a vital role in all spheres of modern life. The application of the information technology in foreign language learning and teaching has already become integral part of our language classroom (6).The effectiveness of innovative educational technologies lies in their correct and productive implementation. When utilized

thoughtfully and purposefully, these technologies enrich the educational process, enabling students to achieve their language learning goals efficiently and effectively.

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THE PERSPECTIVES OF LEARNING FOREIGN LANGUAGES IN THE MODERN SOCIETY.

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Annotation: Given about the perspectives of learning foreign languages in the modern society. On the prospects for the development of foreign languages in modern society.

Key words: Foreign language, international, perspectives, cultures, connections, comparisons, study, society.

In our modern and urban area are developing by several way of systems and some developments such as languages. Foreign language is the not the kind of tongue but it is the type of communications among people. These days foreign languages is becoming the most common speaking- languages and staying in the top level in our urban areas. Besides that, going abroad only depends on languages which you are going to foreign country. Due to, majority of people are communicating in diversity of languages. Moreover, it has a several positive aspects that having a adequate skills which needs to you during your life. Furthermore, knowing a foreign languages can help to you whether you are working or studying. To illustrate, foreign languages includes English are spreading to all over the world. As an example, if you know English you will have a sustainability to study abroad and think more globally. Also people who knows more than 3 languages they can build their future career. The purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures. Many approach foreign language study, as they do other courses, simply to fulfill a graduation requirement. Regardless of the reason for study, foreign language have something to offer everyone. It is with this philosophy in mind that the standard task force identified five goal areas that encompass all of reasons: Communication, Cultures, Connections Comparisons and Communities- the five foreign language education.

Communication is the main part of second language study, whether the communication takes place face-to-face in writing or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and in fact, cannot truly master the language until they have also mastered the cultural context in what the language occurs.

Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the main concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements are able to the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally in an appropriate ways.

What reasons to study languages in modern society?

Promoting better relationships. The most appeared point to be strong endorsement among participants for the view that language proficiency facilitates better relationships with other countries. Reasons for studying languages which stress the importance of the relationships with people, such as cultural understanding of others, wanting to communicate, meeting people and making friends also featured prominently.

Language learners are interested in learning about culture.

clear interest was expressed in learning about and gaining an appreciation of other cultures as well as the study of related subjects such as history, geography and politics among with the language.

Finding easy way to learn languages, while others seems difficult. Related to the previous experience of success, being good at language and finding them easy were a clear factor for some of the learners surveyed. Conversely, the main idea that languages are challenging and appeared to underpin other reasons produced by participants. According to learning foreign language may aims in any step of life. Moreover, it can helps to improve communication skills and several developments every sphere of life. Foreign language are look like magus speaking way of among people and among population. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed crucial the current organizing principle for foreign language study is

communication, which also points out why, the whom and whom as well. So, while grammar and vocabulary are essential tools for communication, it is acquit of the ability to communicate in meaningful and appropriate ways with users of other languages that you ultimate goal of today's foreign language classroom. Learning today is no longer restricted to a specific discipline, it has become interdisciplinary. To illustrate, just reading cannot be limited to a particular segment of the school day, so it can helps to build upon the knowledge that students acquire in other subject areas. Besides that, students can relate the information studied in any other subjects to their learning of the foreign language and culture. Foreign language instruction thus becomes a means to expand and deepen students understanding of and exposure to, other areas of knowledge. The every new information and concepts presented in one class become the most basis continued learning in the foreign language classroom. As a consequence of learning another language and gaining access to it is unique means of communications, students are able to broaden the sources of information available to them. They have a "new window on the world". At the early levels of language learning, students can begin to examine diversity of sources intended for native speakers, and extract specific information. As they become more proficient users of foreign language they can seek out materials of interest to them, analyses the content, compare it to information available in their own language, and assess the language and cultural differences.

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O‘ZBEKISTONDA TA’LIM SIFATINI YAXSHILASH BORASIDA ISLOHOTLAR VA G’OYALAR

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Annotatsiya: Ushbu maqolada ta’limdagi muammolar va hozirda axborot texnologiyalarining ta’limdagi o‘rni, ta’limni rivojlantirishga doir fikrlar bayon etilgan.

Kalit so‘zlar: Ta’lim, zamonaviy texnologiyalar, malakali kadrlar, sifatli darslar, qo‘llanmalar, qobiliyatlarni rivojlantirish, axborotlashgan davr.

Insonni har tomonlama yetuk komil shaxs bo‘lib yetishishida ta’limning o‘rni beqiyos. Sharqda ta’lim va tarbiya so‘zlari har doim yonma-yon yurgan. Hozirgi kunda esa har jabhada zamonaviy axborot olamida ta’lim olish imkoniyati osonlashmoqda. Hozirda taraqqiyot juda tez rivojlanib, bir vaqtning o‘zida juda tez o‘zgarmoqda. Deyarli har bir fursatda yer yuzining har bir qismida o‘zgarish, kutilmagan voqea-hodisa, yangiliklar sodir bo‘lmoqda. Har tongdanoq kuchli axborotlar oqimini qarshi olyapmiz. Shubhasiz, xotiramizdagi kerakli axborotlar birgalikda bilimni tashkil etadi. Shunday ekan, ta’limning ahamiyati hayotimizda beqiyosdir.

O‘zbekiston mustaqillikka erishganidan so‘ng juda ko‘plab islohotlar amalga oshirib kelinmoqda. Ta’lim tzimini tubdan yaxshilash borasida har yili qarorlar, farmonlar imzolanib, strategiyalar tuzilmoqda. Maktabgacha ta’lim, o‘rta ta’lim, oliy ta’lim – barida birdek rivojlantiruvchi harakatlar boshlangan. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev: “Tarbiya go‘daklikdan boshlanadi degan hikmatli so‘zga amal qilib ta’lim tarbiya sohasidagi o‘zgarishlarni uning eng quyi bosqichi – maktabgacha ta’lim tizimidan boshladik”, - degan edi [1]. Umumiy aytganda, hozirgi kunda ham ta’limga katta e’tibor qaratilmoqda. Chet el oliy o‘quv yurtlari bilan shartnomalar, O‘zbekistondagi xususiy oliy ta’lim muassasalari, ko‘plab ilmiy suhbatlar,

Malaka oshirish borasidagi qulayliklar, masofaviy ta’lim shaklining rivojlanishi – bularning barchasi olib borilayotgan keng islohotlardan darak beradi. Ammo shuni ham aytish joizki, bu islohotlarni hali davom ettirishimiz kerak. Ommaviy axborot vositalari tizimda olib borayotgan islohotlarni keng jamoatchilikka ko‘rsatayotgan bir paytda Xalqaro PISA Tadqiqot Testi qanchalar mehnat qilganimizni isbotladi. Bir qancha omillar borki, ularni takomillashtirsak, kengroq jamoaga tadbiq etsak, shubhasiz ta’lim sohasida yanada jadallashish, oldinga intilish kuzatiladi. Bugungi kunda xorij tajribalaridan andoza olish, ijodiy yondashgan holda amaliyotda joriy etish, hozirgi davr talabiga to‘g‘ri keladigan o‘quv qo‘llanmalar, adabiyotlar, o‘quv metodik majmualarni ishlab chiqish va ishlab chiqarish, ilg‘or xorijiy tajribalar asosida ta’lim tashkilotlarining rahbar, mutaxassis va o‘qituvchilarida zamonaviy fanlar va pedagogik texnologiyalar bo‘yicha sohaga oid bilim va ko‘nikmalarni shakllantirish vazifalari dolzarb masalalardan, desak mubolag‘a qilmagan bo‘lamiz.

Aslida ta’limdagi eng katta muammolardan biri yuqori malakali kadrlar yetishmasligidir. Xalqaro PISA tadqiqoti asoschisi Andreas Shlyayxer “Ta’lim sifati hech qachon o‘qituvchi sifatidan oshib keta olmaydi”, - degan fikrlarni bildirib o‘tgan [2]. Oliy malakali kadrlarni o‘z ustida ishlashi uchun sharoit yaratib berish, ularni moddiy va ma’naviy tomondan qo‘llab quvvatlash ham muhim. Pedagoglar faoliyatini rag‘batlantirishda barchaga bir xil yondashish tamoyili bilan bir qatorda, pedagoglar faolligiga hamda mashg‘ulotlar sifatini oshirishga taalluqli bo‘lgan muayyan ishining sifati hajmiga qarab rag‘batlantirish lozim. Shu bilan birga pedagog-xodimning o‘z ustida ishlashi uchun oliy ta’lim muassasalarida sharoit yaratib berish kerak.

Eng qizig‘i shundaki, eskicha uslubda dars o‘tadigan ta’lim dargohlari ham hozirda uchrab turadi. Hozirda axborot texnologiyalari jamiyatning jadal rivojlanishiga ta’sir etuvchi eng muhim omildir. Axborot texnologiyasi jamiyatning turli bosqichlarida ham mavjud bo‘lgan bo‘lsada, hozirgi zamon axborotlashgan jamiyatining o‘ziga xos xususiyati shundan iboratki, sivilizatsiya tarixida ilk bor bilimlarga erishish va ishlab chiqarishga sarflagan energiya, xom-ashyo turli xil materiallar, moddiy ehtiyojlarga va

moddiy iste’mol buyumlariga sarflanadigan harajatlaridan ortiq bo‘lyapti. Albatta, bular inson ko’zini quvnatadi. Bu texnologiyalardan oqilona foydalana olsak, har bir chekka-chekka hududlarga yetib borsa, ular ham yuqori natijalarga erisha olishadi. Zamonaviy texnologiyalar birga an’anaviy dars uslubidan farqli o‘laroq faqatgina ma’lum bir soha haqida xabar berish, o‘rgatish bilan cheklanmay, tanqidiy fikrlash qobiliyatini rivojlantiradi, erkin fikr bildirishni ta’minlaydi. Yana bunday zamonaviy vositalar yordamidagi metodlar o‘quvchini darsga bo‘lgan qiziqishini oshiradi. Zerikish hissini kamaytiradi. Buning uchun esa ta’lim oluvchilarning nazariy va amaliy bilimlarini mustahkamlashda, iqtidorli yoshlarni kreativ g‘oyalarini amaliyotga tadbiq etishida tizimli va innovatsion faoliyatni to‘g‘ri yo‘lga qo‘yish va pedagoglar tomonidan ta’lim oluvchilarning intellektual qobiliyatini rivojlantirishga yo‘naltirilgan o‘quv mashg‘ulotlarini tashkil etish maqsadga muvofiqdir. Xulosa o’rnida, yangicha uslybdagi darslarning foydalari quyidagilardan iborat:

O‘quvchilarni faolligini ta’minlaydi;

Ijodiy fikrlashga undaydi;

Idrok qilish ko‘lamini kengaytiradi;

Vaqtni tejaydi;

Mustqail fikrlashga ko‘maklashadi;

Video darsliklar va elektron darsliklar masalasiga ham to‘xtab o‘tish lozim. Sifatli elektron darsliklarning qulay tomoni unda siz xohlagan paytingiz bilimlaringizni tizimlashtira olasiz, o‘z-o‘zingizni nazorat qilish ko‘nikmalaringizni rivojlantira olasiz. Misol uchun, siz elektron kitobni xohlagan paytingiz mutolaa qila olasiz, hattoki, transport vositalarida ham hech kimga xalaqit bermagan holda mutolaa qila olasiz. Sifatli video darsliklarga ko‘proq e’tibor berishimiz kerakligining sabablaridan biri uni qayta-qayta ko‘rish imkoniyati mavjudligidir. Aslida juda mayda ko‘ringan shu kabi omillar birlashib ta’limga zarar yetkazmoqda. Agar shu kichik harakatlardanoq yaxshi bajarsak “Mendan ketdi, egasiga yetdi” qabilida ish ko‘rmasak, albatta, o‘sish bo‘ladi. Ta’limni rivojlantirish uchun ommaviy axborot vositalarida ham ko‘proq ma’naviy, ma’rifiy,

ta’limiy ko‘rsatuvlar sonini oshirish kerak. UNISEFning O‘zbekistondagi vakolatxonasi rahbari Sasha Graumann “Kam ta’minlangan oilalarning farzandlari ta’lim oladigan maktablarda o‘quvchilarning o‘zlashtirish darajasi pastli kuzatiladi”, - degan edi [3]. Bu ham hozirgi dolzarb muammolardandir. Qachomki, oila, maktab, mahalla birlashsagina, yaxshi bir ilm oladigan muhit vujudga keladi. Bekorga xalqimizda oila – jamiyatning muhim bo‘g‘ini, demaydilar. Oila qanchalik ilmga, ziyoga sobit turadigan bo‘lsa, jamiyatimizda ham shuncha olg‘a siljish yoki aksi bo‘ladi. Kitob bor uyda hech qachon ilm toptalmaydi.

Shu o‘rinda aytishimiz kerak bo‘lgan ma’lumotlar mavjudki, rostan insonni junbushga keltiradi. Ko’zimizga kutubxonalar, kitobxonlikka jalb etish musobaqalari, kitob o‘qishlik tanlovlari qanchalik ko‘p ko‘rinayotgan bo‘lsada, aslida yildan yilga kutubxonalar soni kamayib borayotganini ma’lumotlardan bilish mumkin [4]. Shunday ekan, kutubxona va axborot resurs markazlarini ko‘paytirish, ularning imkoniyatlarini ko’paytirishimiz lozim!

Mustaqil O’zbekistonning farzandi sifatida shuni ayta olamanki, modomiki vatanimiz kelajagi bugungi yoshlarga bog’liq ekan, ularni har jabhada qo’llab quvvatlash va ta’limni isloh qilish har bir insonning oldimizda turgan eng dolzarb vazifadir!

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YOSH BOLALAR VA MAKTABGACHA YOSHDAGI BOLALARGA CHET TILLARINI O‘RGATISH USULLARI

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Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarda chet tillarini rivojlantirish hamda aqliy faoliyat uslublarini rivojlantirish,órgatish usullari metodika turlari, chet tilini ahamiyati va chet tilini o‘rganishdagi yangi pedagogik metodlar turlari va uni darsda qo‘llash usullari hamda metodlardan samarali foydalanishning amaliy ahamiyati haqida soz yuritilgan.

Kalit so'zlar: fonetika, yosh bolalarni o’qitish metodikasi, ta’lim jarayonlari, qiziqarli qo'shiqlar va harakatlar, aqliy va jismoniy mashqlar.

Abstract: In this article, the development of foreign languages in preschool children and the development of mental activity styles, teaching methods and methods, the importance of a foreign language and the types of new pedagogical methods in learning a foreign language and the methods of its application in the lesson and the practical importance of effective use of the methods were discussed.

Key words: phonetics, methods of teaching young children, educational processes, interesting songs and activities, mental and physical exercises.

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Аннотация: В данной статье рассматривается развитие иностранных языков у детей дошкольного возраста и развитие стилей умственной деятельности, приемов и методов обучения, обсуждались значение иностранного языка и виды новых педагогических методов в изучении иностранного языка и способы их

применения на уроке, а также практическая значимость эффективного использования этих методов.

Ключевые слова: фонетика, методика обучения детей раннего возраста, образовательный процесс, интересные песни и занятия, умственные и физические упражнения.

Kirish

Dunyo bo'yicha tilga bólgan ehtiyojlar kundan kun ortmoqda. Rivojlanish kuchayib bormoqda. Bu maktabdagacha ta'lim yónalishida ushbu jarayonlar kuchaytirilishi va bolalarni qiziqishlarini orttirish, mukammallashtirish va yanada rivojlantirish zarur. Bu borada yosh bolalar bilan ishlashga kuchli pedagoglar kópayishi lozim. Yosh bolalarda qiziqishlar kuchli bo‘lgani sabab ularni bu qiziqishlarini yanada mustahkamlab borish va bu qiziqishlarini etiborsz qoldirmaslik kerak. Bu borada ilmiy ishlar va pedagoglar mahoratini yana rivojlantirish lozim.

Tahlil va natijalar

Hozirgi kunda til organishga bolgan talab yanada oshmoqda. Zamon talabidan kelib chiqib til organishda oquvchining yoshi ahamiyatga ega emas. “Dunyoga kelgan yangi chaqaloq bolaning ruhini «top-toza paxtaga» o’xshatadi. Uning fikricha, bolaning «top-toza paxta» tarzidagi ruhiga nimalarni yozish mutlaqo katta odamlar ixtiyorlaridadir. Shuning uchun bolaning qanday odam bo’lib yetishishi, ya’ni unda qanday shaxsiy fazilatlarning tarkib topishi bola hayotdan oladigan tajribaga, o’zgalar bilan muloqot jarayonida oladigan hayotiy tushuncha va tasavvurlariga bog’liqdir’’, deb ta’kidlaydi Angaliyalik olim Djon Lokk. Chet tilini oqitish, Orta maxsus va Oliy talim dargohlarida, balki maktabgacha talim muassasalarida ham talimning majburiy qismiga aylandi.

Hammamiz farzandimizni bilimli va zamonaviy inson qilib tarbiyalashni xohlaymiz. Yanikim ozimiz amalga oshirolmagan ishlarni bolalarimizda korishni istaymiz. Bolalarning xotirasi katta yoshdagi insonlarnikidan ancha yaxshi va mustahkamroq. Bolani yoshlik chogidan boshlab chet tiliga bolgan qiziqishini oshirish,

xato bolsada shu tilda gapirishga harakat qildirish kerak. Maktabgacha yoshidagi bolalar til ko’nikmalarini rivojlantirish bosqichlari:

- Talimni boshlashdan oldin siz ham farzandingiz kabi bu tilga qiziqish.
- Til orgatish uchun yaxshi kitob toppish.
- Farzandingiz organayotgan tilga aloqador ertak yoki multfilm tomosha qildirish va manosini tushuntirib berish.
- Bolalar tez charchashadi shuning unchun mashgulot jarayoni 30- 40 minutdan oshmasligi.
- Dars jarayonida oyin metodikasidan foydalanish.
- Mashg’ulot davomida bolani togri javobi uchun rag’batlantirib borish.

Mavzuni iloji boricha tik turib emas gilamda bolalar bilan birga otirib tushuntirish. Metodika to'g'ridan-to'g'ri ta'lim tadbirlarini o'tkazish bolalarning til qobiliyatlari tuzilishining yoshi va individual xususiyatlarini hisobga olgan holda qurilishi va ularning rivojlanishiga yo'naltirilgan bo'lishi kerak. Chet tilida muloqot motivatsiya va yo'naltirilgan bo'lishi kerak. Bolada chet tiliga nisbatan ijobiy fikirga eta bo’lishi zarur. [1]

Bugungi kunda xorijiy tillarni bilish ko'nikmasi professional ta'limning ajralmas qismlaridan biri bo'lib bormoqda. Bu maktabgacha ta'lim jarayonini ham chetda qoldirgani yo'q. Yoshlar ta'limi davomida xorijiy tillarni o'rgatishning ahamiyati sezilarli darajada oshdi. Hozirgi kunda maktabgacha ta'limga etibor berish, davlatning ijtimoiy, iqtisodiy va ma'naviy jihatdan rivojlantirish demakdir. Yoshlarimiz zamonaviy va har taraflama yetuk malaka ega kadr bo'lib yetishishlari uchun hamma sharoitlar yaratilgan. Bundan tashqari yuksalish asrida bilim olishga anchagina ko'proq e'tibor qaratilgan. Shuningdek, biz yoshlar O'zbekiston kelajagini porloq qurishimiz uchun, avvalo, samarali va sifatli bilimga ega bo'lishimiz zarur. Shu o'rinda chet tilini o'rganish va o'rgatishni kuchaytirishimiz, xorijiy top universitetlar bilan exchange dasturlarini amalga oshirishimiz hamda bu orqali ko'plab metodlarni o'rganib tatbiq etishimiz zarur. Yoshlarimiz zamonaviy va har taraflama yetuk malaka ega kadr bo'lib yetishishlari

uchun hamma sharoitlar yaratilgan. Bundan tashqari yuksalish asrida bilim olishga anchagina ko'proq e'tibor qaratilgan. Shuningdek, biz yoshlar O'zbekiston kelajagini porloq qurishimiz uchun, avvalo, samarali va sifatli bilimga ega bo'lishimiz zarur. Shu o'rinda chet tilini o'rganish va o'rgatishni kuchaytirishimiz, xorijiy top universitetlar bilan exchange dasturlarini amalga oshirishimiz hamda bu orqali ko'plab metodlarni o'rganib tatbiq etishimiz zarur. [2]

Maktabgacha ta'lim - yoshlarimiz ta'limi va tarbiyasining ilk bosqichi hisoblanadi. To'g'ri maktabgacha tarbiya dasturi bizning bolalarimizga noyob aqlga mos keladigan tarzda o'sishi va o'rganishiga yordam berishi kerak. Ammo bolalar kattalarnikidan farqli ravishda kelajakni, ertani o'ylab o'rganishmaydi. Ingliz tilidagi dars «shu yerda va aynan hozir» manosida o'tkazilishi kerak. Bolalar chet tilini hikoyalarni tushunish yoki o'yinlarda g'alaba qozonish orqali osonroq o'rganadilar. Agarda xohlasalar, o'zlari ishtirokidagi o'yinlar orqali o'rgangan ma'lumotlarini mustahkamlab oladilar. Bir tomondan, til bilan ifodalangan kontent bolalar hayoti, kundaligi bilan bog'liq bo'lishi kerak, boshqa tomondan, bolalarni muloqotga chorlaydigan faoliyat yoki vazifalar qiziqarli va muhim bolishi kerak. O'quvchilar dars davomida o'zlarini darsning bir qismi sifatida tushunishadi va dars jarayonida huddi asar qahramonidek o'zlarini tutishadi, harakat qilishadi. Boshlang'ich sinflarda, odatda, chet tillarni o'rganish hayotiy situatsiya va o'yinlarga asoslangan harakat usullaridan foydalangan tarzda o'rganilganda juda samarali hamda muvaffaqiyatli bo'ladi. Agar o'yinli-syujetli situatsiyalar orqali chet tili o'rgatilsa, barcha bolalar bajonu-dil ishtirok etishadi, sababi ular shu tarzda o'sha situatsiyaning bir bo'lagi ekanligini his etishadi. O'quvchilar chet tili bilan, birinchi navbatda, o'z sinf xonalarida birga "yashaydilar". Shuning uchun sinfda muloqot imkoni bo'lsa, o'sha chet tilida bo'lishi kerak. Bolalar nafaqat yor'riqnomalarni tushunish bilan cheklanib qolmasdan, balki chet tili orqali o'z ehtiyojlarini ifodalashlari ham mumkin. Shu nuqtai nazardan, ingliz tilida gaplashadigan shaxslar bilan muloqot qilishi, sinfga taklif etish ham foydali hisoblanadi. Konstruktiv yondashuvga ko'ra, bolalar imkon qadar ko'proq tilda o'zlari so'zlar mazmunini, qoidalarni bilib olishlari

kerak. Bu shuningdek, ularning asosiy fikrlash qobiliyatini rivojlanishiga yordam beradi. [3]

Xulosa

Xulosa o'rnida shuni aytish joizki, bolalarning qiziqishi ularning kundalik hayotda bajarayotgan ishlariga, o'yinlariga asoslanadi. Yosh bolalarni bog'chadagi va maktabdagi bo'sh vaqtlaridan unumli foydalanish darsdan keyingi etiborlarini chet tillariga yo'naltiriish va yordamlashish lozim. Yosh bolalarda ko'p narsalar qiziqish uyğotadi. Bundan kórinib turibdiki yosh bolalar qilziqishlarini yani chet tillarga bolgan qiziqishlarini yanada kuchaytirishga yordam berish kerak. Bunda bolalarning ota-onalari hamda mahoratli pedagoglarni xizmati katta bóladi.

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GAMING AS INNOVATIVE METHOD IN TEACHING VOCABULARY

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Annotation: This article is devoted to the usage of games in teaching vocabulary to EFL students. In this article there are given the importance and theoretical background of innovative methods and their effectiveness in teaching vocabulary.

Key words: methods and techniques, visual techniques, verbal explanation, tedious and laborious process, lower anxiety, highly motivating and entertaining, controlled practice, communicative practice.

Over the years, many methods have been developed for teaching vocabulary and have been built upon, abandoned, or combined, all with the same goal in mind teaching students how to communicate effectively and understand how to use the English language. Because of the vocabulary complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how vocabulary is taught, a well-rounded understanding of English vocabulary is the most important factor in improving the literacy of students.

One method of teaching vocabulary is to incorporate interactivity into lessons. Using games to teach vocabulary not only engages students but also helps them to remember what they have learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.

Vocabulary acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning vocabulary is often perceived as a tedious and laborious process. In this article, I would like to examine some traditional techniques and compare them with the use of language games for vocabulary presentation and revision, in order to determine whether they are successful in presenting and revising vocabulary than other methods.

From my teaching experience, I have noticed how enthusiastic students are about practicing language by means of games. I believe that the vocabulary games are not only fun but also they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users.

There are numerous techniques concerned with vocabulary presentation. However, a few things have to be remembered irrespective of the way new lexical items are

presented. If teachers want students to remember new vocabulary it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teachers must take sure of that students have understood the new words, which will be remembered better if introduced in a "memorable way". Bearing all this in mind, teachers have to remember to employ a variety of techniques for new grammatical presentation and revision.

We suggest the following types of vocabulary presentation techniques:

1. Visual techniques. These pertain to visual memory, which is considered especially helpful with the vocabulary retention. Learners remember better the material that has been presented by means of the visual aids. The visual techniques lend themselves well to presenting concrete items of vocabulary. They help students to associate the presented material in a meaningful way and incorporate it into their system of the language units.

2. Verbal explanation. This pertains to the use of illustrative situations connected with the vocabulary material studied.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but they have a great educational value. We hold that most vocabulary games make learners use the language instead of thinking about learning the correct forms. The vocabulary games should be treated as central, not peripherical to the foreign language-teaching programme. Games, as Richard Amato thinks, are to be fun, but he warns against overlooking their pedagogical value, particularly in foreign language teaching programmes. There are many advantages of using games in vocabulary.

1. Games can lower anxiety, thus making the acquisition of input more likely.

2. Games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings.

3. They also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson.

4. Games add diversion to the regular classroom activities, break the ice and introduce the new ideas.

5. In the easy, relaxed atmosphere, which is created by using games the students, remember things faster and better.

6. Vocabulary games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future.

7. Vocabulary games encourage, entertain, teach, and promote fluency.

If not for any of these reasons, they should be used just because they help students to see beauty in a foreign language and not just problems, and this is the main reason to use games when studying English vocabulary.

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the students' level, or age, or the materials that are to be introduced or practiced. Not all of the games are appropriate for all students irrespective of their age. Different age groups require various topics, materials and modes of games. Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have time limits but according to Siek Piscozub, the teacher can allocate more or less time depending of the students' levels, the number of people in a group, or the knowledge of the rules of a game, etc.

Games are often used as short warm-up activities or when there is some time left at the end of the lesson. As Mr. Lee observes, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Mr. Rixon suggests that games should be used at all stages of the English lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teachers' aims connected with a game may vary:

1. Presentation. It presents and provides a good model making its meaning clear.

2. Controlled practice. It elicits a good imitation of the language and appropriate responses.

3. Communicative practice. It gives to the students a chance to use a foreign language.

Vocabulary games also lend themselves well to revision exercises helping learners to recall a vocabulary material in a pleasant, entertaining way. All authors referred to in my report agree that even the vocabulary games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote the communicative competence, and generate the fluency. However, can they be more successful for presentation and revision than other techniques? My teaching practice proves that the answer to this question is affirmative.

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YUQORI SINF O‘QITUVCHILARI UCHUN DARS REJASINI TAKOMILLASHTIRISH

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Annotatsiya: Ushbu maqolada dars ishlanmasini qanday yozish, uning bugungi kundagi ahamiyati va uning dolzarbligi hamda har bir o'qituvchi darsga qanday tayyorgarlik ko'rishi, o'z ustida qay darajada ishlashi haqida yoritib beriladi. Dars rejasini tuzishdan maqsad o‘qituvchining bir soatlik darsdagi faoliyatini rejalashtirish, dars unumdorligini yaxshilash, ta’lim samaradorligini oshirishdan iborat.

Kalit so'zlar: dars rejasi, o'qituvchi omili, dars jarayoni, dars ishlanmasi.

Аннотация: Данная статья прольет свет на то, как составить план урока, его важность и актуальность сегодня, а также насколько каждый учитель готовится к уроку и работает над ним. Цель создания плана урока – спланировать деятельность учителя за один час урока, повысить продуктивность урока, повысить эффективность обучения.

Ключевые слова: план урока, учитель, процесс урока, разработка урока.

Abstract: This article will shed light on how to write a lesson plan, its importance and relevance today, and how each teacher prepares for the lesson and works on it. The purpose of creating a lesson plan is to plan the activities of the teacher in one hour of the lesson, to improve the productivity of the lesson, and to increase the effectiveness of education.

Key words: lesson plan, teacher's factor, lesson process, lesson development.

Kirish

Dars rejasi - o'qituvchiga birinchi navbatda kerak bo'ladigan qo'llanma. U pedagoglarning darsni yaxshi tashkil qilishiga, ma'lumotlarni o'quvchilarga yetkazib berishiga, darsni turli mashqlar bilan mustahkamlashiga yordam beradi. Shu bilan bir qatorda o'qituvchining kuchli tomonlari bilan birga xato va kamchiliklari ham ko'rinadi, shu orqali ularni to'g'irlab olishiga yordam beradi. Dars rejasida darsning har bir daqiqasini qanday o'tkazish yoritib beriladi, bu esa o'z navbatida o'qituvchiga kutilgan natijani beradi.

Adabiyotlari tahlili

Pedagogning asosiy vazifasi dars jarayonida har bir o'quvchini darsda ishtirok ettirishi kerak, buning uchun turli xil qiziqarli o'yinlar o'ynatib bolani o'ziga jalb qilishi va barchasini ishtirok ettirishi zarur. Bu usul o'z navbatida o'quvchida keyingi darslarni ham tez o'zlashtirishiga va mavzuni diqqat bilan yaxshi tushunishiga yordam beradi. Darsda foydalaniladigan jihozlar. Texnik vositalar, slaydlar, koʻrgazmali va didaktik materiallar. [1] Bunday jihozlardan foydalanish darsni mazmunli va qiziqarli bo'lishiga zamin yaratadi. Dars uchun zarur jihozlar va ma’lumot manbalari dars uchun zarur boʻlgan darslik va boshqa oʻquv adabiyotlari, koʻrgazmali qurollar, tajriba uchun moʻljallangan asbob-uskunalar, modellar, plakatlar, tarqatma materiallar, dalil ashyolar, qogʻoz, yozuv-chizuv qurollari, kompyuter, audio va video apparaturalari va oʻqitishning boshqa texnik vositalari roʻyxatidan iborat boʻladi. Bu roʻyxatni tuzayotganda maktabning imkoniyatlaridan kelib chiqilsa toʻgʻri boʻladi. Shuningdek, bu boʻlimda darsgacha qilinishi kerak boʻlgan ishlar, sinfni darsga tayyorlash, stol va stullarni yoki partalarni darsga mos qilib joylashtirish kerak. [2] O'qituvchi darsni boshlashidan oldin o'quvchilarining ingliz tili qay darajada ekanligini, ular qaysi mavzularda qiynalayotganini aniqlab olishi kerak. Bu Esa o'z navbatida darsni samarali olib borlishini ta'minlaydi. Dars jarayonida o'qituvchi o'quvchilarining qayerda xato qilayotganini aniqlab ularga to'g'ri yo'l-yoʻriq ko'rsatishi kerak.Dars rejasida

o‘qituvchining kuchli tomonlari bilan bir qatorda uslubiy xato va kamchiliklari ham yaqqol ko‘zga tashlanadi. Buni biz bir dars rejasida ham ko'rishimiz mumkin:

1.1 A sample lesson plan

Teacher: Ágnes Olgyay

Supervising teacher: Mária Blaskovics

Date: 08.02.2006., 9 o’clock

Duration: 45 minutes

School: György Békésy Secondary School

Class: 10/A

Group profile

There are 16 students in the group. They started learning English at primary school. They enjoy English lessons and some of them speak at pre-intermediate level. They have six lessons a week, and they use English even in the breaks (just for fun).

Place

The classroom has a special English atmosphere. The walls are decorated with the maps of the USA and the pieces of work compiled by the students. The furniture is suitable for groupwork as well as for pair-work.

Main aims

Content aims: The USA and Hungary. To extend the students’ cognitive domain, their global knowledge about American and Hungarian cultures – increasing students’ awareness of the target culture as well as about their own culture by introducing facts and behaviour models characteristic of the two cultures.

Language aims: expanding the students’ vocabulary and their language awareness. The Past Simple versus the Present Simple Tenses

Vocabulary: Spots of interest, historical monuments of Hungary, Bp.

Thinking skills: metacognitive strategies; centring learning

Cognitive skills (e.g. matching, identifying, drawing conclusions)

Social skills: to train students how to cooperate, how to work in

teams, share responsibility

Materials

- Handouts / photocopies (charts about Hungary, task sheets)
- CD player and the CD of „Hello Tourist”
- Posters and pictures of Hungary (+ Blue-stick)
- -New Headway Pre-intermediate Student's book and Workbook [3]

Xulosa

Xulosa qilib aytganda, o'qituvchilarda dars o'tish qobilyatini shakllantirish, ta'lim samaradorligini oshirish uchun dars rejasi talab qilinadi. Ayniqsa yaqinda Oliy ta'limni tamomlagan yangi pedagoglarda dars o'tish ko'nikmasini oshirish uchun juda muhim. Ammo bugungi zamonaviylashib borayotgan davrda o'qituvchilardan dars rejasini talab qilish bekor qilindi bu esa o'z navbatida ko'plab pedagoglarning o'z ustida ishlash qobilyatini, darsga tayyorgarligini, bilim darajasini pasayib ketishiga sabab bo'ldi. Men o'ylaymanki, 5 yillik tajribaga ega bo'lmagan har bir o'qituvchidan dars rejasi talab qilinishi kerak.

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TEACHER'S ROLES AND TEACHING STYLES FOR HIGH SCHOOL STUDENTS

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Annotation: Article provides information about teaching roles and teaching styles, which today causes a wide discussion in the field of education and improving teacher's education, styles and roles.

Key words: teaching roles, styles, discussion, education, improving.

Annotatsiya: Ushbu maqolada bugungi kunda ta'lim va o'qituvchining ta'lim, uslublari va rollarini takomillashtirish sohasida keng muhokamalarga sabab bo'lgan o'qitish rollari va o'qitish uslublari haqida ma'lumot berilgan.

Kalit so'zlar: ta'lim uslublari, o'qitish rollari, o'qitish uslublari, muhokama.

Аннотация: В статье представлена информация о ролях преподавателя и стилях преподавания, которая сегодня вызывает широкую дискуссию в сфере образования и совершенствования педагогического образования, стилях и ролях учителя.

Ключевые слова: обучающие роли, стили, обсуждение, воспитание, совершенствование.

Introduction

Teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a

person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Every day, we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead children or students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. [1] Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges.

Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students.

As has been said, what happens in the classroom depends on the teacher's ability to maintain students' interests. Thus, teachers play a vital role in effecting classroom changes.

As stressed in the Educator's Diary published in 1995, "teaching takes place only when learning does." Considering one's teaching style and how it affects students' motivation greatly concerns the researchers. Although we might think of other factors, however, emphasis has been geared towards the effect of teacher's teaching style and student motivation. [2]

Materials and methods

The teacher has several roles in the classroom. According to J.Harmer (2003) she/he can be a controller, an organizer, an assessor, a prompted, a participant and resource. Controller- teachers as controllers are in charge of the class and of the activities going on in groups. This control is not the most effective role for the teacher to adopt. This role useful during the accurate reproduction stage of the lesson and in frontal activities. At the practice stage and especially at the production stage of the lesson this control should be relaxed to some degree. [3]

Organiser- organising students to do various activities is one of the most important roles that teachers have. It involves giving the students information, defining the work-forms in the classroom and organising teaching material. Skilful classroom management involves the following areas.

-organising the environment- it means decorating the walls of the classroom with culture-related posters, maps, flags etc.

-organising the children- according to language proficiency or language abilities.

Assessor- a major part of teacher's job is to assess students' work, to see how well they are performing and how well they have performed. The different types of error correction must be distinguished. At the accurate reproduction stage, where the teacher is totally in control, she/he must be correcting each student error and mistake. Where students are involved in immediate creativity gentile correction or delayed correction should be used last and the teacher should make students inhibited. [4] Prompter- In this role needs to encourage students to participate in a role play activity or needs to make suggestions about how students may proceed in an activity. The role of prompter has to

be performed with discretion because if the teacher is too aggressive, she/he will take over the jobs from the students and he will make the students lazy and passive.

Participant- teachers should not be afraid participate in certain activities as a partner but she/he should not get involved in pair-work or group-work because it will prevent him/her from monitoring the students and performing other important roles.

Resource- Teachers used to be the only resource of information but this role cannot be performed these days as it was done several decades ago. Students have an access to the Internet and other important sources so teachers can add only some pieces of information to the ones gained from other sources. Teachers are supposed to organise and coordinate the process of acquisition, to act as a catalyst. [5] Teaching style is the unique pattern of classroom practices displayed by an instructor in the classroom.

Conclusion

The contribution of the educator to the adult education transaction is somewhat analogous to the calamitous events mentioned earlier. It is not enough for teachers of adults to say to learners do what you want, learn what you want, in whatever manner you wish, because you are the sole determiners of your educational destinies. This resembles a conversation where one partner agrees with whatever the other says. A conversation, after all, is a transactional dialogue, where the comments, and contributions of the participants build organically on each other's views, and where alternative viewpoints, differing interpretations, and criticisms are elements.

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YUQORI SINF O'QUVCHILARI UCHUN LUG'ATNI SAMARALI USULDA O'QITISH USULLARI

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Annotatsiya: Chet tilini o'rganishda lug'atni o'rganish muhim ahamiyatga ega. Ikkinchi yoki xorijiy til sifatida ingliz tili o'qituvchilari ko'pincha lug'atni o'quvchilarning ehtiyojlarini hisobga olgan holda printsipial, dalillarga asoslangan tarzda o'rgatish haqida tushunchaga ega emasligini ta'kidlaydilar. Ushbu maqolada qay darajada lug'atni samarali usulda o'qitish, lug'atni taqdim etish va ularni qulay yo'l bilan o'rgatish usullari ko'rib chiqiladi.

Kalit so'zlar: lug'at, kontekst, antonim, sinonim, so'z yasalishi, morfologiya, faol lug'at, passiv lug'at, idioma.

Аннотация: Словарный запас важен при изучении иностранного языка. Преподаватели английского как второго или иностранного языка часто сообщают о недостатке понимания того, как преподавать словарный запас принципиальным, научно обоснованным способом, отвечающим потребностям учащихся. В этой статье рассматривается, как эффективно обучать лексике, как преподносить лексику и как преподавать ее в доступной форме.

Ключевые слова: словарный запас, контекст, антоним, синоним, словообразование, морфология, активный словарный запас, пассивный словарный запас, идиома.

Annotation: Vocabulary is important in learning a foreign language. Teachers of English as a second or foreign language often report a lack of understanding of how to teach vocabulary in a principled, evidence-based manner that is responsive to students'

needs. This article examines how to effectively teach vocabulary, how to present vocabulary, and how to teach it in an accessible way.

Keywords: vocabulary, context, antonym, synonym, word formation, morphology, active vocabulary, passive vocabulary, idiom.

Kirish

Chet tilini o'rganishda lug'atni o'rganish muhim ahamiyatga ega hisoblanadi. Yangi so'zlarning ma'nolari kitoblarda yoki og'zaki muloqotda juda tez-tez ta'kidlanadi. Lug'at til o'rgatishda markaziy o'rinni egallaydi va til o'rganuvchi uchun katta ahamiyatga ega. Chet tilini o'rganish uchun lug'at asosiy hisoblanadi. Bir nechta tadqiqotlar shuni ko'rsatadiki, lug'atni o'qitish muammoli deb hisoblanishi mumkin, chunki ba'zi o'qituvchilar o'qitishdagi eng yaxshi amaliyotga ishonchlari komil emas va ba'zida lug'atni o'rganishga o'rgatuvchi urg'uni qanday shakllantirishni bilishmaydi [1]. Ushbu maqola orqali yozuvchi lug'atning ahamiyati va ingliz tilini o'rgatishda ba'zi ingliz tili o'qituvchilari va o'quvchilari tomonidan qo'llaniladigan ko'plab usullarni tushuntirishga qaratilgan tegishli tadqiqotlarni, shuningdek, yozuvchining muammolarga shaxsiy nuqtai nazarini umumlashtiradi.

Tahlil va natijalar

O'qituvchilar lug'atni o'rgatish uchun uni tanlashda odatda ikkita omilni hisobga oladilar. Birinchisi, chastota - bu so'z qanchalik tez-tez ishlatilishi hisoblanadi. Hozirgi vaqtda kompyuterlar so'zning qanchalik tez-tez foydalanilishini aniqlashda yordam beradi. Avval tez-tez ishlatiladigan so'zlar o'rgatiladi, lekin bu to'g'ridan-to'g'ri tartib emas. Masalan, "yo'l" so'zi mavjud bo'lib, u eng keng tarqalgan beshinchi so'zdir Ingliz tilida, lekin biz uni beshinchi bo'lib o'rgatmaymiz. Biz lug'at tanlashda ikkinchi muhim mezonga egamiz. Qamrov bo'yicha berilgan so‘z bilan qancha narsa qoplanganligini bildiradi. Agar so'z foydaliroq bo'lsa faqat bitta aniq ma'noga ega bo'lganidan ko'ra ko'p narsalarni qamrab oladi. Masalan, kitob so‘zi juda ko‘p birikmalarda uchraydi, masalan, “daftar”, “darslik”, "kitob javoni", "buxgalteriya hisobi" va boshqalar. Kurs kitoblari mualliflari lug'at obyektlarini ushbu tamoyillar asosida tanlaydilar. Agar o'qituvchilar

qo'shimcha lug'at o'rgatishsa, ular boshqa mezonlarni hisobga oladi. Bu mezonlar quyidagilar:

- agar so'z ularga foydali bo'lsa,
- agar u ma'lum so'z guruhlariga, ular o'rgatadigan mavzularga mos kelsa;
- agar uni o'quvchilar allaqachon biladigan tuzilmalar, funktsiyalar bilan ishlatish mumkin bo'lsa

(masalan, hisobot fe'llari xabar qilingan nutqni o'rgatishdan oldin taqdim etilishi kerak).[2]

Kontekstga qarab so'zlar turli xil ma'nolarga ega bo'lishi mumkin. O'qituvchilar kerak bir vaqtning o'zida faqat bitta ma'noni o'rgatishadi. Aytishimiz mumkinki, agar talabalar ma'nosini bilishadi ular uni kontekstda tushunadilar va o'z ona tillarida ekvivalentini biladilar. Ba'zan so'zlar boshqa so'zlarga nisbatan ko'proq ma'noga ega. Bu holda biz hissiy munosabatlar haqida gaplashamiz. Biz yuqori darajali so'zlarni giponimlardan farqlashimiz kerak. Superordinatalar "sabzavot" kabi soyabon atamalar deb ataladi. "Sabzavotlar" - bu giponim bo'lgan "sabzi", "kartoshka" va boshqalarning superordinatori. Sinonimlar va antonimlar yana ikkita atama bo'lib, biz bu yerda aniqlashtirishimiz kerak. Sinonim a ga ishora qiladi boshqa so'z bilan bir xil ma'noga ega bo'lgan so'z, masalan, "stol" va "stol". Antonim atamasi boshqa so'zga qarama-qarshi ma'noni anglatuvchi so'zni anglatadi.

Masalan, "muntazam" va "tartibsiz". Agar birinchisini nazarda tutsak, denotatsiya so'zning ma'nosi haqida gapiramiz. Konnotatsiya deganda qo‘shimcha fikr yoki tuyg‘uni tushunamiz, a so'z qilishni taklif qiladi, bu uning odatiy ma'nosiga kirmaydi, masalan, salbiy "feminist" yoki "to'la" so'zining ma'nolari "yog'li" so'zining evfemizmidir.[3]

Talabalar so'zni to'g'ri kontekstda ishlab chiqara olishlari kerak, ular kerak so'zning qanday bo'lishiga qarab ma'noning qanday kengayishi yoki chegaralanishidan xabardor bo'lishlari lozim.

So‘z yasalishi boshqa so‘z bilan aytganda morfologiyadir. Ko'pincha inglizcha so'zlardan ham ot, ham fe'l sifatida foydalanish mumkin. Bu holatda so'zni qaysi so'z turkumida kelayotganini va qaysi ma'noda qollanayotganini o'rgatish biroz mushkul. So'z yasalishi haqida gapirganda, biz grammatik kontekstni nazarda tutamiz, unga ko'ra so'z o'zgaradi, masalan, hozirgi qo‘shimchalar o‘tmish va hozirgi zamonni bildirishi mumkin. Talabalar qanday qilib bilishlari kerak qo'shimchalar va prefikslar o'zak ma'nosini o'zgartiradi, masalan, "odobli"; 'qo'pol'.[4]

Agar o‘quvchilar so‘zni to‘g‘ri yoza olsalar, bu so‘zni bilishadi, deyishimiz mumkin. Muayyan so'zlardan foydalanish ma'lum grammatik naqshlardan foydalanishga olib kelishi mumkin. Masalan, otlarda sanaladigan va hisoblanmaydigan turkumlari juda muhim omillar. Sanoqsiz otlarni ko‘plik shaklida ishlatib bo‘lmaydi. Fe'llarning o'timliligi esa passiv tuzilmalarni shakllantirishda muhim rol o'ynaydi. Agar a sifatdosh ergash gapga aylanadi, uning gapdagi o`rni faktni belgilaydi gapning qaysi qismiga tegishli, masalan, “Tez poyezd tez yuradi.” Birinchisi "tez" - bu sifat, ikkinchi "tez" esa - qo'shimcha ya'ni ravish hisoblanadi.[5]

O'quvchi uchun so'zning qanday talaffuz qilinishini bilish muhimdir. Xulosa sifatida shuni aytishimiz kerakki, so'zni bilish bundan ham ko'proq uning ma'nosini tushunish. Yangi so'zni o'rgatganimizda, biz odatda shunday qilamiz, chunki talabalarga bir so'z haqida barcha bu ma'lumotlarni aytilmaydi, grammatikani o'rgatganimizda grammatika o'rgatiladi, so'zdan foydalanish o'rgatiladi, amaliyot orqali qo'shma gaplar va idiomalar odatda alohida lug'at sifatida ko'rib chiqiladi, buyumlar va ular alohida o'qitiladi. Agar o'quvchilar so'zning ma'nosini va so'z grammatikasini bilsa, bu so'z o'quvchilarning faol lug'atiga tegishli bo'ladi.

Ko'plab olimlar lug'atni qanday o'rgatish haqida o'ylar ekan, shuni yodda tutish kerakki, o'quvchilar ham faol, ham passiv lug'at bilimiga ega bo'lishlari kerak. Ya'ni, talabalar so'z boyligi ingliz tilidagi so'zlardan iborat bo'lishi kerak, o'quvchilar o'zlari asl jumlalarda ishlatishlari kerak bo'lgan va ularni eshitganlarida yoki boshqalar tomonidan yozilganini ko'rganlarida tanib olishlari kerak bo'ladi.

Tushunish uchun passiv lug'atni o'rgatish muhim ahamiyatga ega - boshqa so'zlovchini tushunish masalasi tinglovchining passiv lug'atga ega bo'lishini, ya'ni ularning ma'nosini tushunish uchun boshqalar tomonidan qo'llaniladigan so'zlarni yetarli darajada bilishini talab qiladi. Bu ingliz tilini qabul qiluvchi bilim deb ham ataladi.

Faol lug'atni o'rgatish ilg'or o'quvchi uchun o'z ijodiy qobiliyatlari nuqtai nazaridan muhimdir. Buning sababi shundaki, o'quvchilar o'zlarining gaplarini yaratish uchun faol lug'atga muhtoj. Faol lug'atda talaba o'z shaxsiy ifodasi uchun foydalanishi uchun tushunishi va boshqarishi mumkin bo'lgan so'zlarni o'z ichiga oladi. Bu ingliz tilini samarali bilish deb ataladi.

Xulosalar

Xulosa qilib shuni aytishimiz mumkinki, lug'atni o'zlashtirish, shubhasiz, tilni muvaffaqiyatli o'rganishning eng muhim komponentidir. Lug'at ingliz tilini o'qitish jarayonining muhim qismi hisoblanadi. Bu juda samarali kommunikativ qurilma bo'lishi kerak, chunki u eng yuqori darajaga ega odamlarning og'zaki o'zaro munosabatlaridagi ahamiyat darajasi. Biroq, til o‘zi birlashgan alohida leksemalargina emas, balki so'zlovchining to'g'ri tushunishini ta'minlash uchun grammatik qoidalar to'plami hisoblanadi. Shuning uchun lug'at grammatik qoidalarni o'zlashtirish bilan birga chet tillarini o'qitishda muhim rol o'ynaydi. Ingliz tilini o'qitishda biz lug'at o'rgatishga ko'proq e'tibor qaratishimiz zarur. Ayniqsa, biz zamonaviy va rivojlangan texnologiyalar asrida yashayapmiz, shu sababli til o'rganishda va uni o'qitishda juda keng imkoniyatlarga egamiz. Biz bu imkoniyatlardan foydalanib o'zimizga qulay, mos va samarali bo'lgan usulda lug'atlarni o'rganish imkoniyatiga egamiz. Avvalo, o'quvchilar so'zlarning asl ma'nosini tushunishi hamda ularni faol nutqlarida to'g'ri qo'llay olishlari zarur. Buning uchun turli xil lug'atni o'rgatish metodlari ularga yordam bera oladi. Ushbu maqolada o'qituvchilar lug'atni qanday samarli usulda o'quvchilarga o'rgatishi kerakligi haqida ko'plab olimlarning qarashlarini o'z ichiga olgan va xulosalar berilgan. Ularning nimalarni o'rgatish kerakligi, sabablari va ular talabalarga qanday ta'sir qilishi haqidadir.

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SINFDA TARTIB-INTIZOMNI SAQLASHDA O‘QITUVCHINING RO‘LI

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Annotatsiya: Ushbu maqolada hozirgi kunda umumta'lim maktablaridagi tartibsizlik odatiy muammo bo'lib kelishi va o'qituvchilar shu kabi omillarni e'tiborsiz qoldirmasliklari kerakligi va shuningdek , yordam berishi mumkin bo'lgan manfaatdor tomonlardan biri sifatida o'qituvchilarining roli ko'rib chiqiladi.

Kalit so'zlar: Xulq-atvor, izchillik, pedagog, ota-ona ishtiroki, mashg'ulot, dars jarayoni, nazorat, shartnomalar, shaxsiy e'tiqod.

Аннотация: В данной статье рассматривается тот факт, что беспорядки сегодня являются распространенной проблемой в средних школах и что учителя не должны игнорировать такие факторы, а также роль учителей как одного из заинтересованных сторон, которые могут помочь.

Ключевые слова: Поведение, последовательность, педагог, участие родителей, обучение, учебный процесс, контроль, договоры, личные убеждения.

Abstract: This article examines the fact that disorder is a common problem in secondary schools today and that teachers should not ignore such factors, as well as the role of teachers as one of the stakeholders who can help.

Key words: Behavior, consistency, pedagogue, parental involvement, training, lesson process, control, contracts, personal belief.

Kirish

Bugungi kunda har bir o'qituvchi sinfda tartib-intizomli dars jarayoni bo'lishini hohlaydi.Bu esa eng avvalo o'qituvchining o'ziga bog'liq.O'qituvchilarining maktab boshqaruvidagi ishtiroki intizomni qanday oshirishini aniqlash, ularning o'quv dasturlarini amalga oshirish jarayonlaridan foydalanish tartib-intizomni mustahkamlashga yordam beradi va o'qituvchilarning rahbarlik va maslahat berishdagi ishtiroki o'quvchilar intizomini qanday oshirishini baholaydi.

Tahlillar va natijalar

O'qituvchi sinfni har soniya nazorat qiladi. Bu degani, u sinfda o'quvchilar ustidan hukmronlik qiladi yoki sinf oldida turib hammaga nima qilish kerakligini aytadi degani emas. O'qituvchi tashabbusni, ma'lum bir vazifani o‘quvchilarga topshirishi va keyin uni qaytarib olishi mumkin. O'qituvchilar umumta'lim maktablarida o'quvchilarning tartib-intizomini saqlashga ma'muriy vazifalarda ishtirok etish, o'quv dasturlarini amalga oshirish, yo'l-yo'riq va maslahat berish orqali yordam berishadi.

Buzg'unchi xatti-harakatni qanday oldini olish mumkin. Dars aniq rejalashtirilgan va uyushtirilgan bo'lsa, o'quvchilar diqqatini vazifaga qaratadi va chalg'ituvchi harakatlar bilan to'ldirilishi mumkin bo'lgan bo'shliq paydo bo'lishiga yo'l qo'yilmaydi. Ayniqsa muammo tug'dirishi mumkin bo'lgan sinflar uchun o'qituvchi puxta tayyorgarlik ko'rishi va mavzu bo'yicha bilimdon bo'lishi kerak. Xulq-atvor kodeksini yaratish, muhokama orqali aniq xulq-atvor kodeksiga ega bo'lish, kurs boshida kelishuvga erishish, masalan: o'z vaqtida kelish yoki sinfga ovqat olib kelmaslik, uy

vazifasini bajarish va hokazo misollar orqali. Agar siz o'quvchilaringiz o'z vaqtida bo'lishini kutsangiz, siz ham o'z vaqtida kelishingiz kerak. Izchillik - talabalarga bir hafta biror narsani taqiqlamang va keyingi haftaga ruxsat bering, chunki bu hurmatni yo'qotishiga olib kelishi mumkin. [1]

Maktab tizimining aspektlari (shu jumladan maktab va sinf siyosati, namunaviy o'qituvchi va maktab boshqaruv organi va o'quvchilar, shuningdek qo'llaniladigan muayyan intizomiy choralar) maktabda intizomni saqlashda muhim ahamiyatga ega. Pedagoglarning intizomi, fidoyiligi, g‘ayrati va jamoada ishlashi bolalarga o‘rnak bo‘lishi ham muhim. Bundan tashqari, intizomni saqlashda o'quvchilarning o'zlari, shuningdek, ularning ota-onalarining ishtiroki ham muhim rol o'ynaydi.[2]

O'qituvchilar va o'quvchilar maktab intizomi nima ekanligini tushunishi bir xilmi? Ushbu maqola Iordaniyadagi erkaklardan iborat katta maktabda o'qituvchilar va ularning o'quvchilariga nisbatan maktab intizomi tushunchasini aniqlash va rivojlantirish orqali yuqoridagi savolga javob beradi. O'qituvchilar va o'quvchilarning maktabni samarali boshqarishdagi bir xil muammolar va muammolarga nisbatan "ikki tomonlama" nuqtai nazari ularning o'qitish va o'qitishda "intizom" qanday rol o'ynashini tushunishdagi farqlar va o'xshashliklarni ta'kidlaydi. Ikkala nuqtai nazar alohida toifalarga bo'linadi va keyin taqqoslanadi. Ikkala guruhning ham kutganlari shundan iboratki, "yaxshi intizom" yaxshi o'qitish va o'rganishning zaruriy va muhim jihati hisoblanadi, garchi yaxshi va samarali "intizom"ni tashkil etishi haqida turlicha qarashlar mavjud. Bundan tashqari, katta va yosh talabalar o'rtasida yaxshi intizom nimadan iborat ekanligi haqidagi qarashlarda aniq farq bor edi. Tahlil qilingan dalillarga ko'ra, har ikkala guruh "yaxshi" intizom deb hisoblaydigan model samarali maktab intizomiga yondashuvlarni qo'llab-quvvatlash va rivojlantirish uchun "ideal" sifatida paydo bo'ladi.[3]

O'quvchilar intizomini yaxshilashda o'qituvchilarning roli juda muhim, bu yerda o'qituvchilar intizomni o'z-o'zidan yo'naltirish, qo'llash va singdirish uchun motivator va yordamchi sifatida ishlaydi, Chunki, bu maktab ta'limining o'zini har bir darajaga

dasturlash maqsadiga mos keladi. Vaqtinchalik intizom, tashqi ko'rinish intizomi, o'quv intizomi, atrof-muhit intizomi kabi munosabatlar o'qituvchining o'rni nafaqat o'qituvchilik, balki o'qituvchining siymosi hamdir.

O'qituvchi va o'quvchilar bir-birlari bilan do'stona muloqot qilshlari kerak.Shundagina bu sinfda intizomli dars jarayoni bo'ladi.Agarda dars reja bo'yicha o'tilayotgan bo'lsa , bu sinfdagi dars intizomli bo'lish ehtimoli ko'proq , chunki o'qituvchi qayerga ketayotganini , mashg'ulotlar puxta tayyorgarlik va tashkil etilganligini, shuningdek, o'quv mashg'ulotlari yaxshi tashkil etilganligini biladi.[4] Jarayonning aniq rejalashtirilganligi o'qituvchining ishonchini va o'quvchilarning ishonchini oshiradi. Bu ham o'z navbatida intizomga hissa qo'shadi.

Shuningdek, o'qituvchi sinfda adolatli darsni yo'lga qo'yishi kerak. O'qituvchilar har doim sevimlilarga ega bo'lishdan yoki alohida shaxslarni tanlashdan qochishga harakat qilishlari kerak. Ba'zi bir o'qituvchilarda boshqalardan ko'ra ko'proq yoqtiradigan yoki yoqtirmaydigan o'quvchilar bor, lekin ularning ishining asosiy qismi bu afzalliklarni yoki noto'g'ri qarashlarni sinfda ko'rsatmaslikdir. Va shuningdek, o'qituvchi va o'quvchi orasida hurmat va yaxshi niyat hissini tarbiyalash muhim omil hisoblanadi. Bundan tashqari dars mashg'ulotlari tartibli bo'lishi uchun o'qituvchi zerikarli dars jarayonlaridan qochib qiziqarli dars mashg'ulotlari tomon borishlari kerak. Qiziquvchan va g'ayratli o'quvchilar odatda muammoli xatti-harakatlarni namoyon qilmaydi. Intizomsizlikning eng katta oddiy sababi esa zerikishdir. Shuning uchun, o'qituvchi o'qitish uslublarini o'zgartirishi va dars mashg'ulotlariga yangicha uslublarni taqdim etishi kerak.

Xulosalar

Men ushbu maqola orqali sinfda ba'zi bir o'qituvchilar duch keladigan o'quvchilar tomonidan bajariladigan buzg'unchi xatti-harakatlar va ularni oldini olish va sinfda tartib-intizomni o'rnatish bo'yicha biroz bo'lsa ham ma'lumotlar berib o'tdim.Va shuningdek , dars jarayonining qiziqarli, mazmunli va tartib-intizomli bo'lishi o'qituvchining o'ziga bog'liq ekanligini tushuntirib berdim.

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ПРОБЛЕМЫ АДАПТАЦИИ К ОБУЧЕНИЮ НА РУССКОМ ЯЗЫКЕ СТУДЕНТОВ НАЦИОНАЛЬНЫХ ГРУПП НАПРАВЛЕНИЯ РУССКИЙ ЯЗЫК И ЛИТЕРАТУРА

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Аннотация. В данной статье рассмотрены проблемы изучения и владения русским языком студентами национальных групп направления русский язык и литература, на примере обучающихся на первом курсе Денауского института предпринимательства и педагогики. Проведено исследование этой новой языковой ситуации и анализ отдельных языковых явлений в речи испытуемых студентов.

Ключевые слова. Речь, грамматика, орфоэпические нормы, орфографические ошибки, стилистика, контингент, изучение, обучение, устная речь, понимание.

До 1990-х годов на территории Узбекистана русским языком владело большинство людей местного населения, особенно ее мужская часть. Это связано с тем, что большинство мужчин проходило военную службу в Российской Федерации и в течение двух лет в полной русскоязычной среде, в естественной обстановке, овладевали русским языком. Так же учащиеся общеобразовательных школ имели возможность получить высшее образование в высших учебных заведениях России и, конечно, одновременно овладевали русским языком. В конце 20 века, в результате образования независимых государств на территории бывшего Советского Союза, многие граждане стали возвращаться в свои государства по национальному признаку. В следствие чего русскоязычное население, особенно в сельских регионах, покинуло территорию Узбекистана. И в результате изучение русского языка в естественной среде значительно усложнилось. Молодежь, интересующаяся русским языком, имеет возможность изучать язык лишь в аудиторных условиях, овладевая только теоретическими знаниями. Учитывая, что славянская группа индоевропейской семьи языков относится к флективному типу и относится к третьему уровню сложности, изучение становится весьма затруднительным. Исходя из вышеперечисленных причин, учащиеся, занимающиеся изучением русского языка, имеют возможность выучить только теоретический материал, который в полной мере не может помочь им бегло разговаривать на русском языке и не дает им возможности понимать русскую речь на необходимом уровне. Учащиеся, желающие поступить на филологический факультет, в национальные группы по направлению русский язык и литература, в силу требований изучают русский и узбекский языки. Естественно, уделяя большее внимание своему родному языку. В результате, студенты, поступившие в ВУЗы за счет узбекского языка и теоретического русского, и, набрав при этом хорошие баллы, не всегда способны на дальнейшее обучение в университетах, где требуется знание языка на очень высоком уровне, с целью понимания научного стиля. Наряду с подобной группой студентов можно

определить еще две другие. Одна из которых – это обучающиеся, которые поступили в ВУЗ на данное направление по некоторым личным или территориальным причинам, за счет знаний русского языка как родного, но при этом, не имея представления о грамматике узбекского языка. В следствии чего, многие набрали меньшее количество баллов или обучаются на контрактной основе. Третья группа – это студенты без хороших знаний (или вообще без знаний), обучающиеся на суперконтрактной основе. Итак, в данной статье мы определили основные проблемы современной молодежи Узбекистана при изучении русского языка. Если исследовать деятельность студентов всех трех групп, наблюдается закономерность и общие тенденции их успехов и неудач в обучении на русском языке. Рассмотрим обучаемость студентов первой группы на примере конкретных, самых ярких студентов, представителей своих групп. Это Эшкузиева Сабохат, Ахматова Асила и Исматоова Парвина. Следует учесть, что Исматова Парвина набрала наивысший проходной балл, Ахматова Асила – вторая по списку поступивших, Эшкузиева Сабохат так же обучается на грантовой основе. Данные студенты не владеют русской речью, вернее каждая из них понимает и способна ответить на задаваемые вопросы в разной степени – кто-то лучше, кто-то хуже.

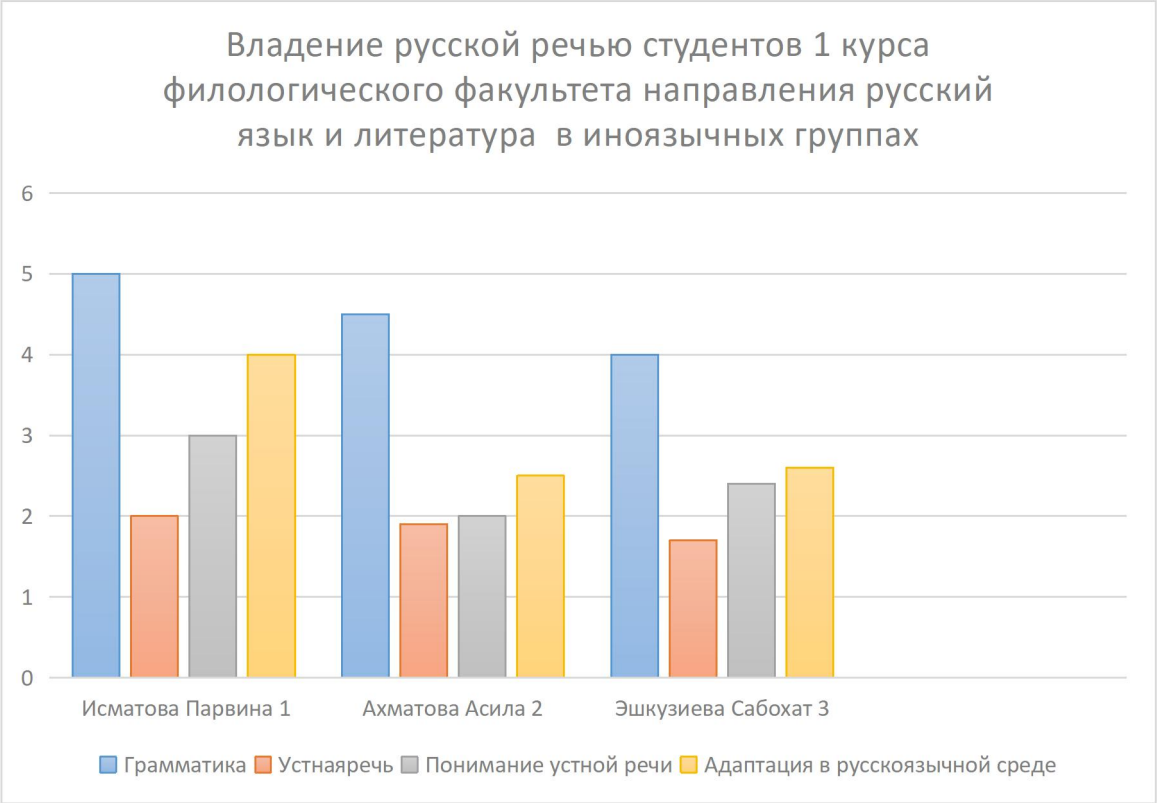


Рис.1 Диаграмма 1 группы студентов.

Итак, знание грамматики не всегда помогает данным студентам в понимании, в умении грамматически правильно оформлять свою речь и верном произношении, в соответствии орфоэпическим нормам русского языка. Хотя нужно учесть старания данных студентов в овладении языком и в получении хороших баллов. Т.е. можно сделать вывод, что природная любознательность и стремление соответствовать требованиям толкает этих студентов к работе над собой, но на занятиях, где необходимо выражать свое критическое мышление, умение рассуждать, они значительно уступают обучающимся, знающим язык на

уровне родного.

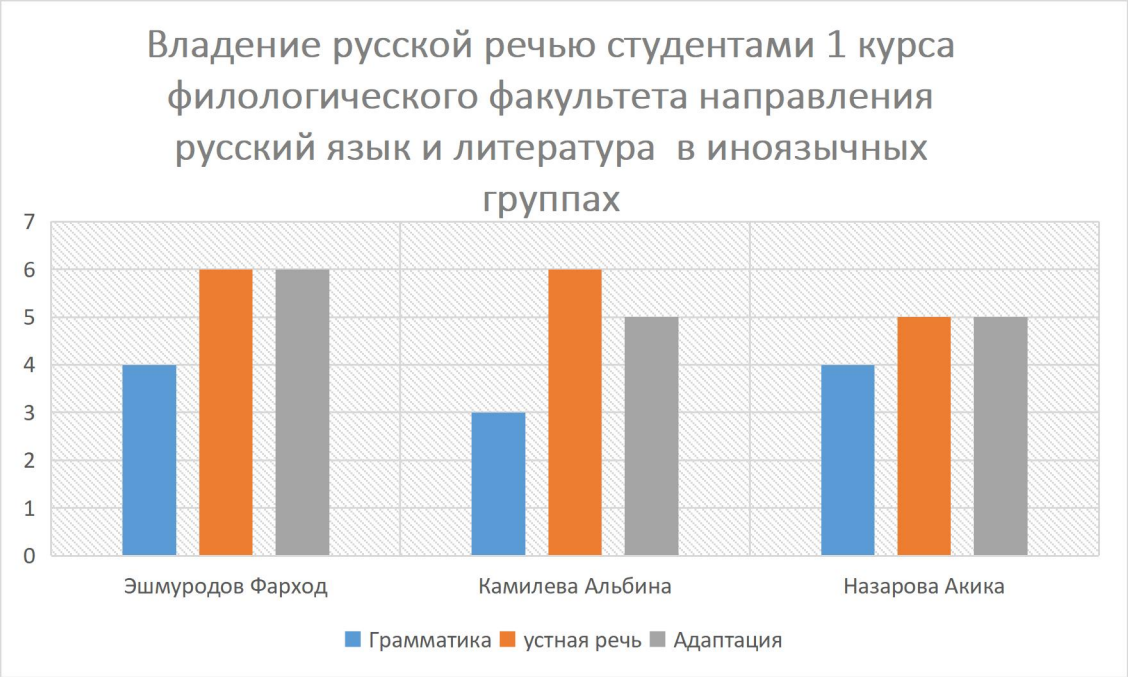


Рис.2 Вторая группа студентов.

Как видно по диаграмме владения русской речью студентами 1 курса филологического факультета второй группы (рис. 2), уровень теоретических знаний немного ниже, но устная речь и понимание речи на довольно высоком уровне, адаптироваться в студенческой и научной среде таким студентам проще. Так же для полной картины успеваемости студентов, необходимо роанализировать и третью группу - обучающихся на суперконтрактной основе.

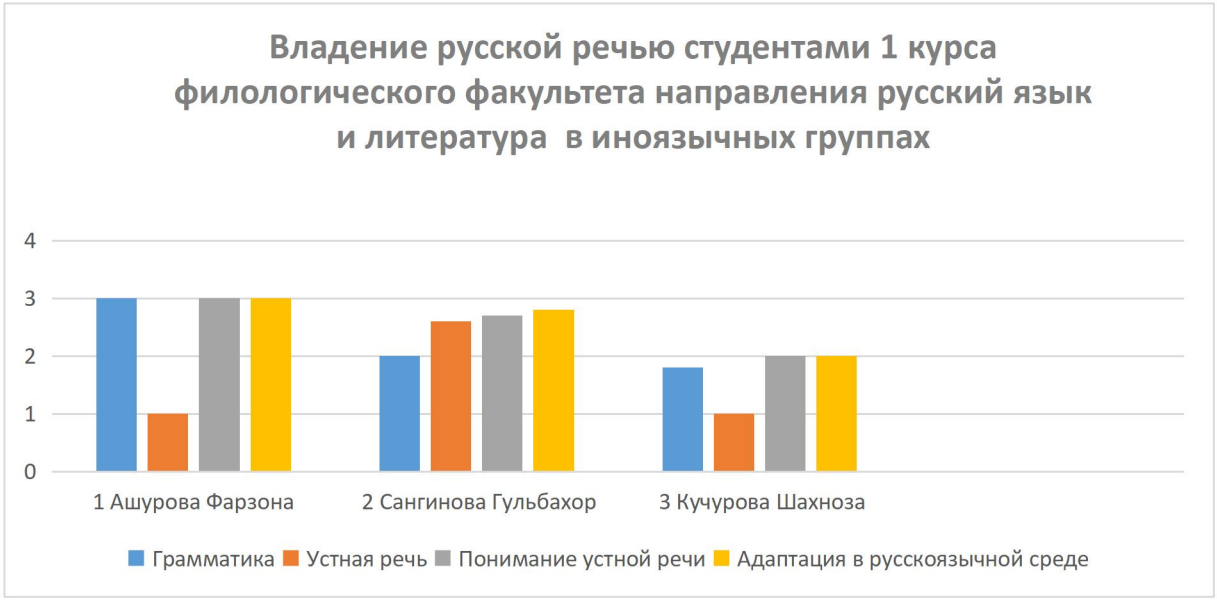


Рис.3 Третья группа студентов. Итак, подведя итоги исследования владения грамматикой, устной речью, понимания речи и адаптации в русскоязычной, мы пришли к следующему заключению:

1. Старательность, активность и ответственность студентов, изучивших теорию русского языка, но не имевших опыта и практики устной речи, значительно помогает им в освоении специальных дисциплин, но они намного отстают от студентов второй группы, меньше владеющих правилами грамматики, но в совершенстве знающих и понимающих устную речь.

2. Студенты, на примере Эльмуродова Фархода, Камилевой Альбины и Назаровой Акики, пробелы в грамматике замещают своим старанием и пониманием изучаемой дисциплины. Им обучение дается значительно легче, в сравнении с Исматовой Парвиной, Ахматовой Асилой и Эшкузиевой Сабохат.

3. Студенты третьей группы – Ашурова Фарзона, Сангинова Гульбахор и Кучурова Шахноза испытывают большие трудности, как в понимании, так и в выполнении заданных практических, семинарских и самостоятельных работ.

4. Русской речью в полном объеме владеют лишь носители языка, которые с рождения разговаривают на этом языке, или обучавшиеся в школе с русским языком обучения. Выучить русский язык без практики говорения сложно, и за отсутствием русскоговорящего контингента, особенно в сельской местности, не слыша грамотно звучащую речь; студенты нарушают все орфоэпические нормы русского языка: неправильно ставят ударение, не оглушают звонкие согласные перед глухими и наоборот не озвончают перед глухими, пытаются произнести непроизносимые согласные, не соблюдают правила произношения редуцированных гласных и т.д.

5. Интересующиеся и старательные студенты, для практики говорения обязательно должны воспользоваться возможностью мобильности студентов в Российскую Федерацию, а именно пройти обучение в Адыгейском

государственном университете, с которым Денауский институт предпринимательства и педагогики находится в сотруднических отношниях.

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FEATURES OF IMPLEMENTATION KNOWLEDGE IN BLOOM'S TAXONOMY OF LEARNING

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Abstract: Bloom's taxonomy has been updated and expanded since the original version was set out in the 1950s, and it continues to be a relevant and active tool that educators draw on when structuring curriculum goals and activities. This guide will cover what teachers need to know about Bloom's taxonomy, from a basic overview of its concepts to how it can be applied to a classroom setting.

Key worrds: implementation knowledge, taxonomy of learning, bloom's taxonomy, regurgitate facts, recalling facts.

Аннотация: Таксономия Блума была обновлена и расширена с тех пор, как первоначальная версия была опубликована в 1950-х годах, и она продолжает оставаться актуальным и активным инструментом, которым пользуются преподаватели при структурировании целей и мероприятий учебной программы. В этом руководстве будет рассказано о том, что учителям необходимо знать о таксономии Bloom, от базового обзора ее концепций до того, как ее можно применить в классе.

Ключевые слова: знания о внедрении, таксономия обучения, таксономия Блума, изрыгать факты, припоминать факты**.**

Annotatsiya: Bloom taksonomiyasi asl nusxasi 1950-yillarda ishlab chiqarilganidan beri yangilandi va kengaytirildi va u o'qituvchilar o'quv maqsadlari va tadbirlarini tuzishda foydalanadigan tegishli va faol vosita bo'lib qolmoqda. Ushbu qo'llanmada o'qituvchilar Bloom taksonomiyasi haqida bilishlari kerak bo'lgan

narsalar, uning tushunchalarining asosiy sharhidan tortib, uni sinf sharoitida qanday qo'llash mumkinligi haqida ma'lumot beriladi

Kalit so'zlar: bloom нинг таксономияси, фактларни чақириб, фактларни регургитате.

Benjamin Bloom's taxonomy of learning[19]-first published in 1956 and today the widely-cited foundation for defining what our students learn at the assignment, course, program, and degree levels-is a hierarchical classification of types of learning. Presented as a pyramid, it implies that student abilities increase in complexity and maturity the higher up on the spectrum they go. In the original version, Bloom identified **Knowledge** as the basic ability to recall facts, **Comprehension** as the ability to understand relationships among facts, and **Application** as the ability to use factual information in varied contexts.

These three constitute the "lower levels" of learning or skill. The higher levels, requiring more complex thinking processes, include **Analysis**, or the ability to determine how parts relate to one another and to an overall purpose; **Synthesis**, or the ability to combine varied information into a new, coherent whole; and **Evaluation**, of the ability to make and defend judgments. More recently, revisions have been suggested to the original taxonomy, as illustrated with the "new version" below. Although smaller changes to wording and at the lower levels are mainly for clarification, substantive changes are applied to the pyramid's top. Evaluating is now the second-most complex activity, and **Creating is at the top**. This recognizes the inherent complexity in forming something novel. Before we can **understand** a concept we have to **remember** it Before we can **apply** the concept we must **understand** it Before we **analyze** it we must be able to **apply** it Before we can **evaluate** its impact we must have **analyzed** it Before we can **create** we must have **remembered, understood, applied, analysed,** and **evaluated**.

Once we establish all the behaviors, conditions and degrees of mastery for each objective, we can use them to determine what types of assignments, tests or alternative

[19] Churches, Andrew. (2009) Bloom's taxonomy: introduction, Educational orgami. Retrieved 4 November 2009, from http://edorigami.wikispaces.com/Bloom%27s+-+Introduction

assessment we should use in our lessons. If we use knowledge in our lessons we must know degree of it. Usually students regurgitate facts without understanding. So in this stage we have to use for previously learned material by recalling facts, terms for the tasks

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

As result of giving knowledge tasks we can reach these basic concepts or results.

Actions	**Outcomes**
Describing	Definition

Finding	Fact
Identifying	Label
Listing	List
Locating	Quiz
Naming	Reproduction
Recognising	Test
Retrieving	Workbook
Worksheet	

In order to assess students' knowledge we should define our questionnaires'.

At the end we offer list of Questions to specify knowledge in Benjamin Bloom's taxonomy of learning**:**

Can you list three...?

Can you recall...?

Can you select...?

How did happen?

How is...?

How would you describe ...?

How would you explain ...?

How would you show ...?

What is...?

When did...?

When did happen?

Where is. . . ?

Which one...?

Who was...?

Who were the main... ?

Why did ...?

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ELEKTRON TARJIMON DASTURLARINING TAHLILI

Muhsinjonova Gulruxsor Homidjon qizi
Namangan davlat chet tillari instituti talabasi.
Ilmiy rahbar: Goyipov Umidjon Gulomjonovich

Annotasiya: Ushbu maqolada elektron tarjimon dasturlarining kamchiliklari va afzalliklari yoritib o'tilgan. Shuningdek, elektron tarjimon dasturlariga hozirgi kundagi talab va ehtiyojlar haqida ma'lumotlar ham keltirilgan.

Kalit so'zlar: elektron tarjimon, atama, ibora, jumla, Google Translate.

Аннотация: В этой статье освещены недостатки программного обеспечения для электронного перевода. Также показаны текущие требования и потребности программ электронного переводчика.

Ключевые слова: электронный переводчик, термин, фраза, предложение, Google Translate.

Annotation: This article highlights the advantages and disadvantages of electronic translation software. It also shows the current requirements and needs of electronic translator programs.

Keywords: electronic translator, term, phrase, sentence, Google Translate.

Bugungi kunda zamonaviy globallashuv va madaniyatlararo aloqalarning jadal rivojlanishi, xalqaro aloqalarni kengayib borishi davlatlar o‘rtasidagi savdo-iqtisodiy va moliyaviy rivojlanishida samarali omillari sifatida chet tillarining ahamiyati e’tiborga sazovor.

Ma’lumki, tarjima eng muhim ijtimoiy funksiyalardan birini bajaradi va insonlarning tillararo va madaniyatlararo muloqot qilishiga imkon yaratadi. Ya’ni tarjima – bu, chet tilida kommunikativ ekvivalent matn yaratish orqali asl nusxadagi matni mazmunini boshqa tilga o'tkazadigan lingvistik vositachilik turi. Mashina (kompyuter) tarjimasi tarjimashunoslik sohasida alohida o'rinni egallaydigan, ham tarjimashunoslik, ham kompyuter lingvistikasi sohasi bilan bog'liq bo'lgan ilmiy va ayni paytda texnologik fan. Amaliy tilshunoslikning boshqa ko‘plab tarmoqlari singari tarjimashunoslik fani ham fanlararo fan bo‘lib, ko‘pincha nafaqat tilshunoslik, balki adabiyotshunoslik, kognitiv fanlar, madaniy antropologiya va mamlakatshunoslik fanlari bilan ham aloqada bo‘ladi [1].

Kompyuterning paydo bo'lishi tarjimashunoslik faoliyati uchun ham eng foydali yutuq bo'ldi. Matn muharriri, elektron lug‘at, barcha kerakli hujjatlarni kompyuter xotirasida saqlash imkoniyati tarjima jarayonini sezilarli darajada tezlashtirish va uning sifatini oshirishga yordam berdi. Kompyuter texnologiyalarining rivojlanishi bilan leksikografiyada yangi tarmoq - kompyuter leksikografiyasi paydo bo'ldi. Kompyuter leksikografiyasini "har xil turdagi va janrdagi kompyuter lug'atlarini yaratishning nazariy va amaliy masalalari, shuningdek, bu masalalar bilan bog‘liq muammolarning barchasiga aloqador nazariy va amaliy masalalarni tadqiq etuvchi leksikografiya sohasi"[2] deb ta'riflash mumkin. Kompyuter lug'ati - bu an'anaviy "kitob" lug'atga mos keladigan elektron ma'lumot manbai.

Tarjima qilinadigan matn miqdoriga ko'ra, kompyuterlarning tarjimon dasturlarini ikki turga bo'lish mumkin [3]:

-elektron lug'atlar

-alohida gaplardan boshlab ma’lum bir hajmdagi ega o‘zaro bog‘langan matnni tarjima qiluvchi elektron tarjima dasturlari.

O‘zbek va ingliz tillarini biladiganlar ish jarayonida yoki o‘qish paytida ma’lum darajada tarjima qilishlaricha to‘g‘ri keladi [4-7]. Yangi axborot texnologiyalari va kompyuter texnologiyasilarining taraqqiyot natijasida turli xil elektron dasturlar hamda ilovalar yaratilmoqda. Bu dasturlar va ilovalarning maqsadi nafaqat professional tarjimonga, balki oddiy foydalanuvchiga ham amaliy yordam berishdan iboratdir. Endilikda kitob shaklidagi lug‘atlar o‘rnini-elektron tarjimon dasturlarga bo‘shatib bermoqda. Bunga misol sifatida: Google Translate, O‘zbekcha-Inglizcha lug‘at tarjimon va ilovalar misol bo‘la oladi. Zamonaviy kompyuter dasturlari xorijiy matn bilan ishlash yoki kerakli ma’lumotlarni chet tiliga tarjima qilish imkonini yaratib bermoqda .

Ma’lumki, tarjima eng muhim ijtimoiy funksiyalardan birini bajaradi va insonlarning tillararo va madaniyatlararo muloqot qilishga imkon yaratadi. Bugungi kunda eng mashhur va ehtiyoj seziladi ham ilovalardan biri elektron tarjimon dasturlardir va kelajakda ham shunday bo‘lib qolishi aniq.

Tarjimon dasturlarining afzalliklari:

1. Tarjimaning yuqori tezligi ya’ni ko‘plab matnlar tez va oson tarjima qilish.
2. Turli tillarga tarjima qilish imkonini beradi.

Tarjima dasturlarining kamchiliklari:

1.Tarjimon dasturlar grammatik uslub va leksik qoidalarga amal qilmaydi, so‘z o‘yinlari, badiiy uslublarni hisobga olmaydi.

2. Ilmiy atama va terminlarni ko‘p qismini tarjima qilmaydi.

3. Ayrim so‘zlarni noto‘g‘ri tarjima qilib matn mazmunini yoki gapning mazmunini o‘zgartirib yuboradi.

Albatta, bu kamchiliklarni lingvistiklar va tarjimonlar o‘rganishmoqda va kelgusida bu kamchiliklarni inobatga olgan holda elektron tarjimon dasturlar yanada takomil-lashtirilmoqda

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Qaydlar uchun



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