IS'HOQXON IBRAT NOMIDAGI
NAMANGAN DAVLAT CHET
TILLARI INSTITUTI

"TIL VA ADABIYOT, CHET TILLARNI O'QITISHNING ZAMONAVIY YONDASHUVLARI" MAVZUSIDAGI IV XALQARO TALABALAR ILMIY-AMALIY ANJUMAN MATERIALLARI



2024-yil 19-noyabr

www.namsifl.uz

Ushbu to‘plam Namangan davlat chet tillari instituti rektorining 2024-yil 14-oktabrdagi 29-F/B-son buyrug‘iga asosan Namangan davlat chet tillari institutida 2024-yil 19-noyabr kuni o‘tkazilgan “Til va adabiyot, chet tillarni o‘qitishning zamonaviy yondashuvlari” mavzusidagi IV xalqaro talabalar ilmiy-amaliy anjuman materiallari asosida tayyorlandi.

Mas’ul muharrir: p.f.f.d., dotsent M.Yakubbayev
Mas’ul muharrir o‘rinbosari: katta o‘qituvchi M.Sharofiddinov
Tahrir hay’ati: f.f.d., dotsent N.Dosbayeva
p.f.n., dotsent S.Misirov
f.f.f.d., dotsent A.Tursunov
p.f.f.d., dotsent A.Ermirzayev
f.f.f.d., dotsent O.Dadaboyev
p.f.f.d., dotsent F.Erkulova
p.f.f.d., dotsent X.Tursunov
p.f.f.d., dotsent U.Abdurasulova
f.f.f.d. I.Umrzaqov
f.f.f.d. R.Kazakova
dotsent L.Kozlova
Texnik muharrir: B.Xoldorov

Xalqaro talabalar anjuman materiallariga oid mazkur to‘plam, chet tillarini o‘qitishning eng zamonaviy yondashuvlarini amaliyotga tadbiq etilishiga bag‘ishlanganligi bilan ahamiyatlidir.

Maqolalarda keltirilgan statistik ma’lumotlar, ilmiy-nazariy faktlarning ishonchliligi, imloviy va stilistik xatoliklar uchun muallif o‘zi javobgar.

© NSIFL, Namangan davlat chet tillari instituti

MUNDARIJA

10.00.00 FILOLOGIYA FANLARI
ФИЛОЛОГИЧЕСКИЕ НАУКИ
PHILOLOGICAL SCIENCES

1	**Kirish so‘zi** *Karimov Rivojiddin*	9
2	**Badiiy tarjimada ekvivalentlik va adekvatlik tushunchalari** *Parpiyeva Dilfuza*	11
3	**Феминизм в литературе XVIII века глазами яркой представительницы феминизма Шарлотта Бронте** *Умарова Умида*	15
4	**Satirik zarba** *Sultanova Feruza*	21
5	**The role of teachers in society** *Jamshitova E’zoza, Tadjibayeva Albina*	26
6	**Tarjimada so‘z tanlash muammolari** *Ortiqboyeva Go‘zal, Qodirov Adhamjon*	30
7	**Economy: types of economies, economic indicators** *Hoshimov Humoyunshoh*	35
8	**Feautures of poetic translation, analysis of poetic works translated from uzbek poetry into english** *Biloliddinova Ruxshona, Gulhayo Baxtiyorova*	39
9	**Роль метафоры в творчестве М.Ю.Лермонтова для создания художественного образа** *Собиров Азизбек, Зульфия Исроилова*	42
10	**Problems of loss and gain in translation** *Isroiljonova Anora*	46
11	**Pragmatic analysis of idioms and phraseological units** *Solixonova Shohsanam, Nargiza Dosbayeva*	49
12	**Translation of sports events, sports related texts, speches** *Mirzahalilova Mohidil, Gulxayo Baxtiyorova*	53
13	**Translation of sports events, sports related texts, speeches** *Boqijonova Nozima, Gulhayo Baxtiyorova*	56
14	**Translation of idioms, phrase, saw** *Rejabbayeva Mavluda, Gulhayo Baxtiyorova*	60
15	**Types of written translation** *Soliyeva Fotima, Gulhayo Baxtiyorova*	63

16	**Родился великий русский писатель и мыслитель, один из величайших в мире писателей-романистов Лев Николаевич Толстой** *Мамасодикова Махзуна, Шарипова Сарвиноз*	**66**
17	**Simultaneous translation** *Anvarova Xurshida, Gulhayo Baxtiyorova*	**70**
18	**Choʻlponning “Kecha va kunduz” asarida vaqt metaforasining ishlatilishi va uning stilistik xususiyatlari** *Yunusova Halima*	**73**
19	**Oʻzbek tilida soʻz yasalish usullari** *Karimov I, Xamrakulova A*	**78**
20	**The importance of practising cultural translation** *Nishonboyeva Farangiz, Gulhayo Baxtiyorova*	**82**
21	**Влияние устного народного творчества на культуру чтения студентов** *Абдуллаева Икбола,Усмоналиева Шахризода*	**85**
22	**Jahon ilm-fani taraqqiyotiga Mahmud Zamaxshariyning qoʻshgan hissasi** *Ibragimov Sodiqjon, Madina Mamadaliyeva*	**89**
23	**Пушкинские мотивы в романе «Минувшие дни» А.Кодири** *Абдусаматов Мавлонжон, Мамаджонова Зилола*	**94**
24	**Xitoy tili ohanglarini oʻrganishda boshlangʻich koʻnikmalar** *Masharipova Komila, Salimova Sohiba*	**99**
25	**Oʻzbek romanlarining tarjimalarida eifemizm va deffinizm, metafora, metonimiya va sinekdoxalar tarjimalarining tahlili** *Yusupova Umida, Khoshimov Abdulaziz*	**104**
26	**Yaponiya iqtisodiyotining rivojlanish bosqichlari** *Baqoyev Navroʻzjon, Abdumuxayeva Gulnoza*	**109**
27	**Yaponiya turizm sanoatining rivojlanishi** *Baqoyev Navroʻzjon, Yuldasheva Shirin*	**114**
28	**Inklyuziv taʼlimda ota-onalarning roli** *Ruziyeva Nigora*	**117**
29	**Образ Бабура в контексте национальных и моральных ценностей, в романе П.Кадырова «Звездные ночи»** *Казакова Р, Умурзакова Дарья*	**120**
30	**Роль чтения книг в развитии молодого поколения в социально - научном развитии страны** *Казакова Р, Холматова Гульзира*	**124**
31	**“Qoʻshiqlar kitobi”ning qisqa tarixi (《诗经》简史)** *Martavaliyeva Oygul, Salimova Sohiba*	**127**

32	**Koreys xalq 민 담 -mindam va o‘zbek xalq ertaklaridagi o‘xshashlik va farqlar** *Muhammadjonova Madinabonu, Xo‘janazarova Nazira*	**132**
33	**Nutqning konteksual moslashishi: ingliz va o‘zbek tillarida konteksga qarab nutqni moslash va o‘zgarishi usullari** *Mamarasulov Ahmadjon, Anvarova Farangis*	**136**
34	**Muqobili yo‘q so‘zlarni tarjima qilish** *Jaloliddinova Nigora*	**140**

13.00.00 PEDAGOGIKA FANLARI
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

35	**Bridging the digital divide: how technology is transforming oral communication in the modern world** *Milimo Mundia*	**144**
36	**Chet tillarni o‘qitishning zamonaviy yondashuvlari** *G‘aniyeva Mubinaxon*	**149**
37	**Methods of teaching english to primary school children** *G‘ulomova Mohiyabonu, Gulhayo Baxtiyorova*	**153**
38	**O‘zbekistonda chet tillarini o‘qitishning yangi usullari va ularning ahamiyati** *Akbarova Azizaxon, Muhsinjonova Gulruxsor, Islomova Ruxshona*	**155**
39	**Language learning strategies** *Qoraboyeva Shaxnoza*	**159**
40	**Современные подходы к преподаванию иностранных языков: коммуникативная методика** *Холмуродова Дилдора, Ансаттарова Ихлимой, Тургунпулатова Гузалой*	**164**
41	**Communicative approach to english in primary grades based on teaching methodology** *Soliyeva Shoira, Baxtiyorova Gulhayo*	**167**
42	**Integrating authentic materials in EFL/ESL classroom to improve student motivation and engagement** *Kholdorov Boburjon, Сейтказы Асылмурат*	**170**
43	**Teaching English as a second language: innovative teaching methods and activities** *Rasulova Mohinur*	**174**

44	**Эффективность применения игровых технологий в обучении фразеологии** *Козлова Лола, Хабибуллаева Нозима*	179
45	**Methodology of developing professional communicative competence of teaching students english: (example of teaching "Reading texts" in biology)** *Mansurov Fayzillo*	184
46	**Teaching critical thinking** *Jo'rayeva Shahnoza, Imminjanova Madinabonu, Tadjibayeva Albina*	187
47	**Teacher-student relations in secondary school** *Rasulova Xadichabonu, Tadjibayeva Albina*	192
48	**Teacher burnout: a growing problem in educational institutions** *Dadajonova Kamila, Tadjibayeva Albina*	196
49	**New methods of teaching english based on Finland's best teaching approaches** *Abdulhamidova Muhlisa, Ayturayev Majid, Menglieva Elyanora*	202
50	**Giving instructions is a good way to engage students to lessons** *Durdona Azimjonova, Ayturayev Majid*	206
51	**Использование игровых технологий при изучении биографии писателей** *Козлова Лола, Алютина Татьяна*	211
52	**Возможности искусственного интеллекта в развитии у студентов коммуникативных компетенций** *Козлова Лола, Азимова Камила*	215
53	**Enhancing academic vocabulary with contextual, morphological, and semantic field approaches** *Ergashev Rasulbek*	223
54	**The role of technology in improving vocabulary in EFL/ESL classrooms** *Andrea Greco*	229
55	**The secret language of great teachers: how non-academic skills transform the classroom** *Sayfiddinov Izzatullaxon*	231
56	**New and effective approaches for learning vocabulary and ways of memorising** *Turg'inova Mohinur*	238
57	**Methods of developing lexical competence of students in natural sciences through innovative technologies** *Kamalova Nilufar*	242

58	**Innovatsion texnologiyalarning ta'limdagi o'rni** *Tojimatova Durdonaxon, Qodirov Adhamjon*	246
59	**UDL (universal design of learning) in lesson planning** *Mahkamova Dilshoda*	249
60	**Инновационные технологии в практике преподавания русского языка** *Р.Юсупова, С.Хусанбоев*	253
61	**Technology for developing creative thinking in primary school students in english classes** *Abdulxayeva Sug'diyona, Baxtiyorova Gulhayo*	257
62	**The power of early english education: building foundations for lifelong learning** *Tirkasheva Mohichehra, Bahtiyorova Gulhayo*	260
63	**Maktab o'quvchilariga chet tilini qanday qilib samaraliroq o'qitish mumkin?** *Tojiboyeva Sevinch, G'ulomjonova Sadoqat, Qodirov Adhamjon*	263
64	**Инновационный подход в обучении русскому как иностранному (РКИ) студентов** *Собиржонова Муслима, Джуманазарова Зилола*	267
65	**Building vocabulary skills in young learners** *Rasulova Go'zaloy, Baxtiyorova Gulhayo*	271
66	**Globallashgan dunyo talabi: O'zbekistonda ingliz tilini o'rganishning rivoji va ahamiyati** *Azamova Yoqutxon*	274
67	**Task based learning approach (TBL)** *Mavlonboyev Azizbek, Tadjibayeva Albina*	277
68	**Innovative teaching methods** *Nimatov Akmal, Kadyrova Malika, Tadjibayeva Albina*	280
69	**Building parent-teacher relationships** *Raximjonova Iqbola, Tadjibayeva Albina*	288
70	**Classroom management: effective strategies for a positive learning environment** *Maxamjonova Laziza, Rasuljonova Muazzam, Tadjibayeva Albina*	294
71	**Role of modern technology in education** *Rapigalieva Charos, Tadjibayeva Albina*	298
72	**Developing pre-intermediate EFL/ESL learners' speaking skills through task-based language teaching (TBLT)** *Mariya Kolarova*	301

73	**O‘zbek tilini o‘qitishda innovatsion texnologiyalardan foydalanish** *Abdurasulova Umida, Yo‘ldoshev E’zozbek*	**304**
74	**Chet tillarini o‘qitishda o‘zlashtirish va o‘rganish metodlari va ular o‘rtasidagi farqlar** *Nabijonova Nozimaxon*	**307**
75	**Using digital technologies to develop students' writing skills** *Madaminov Golibjon, Obidjanova Sarvinoz*	**312**
76	**The importance of integrated study skills (ISS) subject on english learners in an ESL classroom** *Shukrullayeva Okilakhon, Golibjon Madaminov*	**317**
77	**Vocabulary acquisition through social interaction: the role of peer interaction and conversation in ESL learners especially for uzbek university students** *Sayfutdinov Nurillo*	**321**
78	**The role of english language in today’s world and the essence of learning it as a foreign language** *Kuchkarova Mukhtasar*	**328**
79	**Robototexnika – STEAM ta’lim moduli sifatida** *G‘anijonov Shohjahon*	**331**

KIRISH SO‘ZI

Bugun O‘zbekistonda ta’lim tizimini barcha bo‘g‘inlarida jadal islohatlar olib borilmoqda. So‘nggi yillar davomida Yangi O‘zbekistonni shakllantirishning fundamental poydevori yaratildi, deyishga asoslarimiz bor. Ayniqsa, ijtimoiy sohani rivojlantirish, xususan, ta’lim tizimini modernizatsiya qilishda asrlarga arzigulik mazmun va samara kasb etadigan islohotlar amalga oshirilmoqda.

Oliy ta’lim tizimini ijtimoiy soha va iqtisodiyot tarmoqlari ehtiyojlaridan kelib chiqqan holda, fan, ta’lim va ishlab chiqarishning mustahkam integratsiyasini ta’minlash asosida ta’lim sifatini yaxshilash, raqobatbardosh kadrlar tayyorlash, ilmiy va innovasion faoliyatni samarali tashkil etish, xalqaro hamkorlikni rivojlantirishga kata e’tibor berildi. Mazkur islohotlarning zamirida yosh avlodning intellektual salohiyatini yuksaltirish, raqobatbardosh kadrlar sifatida shakllantirish, bugungi global dunyoning faol ishtirokchisiga aylantirish maqsadlari yotadi.

Mamlakatimizda yoshlarni qo‘llab-quvvatlash tizimini yanada takomillashtirish, ilmli va ma’rifatli yoshlarni kamol toptirish, ulg‘ayib kelayotgan yosh avlodning ijodiy va intellektual qobiliyatlarini rivojlantirish, xorijiy tillarga o‘qitishni yanada ommalashtirish, shuningdek, bunday faoliyat bilan shug‘ullanuvchi subektlarni qo‘llab-quvvatlash va rivojlanishi uchun qulay muhit yaratish maqsadida chet tillarini o‘qitishga alohida e’tibor qaratilmoqda. Davlatimiz rahbari Sh.Mirziyoyev chet tillarini o‘qitish to‘g‘risida to‘xtalib **“Mamlakatimizda xorijiy tillarni o‘rgatish bo‘yicha kelajak uchun mustahkam poydevor bo‘ladigan yangi tizimni yo‘lga qo‘yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz, bundan buyon maktab, lisey, kollej va oliy o‘quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat’iy talab har bir ta’lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim”** deya qayd etgandi.

Til kishilik jamiyatini barpo etgan, uning taraqqiyotiga sabab bo‘lgan va turli mamlakatlarni bir-biriga bog‘lab turgan buyuk ne’mat, qudratli kuchdir. Shuning uchun tillarni o‘rganishga hamisha katta e’tibor qaratib kelingan, til o‘qitish metodlari muntazam takomillashtirib borilgan. Xususan, mamlakatimizda ta’lim sohasida o‘tkazilgan islohotlar chet tillarni o‘qitishda ham tub o‘zgarishlarni yuzaga keltirdi.

Xorijiy tillarni boshlang‘ich sinflardan boshlab uzluksiz o‘qitilishining yo‘lga qo‘yilishi, davlat ta’lim standartlarini xalqaro talablar asosida takomillashtirish, ta’lim tizimining barcha bosqichlari uchun o‘quv dasturlari mazmunini yangilash, ta’lim jarayoniga yangicha yondashuv va zamonaviy texnologiyalarni joriy etishni taqozo etadi.

O‘zbekiston Respublikasi Prezidentining **2022-yil 9-iyundagi PQ-275-sonli qarori** bilan ma’rifatparvar olim, sharq va g‘arb tillarining bilimdoni Is’hoqxon Ibratning yorqin xotirasi hamda nomini abadiylashtirish,

Namangan viloyatida xorijiy tillarni mukammal egallagan, chuqur bilimga ega bo‘lgan raqobatbardosh kadrlarni tayyorlash maqsadida **Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti** tashkil etildi.

Hozirgi vaqtda Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari institutida **9 ta xorijiy tillarda** talaba-yoshlar ta’lim berilmoqda.

Talabalarga xalqaro andozalar asosida sifatli ta’lim berish maqsadida joriy yilning o‘zida **52 nafar professor-o‘qituvchilar va 10 dan ortiq talabalar** nufuzli xorijiy oliy ta’lim muassasalari hamda ilmiy tadqiqot muassasalarida malaka va tajriba oshirib qaytdilar. Egallangan tajriba va malakalarni ular o‘zlarining o‘quv-metodik, o‘quv-pedagogik faoliyatlarida qo‘llab kelishmoqda.

2024-yil davomida institut o‘quv jarayonlariga **15 nafar** xorijlik mutaxassislar jalb etildi, xozirda institutda **2 nafar** AQSHlik mutaxassis uzoq muddatli pedagogik faoliyatini olib bormoqda.

Institutimizda har yili talabalarning ilmiy izlanishlarini qo‘llab-quvvatlash maqsadi **“Til va adabiyot, chet tillarni o‘qitishning zamonaviy yondashuvlari” mavzusidagi xalqaro talabalar ilmiy-amaliy anjumanini o‘tkazish an’anaga aylangan. Mazkur anjuman izlanuvchilarga yangi tadqiqotlarni sarhisob qilish imkoni bersa, talaba-yoshlar hamda yosh tadqiqotchilar uchun har bir ma’ruza, yangi yondashuv tajriba maktabi vazifasini o‘taydi.**

Mazkur **Xalqaro ilmiy-amaliy anjuman** chet tillari oldida turgan dolzarb masalalarning ijobiy yechimini topishga yordam berib, sohaning yanada rivoj topishiga o‘z hissasini qo‘shadi, degan umiddaman. Anjuman ishtirokchilari va ular orqali barcha tadqiqotchi-yoshlarga salomatlik va boshlanayotgan ilmiy faoliyatlarida muvafaqqiyatlar tilayman.

R.G.Karimov
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti rektori,
Filologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent.

10.00.00 FILOLOGIYA FANLARI
ФИЛОЛОГИЧЕСКИЕ НАУКИ
PHILOLOGICAL SCIENCES

BADIIY TARJIMADA EKVIVALENTLIK VA ADEKVATLIK TUSHUNCHALARI

Parpiyeva Dilfuza Usmirjonovna
NamDCHTI magistranti

Annotatsiya: Ushbu maqolada badiiy tarjimada ekvivalentlik va adekvatlik tushunchalarining mohiyati hamda ularning tarjima jarayonidagi o‘rni o‘rganiladi. Ekvivalentlik, asl matn mazmunini to‘liq saqlash maqsadida qilingan tarjima sifatida tushuntirilsa, adekvatlik tushunchasi esa tarjimonning madaniy va estetik jihatlarni hisobga olgan holda, maqsadli madaniyatga moslashtirilgan tarjima sifatida qaraladi. Maqolada ushbu ikki tushuncha o‘rtasidagi farqlar, ularning tarjima nazariyasida qo‘llanilish xususiyatlari, va amaliyotda qanday natijalar berishi yoritiladi. Turli adabiyotlarga asoslangan holda, maqola badiiy tarjima jarayonidagi murakkabliklar va qiyinchiliklarni tahlil qilib, zamonaviy tarjimonlar uchun metodik tavsiyalar beradi.

Kalit so‘zlar: tarjima, badiiy tarjima, ekvivalentlik, adekvatlik, tarjima nazariyasi, madaniy moslashuv, tarjimon, tarjima jarayoni, estetik moslik, semantik o‘ziga xoslik.

Annotation: This article examines the essence of the concepts of equivalence and adequacy in literary translation and their role in the translation process. Equivalence is explained as a translation made in order to fully preserve the content of the original text, while the concept of adequacy is considered as a translation adapted to the target culture, taking into account the cultural and aesthetic aspects of the translator. The article describes the differences between these two concepts, their application in the theory of translation, and what results they give in practice. Based on various literature, the article analyzes the complexities and difficulties in the process of literary translation and gives methodological recommendations for modern translators.

Key words: translation, artistic translation, equivalence, adequacy, translation theory, cultural adaptation, translator, translation process, aesthetic compatibility, semantic originality.

Аннотация: В данной статье рассматривается сущность понятий эквивалентности и адекватности в художественном переводе и их роль в

переводческом процессе. Эквивалентность трактуется как перевод, выполненный с целью полного сохранения содержания оригинального текста, тогда как понятие адекватности рассматривается как перевод, адаптированный к целевой культуре с учетом культурных и эстетических особенностей переводчика. В статье описаны различия этих двух понятий, их применение в теории перевода и какие результаты они дают на практике. На основе разнообразной литературы в статье анализируются сложности и трудности процесса художественного перевода и даются методические рекомендации современным переводчикам.

Ключевые слова: перевод, художественный перевод, эквивалентность, адекватность, теория перевода, культурная адаптация, переводчик, процесс перевода, эстетическая сочетаемость, смысловая оригинальность.

KIRISH

Badiiy tarjima (artistic translation) hozirgi davrda global madaniyatlararo aloqalarning asosiy ko‘rinishlaridan biri sifatida, turli millat va tillardagi madaniy boyliklarni bir-biriga yetkazishda katta ahamiyat kasb etadi. Tarjimonning vazifasi nafaqat tilni aniq tarjima qilish, balki matnning asl muallif niyatini, mazmunini, uslubini va estetik qimmatini saqlab qolishdan ham iboratdir (Nida, 1964). Tarjima jarayonida ekvivalentlik va adekvatlik tushunchalari bir-biriga bog‘liq bo‘lib, ular tarjimonning qiyin tanlovini belgilab beradi. Ushbu maqola tarjimada ekvivalentlik va adekvatlikning nazariy va amaliy ahamiyatini, shuningdek, ularning badiiy tarjimada qanday qo‘llanilishini o‘rganishga bag‘ishlangan.

TARJIMADA EKVIVALENTLIK TUSHUNCHASI

Tarjima nazariyasida ekvivalentlik (equivalence) tushunchasi til va madaniyat o‘rtasidagi mos kelishuvga e'tibor qaratadi. Lingvistlar va tarjima nazariyotchilari ekvivalentlikning turli xil qirralarini ko‘rib chiqadilar. Nida (1964) tomonidan ilgari surilgan dinamik ekvivalentlik nazariyasi, masalan, asliyatdagi mazmunni qabul qiluvchi madaniyatning tili va urf-odatlariga moslashtirishga asoslangan. Jakobson (1959) esa funksional ekvivalentlikni ilgari surib, matnning asosiy semantik ma’nosini va vazifasini saqlash muhimligini ta’kidlaydi . Shu bilan birga, badiiy asarlarda bu moslikning ta'minlanishi murakkablik kasb etadi, chunki poetik uslub va badiiy ifoda til orqali o‘ziga xos yo‘sinda aks etadi (Venuti, 1995).

TARJIMADA ADEKVATLIK TUSHUNCHASI

Tarjimada adekvatlik (adequacy) ekvivalentlikka nisbatan kengroq tushunchadir va asosan tarjimonning matndagi muallifning dastlabki maqsadi va ijodiy uslubini saqlashga asoslangan (Toury, 1980). Adekvatlikning qadrini saqlash, tarjimaning muayyan kontekstlarda madaniy va tiliy xususiyatlarga mos kelishi zarurati bilan

bog‘liq (Newmark, 1988). Shu nuqtayi nazardan, adekvatlik va ekvivalentlik o‘rtasida farq va o‘zaro bog‘liqlik mavjud bo‘lib, bu farqni tarjima jarayonida aniqlash orqali tarjimon biron-bir asarning mazmunini saqlab qolishga qaratilgan strategiyalarni qo‘llaydi .

EKVIVALENTLIK VA ADEKVATLIK BO‘YICHA NAZARIY YONDASHUVLAR

Tarjima nazariyasida ekvivalentlik va adekvatlik bo‘yicha bir necha yondashuvlar mavjud bo‘lib, ularning asosiylari Nida tomonidan ishlab chiqilgan dinamik ekvivalentlik va Jakobson tomonidan taklif etilgan funksional ekvivalentlik nazariyalari hisoblanadi. Nida (1964) o‘z tadqiqotida ekvivalentlikning qabul qiluvchiga ta’sir qilish darajasini hisobga olish lozimligini ta’kidlaydi. Jakobsonning (1959) funksional ekvivalentlik nazariyasi esa, tarjimaning funktsional ahamiyatini saqlashga urg‘u beradi. Bu nazariyalar adekvatlikning nazariy jihatlarini ham ko‘rsatadi, chunki ular tarjimaning mazmun va shakl o‘rtasida muvozanatni ta’minlash imkoniyatlarini izohlaydi .

AMALIYOTDA EKVIVALENTLIK VA ADEKVATLIK

Ekvivalentlik va adekvatlik tushunchalarini tarjimada amalga oshirishda bir qator amaliy qiyinchiliklar yuzaga keladi. Badiiy asar tarjimasi jarayonida tarjimon ko‘pincha asliyatdagi poetik ifoda va uslubni saqlab qolish uchun muayyan til elementlarini o‘zgartirish yoki moslashtirishga majbur bo‘ladi. Masalan, turli tillardagi metafora va simvolik ma'nolarni saqlab qolish uchun tarjimon madaniy moslashuv usullaridan foydalanadi (Venuti, 1998). Shu bilan birga, bu jarayonda originalga sodiqlik va qabul qiluvchi madaniyat talablariga moslashish o‘rtasidagi muvozanat muhim o‘rin tutadi .

MISOLLAR VA AMALIY TADQIQOTLAR

Badiiy tarjimada ekvivalentlik va adekvatlik tushunchalarining amaliyotda qanday qo‘llanilishini misollar bilan tahlil qilish ushbu tushunchalarning nazariy va amaliy ahamiyatini ko‘rsatadi. Masalan, o‘zbek adabiyotining rus yoki ingliz tiliga tarjima qilingan asarlarida ekvivalentlik va adekvatlikni ta’minlash maqsadida qo‘llanilgan usullarni o‘rganish orqali, tarjimada madaniy moslashuvning qanday ta’sir ko‘rsatishini tahlil qilish mumkin (Bobojonov, 2010). Bu kabi tadqiqotlar tarjimada asl matn va qabul qiluvchining madaniy talablari o‘rtasidagi muvozanatga qanday erishilganini namoyon qiladi .

XULOSA

Ushbu maqolada badiiy tarjima jarayonida ekvivalentlik va adekvatlik tushunchalarining nazariy va amaliy jihatlari ko‘rib chiqildi. Tarjima amaliyoti shuni ko‘rsatadiki, badiiy matnni tarjima qilishda asliyatga sodiqlik va qabul qiluvchi madaniyatga moslashuv o‘rtasidagi muvozanatni ta’minlash juda muhim.

Shuningdek, ekvivalentlik va adekvatlik tushunchalarini birgalikda qo‘llash, tarjima jarayonida asl matnning mazmuni va estetik qimmatini saqlash uchun muhim ahamiyat kasb etadi.

FOYDALANILGAN ADABIYOTLAR RO‘YHATI:

1. Nida, E. A. (1964). Toward a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating. Leiden: Brill.

2. Jakobson, R. (1959). "On Linguistic Aspects of Translation." In On Translation, edited by Reuben A. Brower, 232-239. Cambridge, MA: Harvard University Press.

3. Venuti, L. (1995). The Translator's Invisibility: A History of Translation. London: Routledge.

4. Toury, G. (1980). In Search of a Theory of Translation. Tel Aviv: The Porter Institute for Poetics and Semiotics.

5. Newmark, P. (1988). A Textbook of Translation. New York: Prentice Hall.

6. Venuti, L. (1998). The Scandals of Translation: Towards an Ethics of Difference. London: Routledge.

7. Bobojonov, B. (2010). “O‘zbek adabiyoti tarjima amaliyotida ekvivalentlik va adekvatlikning muhim jihatlari.” Tarjima nazariyasi jurnali, 4(2), 45-53.

ФЕМИНИЗМ В ЛИТЕРАТУРЕ XVIII ВЕКА ГЛАЗАМИ ЯРКОЙ ПРЕДСТАВИТЕЛЬНИЦЫ ФЕМИНИЗМА ШАРЛОТТА БРОНТЕ

Умарова Умида Тулкуновна
Магистрант НамГИЯ
+998931748894

Аннотация: в этой статье рассматривается положение женщин в обществе и в семье, в политических и социальных сферах. В результате появляется такое движение, как феминизм XVIII века. Также в этой работе внимание уделяется этапам развития феминизма, точнее четыре волны движения феминизм и достигнутые цели в каждой волне. Эта статья раскрывает феминизм в литературе и роль женщин на примере взглядов английской писательницы Шарлотта Бронте в ее знаменитом романе «Джейн Эйр». В конце статьи дается полное заключение.

Ключевые слова: феминизм, суфражистки, радикальный, интерсекциональный феминизм, женские права, женская независимость, самоопределение, волны развития, феминистический роман

Annotation: This article examines the position of women in society and family, as well as in political and social spheres. As a result, the movement known as feminism emerged in the 18th century. The paper also focuses on the stages of development of four waves of the movement and the goals achieved during the tumultuous growth of feminism in each wave. The article explores feminism in literature and the role of women through the views of English writer Charlotte Brontë in her famous novel "Jane Eyre." The article concludes with a comprehensive summary.

Keywords: feminism, suffragists, radical feminism, intersectional feminism, women's rights, female independence, self-determination, waves of development, feminist novel.

Annotatsiya: Ushbu maqolada ayollarning jamiyatdagi va oiladagi, shuningdek, siyosiy va ijtimoiy sohalardagi holati o'rganiladi. Natijada XVIII asrda feminist harakat paydo bo'ladi. Shuningdek, maqolada feminizmning rivojlanish bosqichlariga, ya'ni harakatning to'rtta to'lqiniga va har bir to'lqinda erishilgan maqsadlarga e'tibor qaratiladi. Maqola adabiyotda feminizm va ayollarning rolini ingliz yozuvchisi Sharlet Brontening "Jeyn Eyre" romanida ko'rib chiqadi. Maqola yakunida batafsil xulosa beriladi.

Kalit so'zlar: feminism, sufragistlar, radikal feminism, intersektsion feminizm, ayollarning huquqlari, ayol mustaqilligi, o'z-o'zini belgilash, rivojlanish to'lqinlari, feminist roman.

ВВЕДЕНИЕ

Роль женщины в современном мире очень важна и это можно увидеть в каждой сфере, где женщина имеет свое место. Она может добиваться успеха в своей профессии и бороться с мужчинами за руководящий пост. Женщины не стоят на месте, их прогресс очевиден и стремление к постоянному развитию. Сегодня женщина может позволить себе то, что раньше было разрешено только мужчинам. Известно, что во всем мире в давней истории женщины не имели права и принимались лишь вещью, нужной в хозяйстве. Женщины Саудовской Аравии, судя по статистике, занимают 130 место из 134 стран в списке по ущемлению прав женщин.[1] Раньше отношение к ним было как какому-то предмету, а права были не больше чем у кого-то из животных, но сейчас всё меняется в лучшую сторону. Социально-правовое положение женщин в Узбекистане находилось под влиянием местных традиций, религии, советского режима и меняющихся социальных норм с момента обретения независимости. К счастью, со временем государство поняло, что роль женщины в обществе важна. Президент Республики Узбекистан Шавкат Мирзиёев Миромонович открыто поддержал женщин: «Действительно, наши уважаемые женщины – активные участники сегодняшних исторических перемен – являются конструктивной силой в осуществлении наших необратимых демократических реформ и быстрого развития, а также прочной основой для справедливого и миролюбивого, многонационального и процветающего государства, который мы строим»[2] Глава государства отметил, что первая международная конференция, проведенная в Узбекистане, внесет существенный вклад в повышение активности женщин в социально-политической, экономической, культурной и гуманитарной сферах, в обмене опытом и укреплении дружественных отношений сотрудничества. Взглянув в прошлое, можно увидеть, что в Англии в XVIII веке началось притеснение женщин и началось такое движение как феминизм. Термин возник в начале XIX века. Изначально под ним понимали совокупность традиционно женских, феминных черт и противопоставляли мужественности.

[1] “Жизнь и общество” онлайн сайт для статей: выпуск 25 дек 2023
[2] Азиатский форум женщин, проведённый в Самарканде

ФЕМИНИЗМ И ЕГО ЭТАПЫ РАЗВИТИЯ

Феминизм-это борьба за равные права для женщин и мужчин и против дискриминации по половому признаку. Считается, что термин «феминизм» ввёл Шарль Фурье, французский философ. Первая американская феминистка, Абигейл Смит Адамс, является автором знаменитой фразы: «Мы не станем подчиняться законам, в принятии которых мы не участвовали, и власти, которая не представляет наших интересов». В истории феминизма выделяют несколько периодов:[3]

Первая волна: конец XIX — середина XX века. Активистки первой волны боролись за политическое равноправие и доступ к образованию. В начале 1920-х годов казалось, что все остальные проблемы будут решены, когда к власти придут те кандидаты, за которых проголосуют женщины. В этой волне феминистки действительно боролись за то, чтобы женщины могли голосовать. Их называли суфражистками (от фр. suffrage — избирательное право).

Вторая волна: 1960–1990-е годы. К концу 1950-х в Европе и США на первый план вышло не политическое, а бытовое и карьерное равноправие. Идеи второй волны феминизма окончательно оформились с выходом книги Симоны де Бовуар «Второй пол». В своей книге она пишет: «Женственности и женской природы не существует — это лишь культурные установки, которым нас заставляют следовать». По мнению Бовуар, девочек с детства приучают к мысли, что есть некая «иерархия полов», где им отведено второе место.

Третья волна: 1990–2008 годы. На повестку вышли проблемы сексуальной и гендерной идентичности. Выделились сразу несколько новых течений, самыми заметными из которых стали интерсекциональный и радикальный феминизм. Название интерсекционального феминизма было дано профессором Кимберли Креншоу в 1989 году. Теория исходит из того, что различные биологические, социальные и культурные категории, такие как гендерная идентичность, раса, класс, состояние здоровья, сексуальная ориентация, каста и другие идентичности взаимодействуют друг с другом на множестве уровней, и исследует эти взаимодействия. Сторонники теории интерсекциональности утверждают, что классические концептуализации угнетения в обществе, такие как расизм, классизм, сексизм, гомофобия, трансфобия, не действуют независимо друг от друга. Они взаимодействуют друг с другом, формируя систему угнетения, в которой действует множество видов дискриминации Сторонницы радикального феминизма уверены, что современное общество основано на патриархальной системе ценностей,

[3] “Четыре волны феминизма: что нужно знать о движении за права женщин” статья: автор: CleverRussia 19 июля, 2024

которая препятствует сексуальной и экономической свободе женщин и вынуждает их оставаться в подчинении у мужчин. Поэтому они концентрируются только на защите прав женщин, оставляя прочие проблемы другим активистам.[4]

ФЕМИНИЗМ ГЛАЗАМИ ЯРКОЙ ПИСАТЕЛЬНИЦЫ ШАРЛОТТА БРОНТЕ

Литература служила важным инструментом для выражения феминистских идей и критики патриархальных структур, начиная с XIX века и по сегодняшний день. Авторы, такие как Шарлотта Бронте, Вирджиния Вулф и Маргарет Этвуд, сыграли ключевую роль в развитии феминистской литературы, помогая сформировать новое понимание женской идентичности и бороться за социальные изменения. Шарлотта Бронте, английская писательница XIX века, в своих произведениях затрагивала темы, которые сегодня можно рассматривать с позиций феминизма, хотя сама она вряд ли ассоциировала себя с этим движением, ведь термин "феминизм" тогда ещё не имел широкого распространения. Тем не менее, её литературное наследие и созданные ею образы женщин оказали огромное влияние на последующие поколения, став важной вехой в истории борьбы за женские права. Шарлотта Бронте была старшей из шести детей, и её личный опыт также повлиял на её взгляды и произведения. Её сестры, Эмили и Энн Бронте, также были писательницами, и их творчество также пропитано стремлением к самоопределению и свободе. Трудности, которые пережила семья, включая смерть родителей и старших сестёр, отразились в её работах, создавая образы сильных женщин, которые, несмотря на обстоятельства, борются за своё счастье.

Роман "Джейн Эйр" (1847) часто рассматривается как одно из первых произведений, затрагивающих вопросы женской независимости и самоопределения. Главная героиня, Джейн, воплощает идеи эмансипации и стремления к равенству, даже если сама Бронте этого не задумывала. Джейн не боится бороться за свои права, выражать свои мысли и стремиться к независимости. Она выбирает путь, который позволяет ей быть не только "любимой", но и "уважаемой", что было нехарактерно для женщин её времени.

Сама Бронте в предисловии к книге подчёркивала, что для неё было важно показать, что героиня, несмотря на своё социальное положение, имеет право на чувства и собственное мнение. Это бросало вызов стереотипам о том, что женщина должна быть исключительно "ангелом в доме" — покорной, скромной и готовой подчиняться воле мужчины.

[4] Skillbox media Развитие #статьи 19 сен 2022

Шарлотта Бронте не только представила своих героинь как сильных и самостоятельных, но и раскритиковала общественные нормы, которые подавляли женское стремление к самовыражению. Джейн, например, не считает, что её место в доме Рочестера должно ограничиваться ролью гувернантки. Её способность принимать решения и бороться за своё счастье, даже если это означает временное отречение от личных привязанностей, делает её образ крайне важным для феминистского дискурса.Её героини, такие как Джейн Эйр, стали символами независимости и женской силы, бросив вызов традиционным представлениям о роли женщины в обществе.

ЗАКЛЮЧЕНИЕ

Феминизм, как многогранное и динамичное движение, прошел через значительные изменения и эволюцию на протяжении XVIII века и до наших дней. Рассмотренные в статье четыре волны феминизма иллюстрируют, как женщины боролись за свои права, адаптируя свои требования к меняющимся социальным и политическим условиям. Каждая волна не только внесла вклад в достижение конкретных целей, но и открыла новые горизонты для будущих поколений. Изучение феминизма в литературе, особенно через призму творчества Шарлотты Бронте и ее романа «Джейн Эйр», подчеркивает важность женских голосов в формировании общественного сознания. Бронте, как и многие другие писатели, использовала свои произведения для критики социальных норм и стереотипов, продвигая идеи независимости и самоопределения. Шарлотта Бронте, одна из пионеров в этом процессе, внесла неоценимый вклад в развитие феминизма в литературе. В своём романе Джейн Эйр она создала образ женщины, которая не подчиняется устоям и не ограничивается предписанными для неё социальными рамками.Таким образом, произведения Шарлотты Бронте являются ярким примером того, как литература может влиять на феминистское движение, способствуя его развитию и популяризации. Её творчество показывает, что борьба за права женщин и гендерное равенство – это не только социальный, но и культурный процесс.

СПИСОК ЛИТЕРАТУРЫ

1. Brontë, Charlotte. Jane Eyre. Oxford University Press, 2008.
2. Muncie, John. Feminism and Crime: A Critical Review of the Literature. Palgrave Macmillan, 2014
3. Tong, Rosemary. Feminist Thought: A More Comprehensive Introduction. Westview Press, 2009.

4. unwomen.org Описание: Организация ООН, занимающаяся вопросами гендерного равенства и расширения прав и возможностей женщин.
5. TED Talks on Feminism ted.com/topics/feminism Описание: Видео-презентации, обсуждающие феминистские идеи и вопросы.
6. https://weekend.rambler.ru/read/38913612-sharlotta-bronte-u-istokov-feminizma/
7. https://www.forbes.ru/forbes-woman/488869-ot-sufrazistok-do-metoo-vse-cto-nuzno-znat-o-cetyreh-volnah-zenskogo-dvizenia?ysclid=m2t70ls4xs451410368
8. Кимбере Л. Креншоу — "Демаркация гендера" (1989)

SATIRIK ZARBA

Sultanova Feruza Akbarovna
NamDCHTI magistranti

ANNOTATSIYA: Ushbu maqolaning maqsadi Aziz Nesinning“ Hushtak afandim” hikoyasi va uning o’ziga xos satirik uslubida tasvirlangan jamiyatdagi ijtimoiy- siyosiy muammolar, obrazlar va ramziy ma’nolarni tahlil qilish, ya’ni oddiy bir hodisa – hushtak chalish orqali jamiyatning zaif tomonlari ochib berishga qaratilgan.

KALIT SO’ZLAR: Satira, erkinlik, ijtimoiy tanqid siyosiy tanqid, o’zgarishlarga qarshilik, absurdizm, jamiyat bo’linishi, hokimiyat tanqidi, hushtak ramzi.

ANNOTATION: The purpose of this article is to analyze Aziz Nesin's short story "Hushtak Afandim" and the social-political issues depicted through his distinctive satirical style. It aims to explore how a simple act—blowing a whistle—exposes the weaknesses of society. Through the use of characters and symbolic meanings in the story, particular attention is given to themes such as freedom, social and political criticism, resistance to change, absurdism, social division, and criticism of power.

KEYWORDS: Satire, freedom, social criticism, political criticism, resistance to change, absurdism, societal division, criticism of power, blowing a whistle as a symbol.

АННОТАЦИЯ: Цель данной статьи — проанализировать рассказ Азиза Несина «Хуштак эфенди» и социально-политические проблемы, изображённые в его уникальном сатирическом стиле. Рассматривается, как через простой поступок — свист — раскрываются слабые стороны общества. Особое внимание уделяется таким темам, как свобода, социальная и политическая критика, сопротивление изменениям, абсурдизм, разделение общества и критика власти, через образы и символическое значение в рассказе.

КЛЮЧЕВЫЕ СЛОВА: сатира, свобода, социальная критика, политическая критика, сопротивление изменениям, абсурдизм, разделение общества, критика власти, символика свиста.

KIRISH

Adabiyotshunoslikda shunday bir yo’nalish borki, unda katta yoshdagilar bilan bir qatorda yosh avlodni hamo’zichiga qamrab olib, uning holatini, ichki kechinmalarini, orzu-armonlari, xayollarini bor bo‘y-basticha, ro‘y-rost, ishonarli

tarzda mohirona tasvirlanib, jamiyatdagi ijtimoiy va siyosiy masalalarni kulgili va sarkazm usulida jiddiy tanqid ostiga olinib tahlil qilinadi va bu yo'nalish **"Hajviy dramaturgiya"** yoxud "**Satira**" deb ataladi. Satirik dramaturgiya yorqin vakillaridan biri Aziz Nesin bo'lib, uning ijodi nafaqat turk adabiyotida balki qardosh xalqlar adabiyotida ham o'ziga xos o'ringa ega va asarlarida jamiyatdagi muammolarni keskin va o'ziga xos uslubda tasvirlash katta ahamiyat kasb etadi. Ayniqsa, yozuvchining satirik asarlari orqali siyosiy va ijtimoiy hayotdagi zaif tomonlar, adolatsizliklar va nohaqliklar yorqin aks ettiriladi. Shunday asarlardan biri bo'lmish "Hushtak afandim" hikoyasi oddiy voqea orqali chuqur ma'nolarni ochib beradi. Yozuvchi hushtak chalish hodisasini jamiyatning o'zgarishlarga bo'lgan qarshiligi, hokimiyatning tanqidi va erkinlikka intilish kabi masalalarni yoritishda kuchli vosita sifatida qo'llaydi. Bu hikoya nafaqat kulgili, balki falsafiy chuqurlikka ega bo'lib, jamiyatni o'zgarishga undaydi. Maqolada ushbu hikoyaning satirik uslubda ifodalangan ijtimoiy-siyosiy muammolarni tahlil qilishga alohida e'tibor qaratiladi.

Asarning qisqacha ta'rifi: "Hushtak ,afandim"hikoyasida Aziz Nesin jamiyatdagi adolatsizlik, o'zgalar fikrini qabul qilishga qodir bo'lmagan insonlarni tanqid qiladi va muallif ijtimoiy muammolarni bir hushtakni chalish kabi oddiy ramz orqali ko'rsatib beradi.

ASARNING QISQACHA MAZMUNI VA MUHOKAMASI

Qissa qahramoni — o'zini oddiy va beparvo his qilgan bir kishi, toza havodan nafas olish uchun tashqariga chiqadi. Odamlar bilan to'lgan ko'cha, tartibsiz harakatlar va hamma bir biriga ahamiyat bermay harakatlanib borishi va bu olomon ichidan o'zini chetga olaolmayotgan insonning bexosdan chalingan hushtak ovoziga odamlar tartibga tushib ikkiga ajralishini guvohi bo'lib hayratga tushadi. Bu harakatning ya'ni hushtak chalish o'zi oddiy va ahamiyatsiz ko'ringan bo'lsa ham, jamiyat hushtak chalgan kishini boshqacha qabul qiladi. U hushtak chalish orqali barcha ishlari osonlik bilan bita boshlaydi va hushtak chalgan zahoti ko'cha odamlari unga qiziqa boshlaydi, xattoki u qanday lavozimda ishlashi va aslida kim ekanligi ahamiyatsizdek edi. Lekin ikkiga ajragan olomon shuni anglatar ediki, kimdir hushtak chalishni yoqtirmasligini bildiradi, boshqasi esa bu harakatning ortida qandaydir yashirin ma'no bor deb o'ylaydi. Shunda kutilmagan hodisalar sodir bo'lib, bu hushtak chalish voqeasi jamoatchilikni ikki qismga bo'ladi: bir tomon hushtak chalayotgan kishini qo'llab-quvvatlaydi, ikkinchi tomon esa uni qoralaydi.

Hikoya davomida hushtakni qoralovchi guruh hukumat va jamiyatda yuqori mavqega ega bo'lgan kishilardan iborat bo'lib ular bu harakatni jinoyat yoki siyosiy isyon sifatida talqin etadilar.Hushtak chalishni qo'llab-quvvatlovchilar esa bu harakatni ozodlik va norozilik ifodasi deb biladilar. Nihoyat, hushtak chaluvchi shaxs jamiyatning o'zi yaratgan mojarosidan charchaydi va tinchlanish uchun hushtak

chalishni to‘xtatadi, ammo shu bilan barqarorlik ham o‘rnasha olmaydi. Jamiyat o‘zini tartibga sololmasdan, bema’ni va bemaqsad shov-shuv va tushunmovchilikka duchor bo‘ladi.

Hikoyaning tahlili: “Hushtak, afandim” asari o‘zining sodda va oddiy ko‘rinishi orqali murakkab ijtimoiy-siyosiy muammolarni yoritadi. Ushbu tahlilda asosiy mavzular va obrazlarga to‘xtalamiz.

Hushtak ramzi: hikoyada hushtak ramzi oddiygina vosita bo'lsa-da, bu rasm orqali muallif jamiyatning tuzilmalarini va undagi munosabatlarni ochib beradi. Hushtak chalayotgan odam aslida jamiyatga zarar yetkazish niyatida emas, lekin uning harakati boshqa odamlarga ta’sir qiladi. Bu ramz orqali Nesin jamiyatdagi ijtimoiy bosim, noto‘g‘ri qarashlar va odamlarning noto‘g‘ri talqin qilish usullarini ko‘rsatadi. Hushtak harakati jamiyatda o‘rnatilgan tartibni buzish deb talqin qilinadi, ammo aslida bu oddiy bir shaxsiy erkinlik ifodasi bo‘lib chiqadi.

Hushtak chaluvchining chetlatilishi: qahramonning hushtak chalish orqali tanlanganligi va do'stining o'z qishlog'iga qaytib bu harakatni amalga oshirmoqchi bo'lgani va keyinchalik jamiyat tomonidan chetlatilishi va javobgarlikka tortilishi asarda asosiy konfliktni yuzaga keltiradi. Ushbu hodisa orqali Nesin ijtimoiy notinchlik va jamoatchilikdagi kamsituvchi qarashlarni tanqid qiladi. Asar qahramoni jamiyatning odatiy me’yorlariga mos kelmaganligi tufayli chetlatiladi. Bu jamiyatdagi o‘zgarishga qarshilikni va yangiliklarni qabul qila olmaslikni ifodalaydi. Ayniqsa, qahramonning harakatlariga haddan tashqari reaksiya ko‘rsatish orqali muallif jamiyatning reaksiyalaridagi absurdlikni ochib tashlaydi.

Ijtimoiy tanqid va hokimiyat: muallif bu asarida jamiyatidagi hokimiyat tuzilmalarini ham tanqid qiladi. Asarda hukumat va hokimiyat vakillari qahramonning oddiy hushtak chalishini xavf sifatida talqin qilib, uni jiddiy muammoga aylantiradilar. Bu qahramon erkinligini cheklashga urinishni va har qanday kichik ishoraning hokimiyat uchun qanday katta xavfdek ko‘rinishi mumkinligini ko‘rsatadi. Nesin bunday qahramonlar orqali hukumat va uning vakillarining ortiqcha bosimi va noto‘g‘ri qarorlarini tanqid qiladi.

Jamiyatdagi bo‘linish: “Hushtak, afandim” hikoyasida hushtak chalayotgan shaxsning harakati jamiyatdagi keskin bo‘linishni keltirib chiqaradi. Bir taraf uni qo‘llab-quvvatlasa, ikkinchi taraf uni qoralaydi. Ushbu bo‘linish jamiyatdagi ikki xil guruhning mavjudligini va bu guruhlarning o‘zaro ziddiyatlarini ko‘rsatadi. Bir tomonda jamiyatdagi o‘zgarishlar va erkinlikni qo‘llab-quvvatlovchilar bo‘lsa, boshqa tomonda esa an’anaviy me’yorlarga amal qiladigan va o‘zgarishlarga qarshi chiqqanlar turadi. Nesin bu bo‘linish orqali jamiyatda mavjud bo‘lgan tushunmovchiliklarni va ziddiyatlarni aks ettiradi.

Afandim obrazining ijtimoiy roli: asardagi asosiy qahramon " afandim" bo'lib, u hushtak chalib jamiyatdagi turli reaksiyalari chaqiradi. U jamiyatdagi boshqa odamlardan ajrab turadi, biroq hamma uni tushunmaydi va bu obraz orqali muallif jamiyatning ma'lum bir qismi o'zgarishlarga tayyor emasligini ifodalaydi.

Ijtimoiy satira: Nesin asarda oddiy harakat katta ijtimoiy masalalarni ko'rsatishga muvaffaq bo'ldi. Hushtak chalish harakati turli xil toifadagi odamlarning (hokimiyat,oddiy xalq) reaktsiyalarini keltirib chiqaradi. Bu esa jamiyatning to‘g‘ri yoki noto‘g‘ri qarorlar qabul qilishiga taalluqli ramziy o‘xshashliklar hosil qiladi.

AZIZ NESIN TAHLILI:

Aziz Nesin jamiyatdagi kamchiliklarni kulgili va sarkazm bilan ochib tashlaydigan satirik adib. U ko‘pincha jamiyatning oddiy ko‘rinadigan, ammo chuqur ma’noga ega muammolarini ko‘taradi. Ushbu hikoyada ham hushtak orqali turli odamlarning reaktsiyalari orqali ularning ichki fikrlarini ochib beradi

AZIZ NESINNING IJTIMOIY TANQIDI

"Hushtak, afandim" hikoyasi orqali Aziz Nesin jamiyatdagi nohaqlik, adolatsizlik va tushunmovchilikni tanqid qiladi. Hushtak bu o‘rinda jamiyatdagi oddiy va kichik narsalarning qanday qilib jiddiy muammolarga aylanishini ko‘rsatuvchi vositaga aylangan.

SATIRANING ROLI

Nesinning asarlari o‘quvchini kuldirib, o‘yga soladi. U o‘z qahramonlarining oddiy harakatlari orqali insoniyatning chuqur ijtimoiy muammolarini ochib tashlaydi.

XULOSA

Aziz Nesinning “Hushtak, afandim” hikoyasi jamiyatdagi nohaqlik, adolatsizlik va tushunmovchilikni tanqid qiluvchi asar sifatida o‘ziga xos o‘rinni egallaydi. Oddiy bir hushtak chalayotgan qahramon jamiyatda qanday qilib katta mojaroga aylanishi mumkinligini ko‘rsatadi. Bu asar jamiyatning notinchligi, hokimiyatning haddan tashqari nazorati va odamlarning tushunmovchiliklari haqida chuqur mulohazalar uyg‘otadi. Aziz Nesin satira va sarkazm orqali o‘z davrining siyosiy va ijtimoiy muammolarini ochib beradi, bu esa uning adabiyotdagi o‘rnini mustahkamlaydi.

FOYDALANILGAN ADABIYOTLAR:

1. https://n.ziyouz.com/
2. https://cyberleninka.ru/article/n/aziz-nesin. Hilol edu. Tillar markazi turk tili o‘qituvchisi Ulug‘berdi Pardayev maqolasi.
3. Aziz Nesinning "Hushtak Afandim". (Asarning o'zi). G’.G’ulom nomidagi Adabiyot va san’at nashriyoti. Toshkent, 1976.

4. Kaya, S “Aziz Nesin va Turk Adabiyotida Satira” Adabiyot darg‘asi, 2015.
5. Erdoğan, F. "Aziz Nesin'in Edebi Kişiliği ve Siyasi Görüşleri". Journal of Turkish Studies, 2019.
6. Yıldız, M. "Satire in Turkish Literature: The Case of Aziz Nesin". Comparative Literature Studies, 2020.

THE ROLE OF TEACHERS IN SOCIETY

Jamshitova E'zoza
Second years student of NAMSIFL
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

ABSTRACT: This article reveals and presents new challenges, the role of teachers has never been more critical. Often seen merely as transmitters of knowledge, educators embody much more than that; they are the architects of our future, molding young minds and shaping societal values.

Key words:catalysts, empathy, integrity, community service, incorporating, rampant and to scrutinize sources.

АННОТАЦИЯ: В данной статье раскрываются и представлены новые проблемы,роль учителей никогда не была более важной. Педагоги,которых часто считают просто передатчиками знаний,воплощают в себе гораздо больше; Они архитекторы нашего будущего;формирующие молодые умы и общественные ценности.

Ключевые слова: катализаторы, сочувствие, честность, общественные работы, объединение, безудержное и тщательное изучение источников.

ANNOTATSIYA(Аннотация): Ushbu maqola yangi muammolarni, o'qituvchilarning rolini ochib beradi va taqdim etadi hech qachon muhimroq bo'lmagan. Ko'pincha oddiygina uzatuvchi deb hisoblangan o'qituvchilar bilim, ko'proq narsani o'zida mujassamlashtiradi. Ular bizning kelajagimiz arxitektorlari, yoshlar ongi va ijtimoiy qadriyatlarini shakllantiradilar.

Kalit so'zlar: katalizatorlar, hamdardlik, halollik, jamoat xizmati, birlik, cheksiz va manbalarni chuqur o'rganish.

Introduction

Teachers are guiding lights in students' journeys, shaping their understanding of the world and unveiling the opportunities it holds. As students grow and discover the numerous possibilities, teachers nurture their curiosity and ambitions. This influence makes teachers important members of our society.

Teachers are the frontline workers in the battle for progress and equity.They not only impart knowledge but also serve as catalysts for change, inspiring students to think critically and challenge the status quo. This dynamic role is particularly evident in times of social upheaval. For example, during movements advocating for civil rights, educators have often taken the lead in encouraging students to engage with social

justice issues. By instilling values of empathy and understanding, they equip the next generation to tackle the pressing issues of their time.

This influence extends to shaping students' perspectives on diversity and inclusion. In classrooms that embrace multiculturalism, teachers foster an environment where every student feels valued. This not only enhances academic achievement but also cultivates a sense of belonging, which is vital for personal development. Thus, educators are essential in nurturing not just knowledgeable individuals, but compassionate and informed citizens.

Previous methods

The significance of the teacher's role in the progressive development of society was determined by the Russian teacher K.D. Ushinsky (1823-1870): "The educator, standing on a level with the modern course of education, feels alive, an active member of a great organism, struggling with ignorance and vices of mankind, a mediator between everything that was noble and high in the past history of people, and generation new, the keeper of the holy covenants of people who fought for the truth and for good. He feels that he is a living link between the past and the future, a powerful fighter of truth and goodness and realizes that his work, modest in appearance, is one of the greatest works of history, that kingdoms are built on this and whole generations live on it.".

Main body

1. Role Models and Mentors:

In many cases, teachers serve as the first role models for their students. The impact of a teacher's demeanor, work ethic, and values can leave a lasting impression, guiding students in their personal development. When students see their teachers demonstrating integrity, perseverance, and a passion for learning, they are more likely to emulate these behaviors in their own lives.

Moreover, teachers often take on the role of mentors, providing guidance and support beyond academic learning. Many students face personal challenges, and having a caring teacher can make all the difference. By establishing a supportive atmosphere, educators can help students navigate difficult situations, whether they be related to academics o personal struggles. This emotional connection is paramount, as it fosters trust and encourages open communication.

2. Fostering Critical Thinking:

As society grapples with a plethora of complex issues, the need for critical thinking has become increasingly important. Teachers are uniquely positioned to cultivate these skills in their students. By promoting inquiry-based learning and encouraging open discussion, educators help students develop the ability to analyze information, question assumptions, and make informed decisions.

In an era where misinformation is rampant, the role of teachers in fostering critical thinking is crucial. They challenge students to scrutinize sources consider multiple perspectives, and arrive at their own conclusions. This analytical mindset is not only vital for academic success but also essential for active citizenship. As Chris Williamson points out, education should not merely prepare students for jobs; it should prepare them for life in a complex society.

3. Bridging Cultural Divides:

In our increasingly globalized world, teachers play a pivotal role in bridging cultural divides. Classrooms are microcosms of society, often filled with students from diverse backgrounds. Educators have the opportunity to create an inclusive learning environment where different perspectives are celebrated. By incorporating diverse curricula that reflect the experiences of all students, teachers can foster a sense of unity and respect.

Additionally, educators can facilitate meaningful discussions about cultural differences and social issues. These dialogues encourage students to engage with the complexities of identity and belonging, ultimately cultivating empathy and respect for others. In this way, teachers not only enhance academic understanding but also promote social cohesion.

4. Addressing Mental Health

In recent years, there has been a growing awareness of the importance of mental health in education. Teachers are often on the frontlines, noticing changes in students behavior and emotional well-being. By recognizing these signs, educators can intervene and provide necessary support. whether through counseling services or simply by creating a safe space for students to express their feelings.

The role of teachers in promoting mental health is multifaceted. They can implement programs that teach coping skills, resilience, and emotiona intelligence, equipping students with tools to navigate life's challenges.

Furthermore, by fostering an environment that prioritizes well-being, teachers contribute to a positive school culture that benefits all students.

5. Lifelong Learners

A teacher's influence is not confined to their students; it extends to their continuous pursuit of knowledge. Good teachers model the importance of lifelong learning, demonstrating that education is an ongoing journey. They are not only learners themselves but also instill a sense of curiosity in their students. This commitment to personal and professional growth sets the tone for a culture of inquiry and exploration.

Moreover, by engaging in professional development and collaborating with peers, teachers refine their practice enhance the educational experience for their

students. This culture of continuous improvement is vital in an ever-changing world where new knowledge and skills are constantly emerging.

Conclusion

The teacher, educator should be able to apply scientific knowledge (pedagogical theories) in his work and advanced pedagogical experience make up the content of the pedagogical profession, pedagogical specialty. Of course, the first steps will not be easy. In the first years of independent work, the teacher will tend to frequently turn to ready-made, someone developed recommendations and recipes.

References:

1. http://alligater.org/publ/31-1-0-471
2. http://studme.org/141401135520/psihologiya/funktsii_pedagogicheskoy_deyatel
3. http://nsportal.ru/blog/shkola/obshcheshkolnaya-tematika/all/2012/01/09/rol-
4. Emmer, E.T., & Evertson, C.M. (2017). Classroom Management for Middle and High School Teachers. Pearson.

TARJIMADA SO‘Z TANLASH MUAMMOLARI

Ortiqboyeva Go‘zal Shuxratjon qizi
Namangan davlat chet tillari instituti 2- bosqich talabasi
Qodirov Adhamjon
Namangan davlat chet tillari instituti o‘qituvchisi

Annotatsiya: Ushbu maqolada tarjimada so‘z tanlash muammolari tahlil qilinadi. Maqola tarjima jarayonida sinonimlar, ko‘p ma’noli so‘zlar va madaniy farqlar tufayli yuzaga keladigan qiyinchiliklarni o‘rganishga qaratilgan. Tarjima jarayonida so‘zlarning ma’no qatlamlari va madaniy kontekstlarni inobatga olish zarurligi ko‘rsatilib, tarjimonlarga ushbu muammolarni yengish uchun amaliy tavsiyalar beriladi.

Kalit so‘zlar: Tarjima**,** so‘z tanlash, so‘zlarning konteksti, , madaniy farqlar, fonetika, leksika, grammatika, lingvistik bilim, transfaormatsiya, generativ grammatika, tarjimonlar uchun tavsiyalar.

Annotation : This article analyzes the problems of word selection in translation. The article focuses on studying the difficulties that arise in the translation process due to synonyms, multi-manic words and cultural differences. In the translation process, it is shown that it is necessary to take into account the layers of meaning of words and cultural contexts, and translators are given practical recommendations to overcome these problems.

Key words: Translation, word selection, context of words, cultural differences, phonetics, lexicon, grammar, linguistic knowledge, transfaormation, generative grammar, recommendations for translators.

Аннотация: В данной статье будут проанализированы проблемы выбора слов в переводе. Статья направлена на изучение трудностей, возникающих в процессе перевода из-за синонимов, многозначных слов и культурных различий. В процессе перевода указывается на необходимость учитывать смысловые слои слов и культурный контекст, а переводчикам даются практические рекомендации по преодолению этих проблем.

Ключевые слова: Перевод, выбор слов, контекст слов, культурные различия, фонетика, лексика, грамматика, лингвистические знания, трансформация, порождающая грамматика, рекомендации для переводчиков.

KIRISH

Uzoq asrlardan buyon dunyo xalqlari tarixi va madaniyatida shakillanib kelayotgan ko‘hna ijodiy faoliyat sohalaridan biri bu tarjimonlik hisoblanadi. Bir

necha ming yillardan buyon yer yuzining turli qit'alarida yashab, umrguzaronlik qilib kelayotgan odamzod nasllari o‘z qiziqishlari, imkoniyatlari, ijodkorlik havaslari, manfaatlarini tarjima vositasida ham namoyon qiladi. lnsoniyatning o‘zaro munosabatlari, muomalalari, muloqotlari, turli-tuman aloqalarga tashna-yu ehtiyojmand karvonlari o‘n ming yillardan buyon dunyo o‘lkalarini kezadi, qit'alardan qit'alarga o‘tadi. Keti uzilmagan shu karvonlar safida savdogarlar, sarkardalar, olimlar, din ulamolari, targ‘ibotchilar, munajjimlar, hunarmandlar, tabobatchilar, hakimlar qatorida, albatta tarjimonlar ham bo‘ladilar. Til bilgich, tushuntirgich, aql-u zakovatli va hamisha hushyor, ko‘proq tillarni bir-biriga og‘zaki o‘giradigan bu kishilarga u zamonlarda tilmoch, ya'ni bir tilni ikkinchi tilga ag‘daruvchi, muloqotlar va bitishuvlarni tushunarli hamda qoidali qiluvchi, tomonlar o‘rtasida ahdlashuvlar va murosalarni bitiruvchi, deb qarar edilar. Shu tariqa, tarjimonlar xalqlarning bir-birlarini bilish va o‘rganishlariga tengsiz hissa qo‘shdi. Birinchi tarixchilar, geografiya, geodeziya bilan shug‘ullanuvchi kishilar ham tarjimonlar ichidan yetishib chiqdi.

Shuningdek, bugungi kunda zamonaviy globallashuv va madaniyatlararo aloqalarning jadal rivojlanishi, xalqaro aloqalarni kengayib borishi, davlatlar o‘rtasidagi savdo - iqtisodiy va moliyaviy aloqalarning rivojlanishi, Yevropa mamlakatlari va butun dunyoning integrallashuv jarayonining kuchayib borishi, fan va texnologiyalarning rivojlanishi, ilmiy va texnikaviy ma[illegible]umotlarning doimiy ravishda uzviy almashib borishining samarali omillari sifatida hozirgi kunda chet tillarining ahamiyati katta e[illegible]borga sazovordir. Shuningdek, iqtisodiy, ilmiy-texnikaviy va madaniy taraqqiyot bosqichida chet tili dunyoning turli xalqlar vakillari o‘rtasida og‘zaki va yozma aloqa vositasi sifatida keng qo‘llanilib kelmoqda.

TADQIQOT METODOLOGIYASI

Tarjima insoniyatning madaniy va ilimiy almashinuvining ajralmas qismi hisoblanadi. Madaniyat elementlarini tarjima orqali boshqa til muhitiga uzatish jarayoni murakkab masala. Madaniyat kundalik turmush tajribalarining murakkab to‘plami, u tarix, ijtimoiy tizim, din, kundalik urf-odatlar va an'analarni o‘z ichiga oladi. Biroq, tarjima jarayonida tarjimonlarning duch keladigan asosiy qiyinchiliklaridan biri so'z tanlashdir. So‘zning turli ma'no qatlamlari va kontekstga qarab o‘zgarishi, ayniqsa, ona tili va tarjima qilinayotgan til o‘rtasidagi farqlarni inobatga olgan holda, bu muammoning murakkabligini oshiradi. Tarjima qilishda eng katta muammo madaniyatlar o‘rtasidagi farqlarni ajratishdir. Muayyan madaniyatga mansub aholi biror narsaga o‘z dunyoqarashidan kelib chiqib qaraydi. Bir-biriga ekvivalentdek ko[illegible]inadigan so‘zlar aslida ekvivalent bo‘lmasliklari mumkin. Masalan, "ambitsiya" so‘zi o‘zbek tilida ko‘pincha "manfaatparast", "manfaat uchun harakat qiluvchi" kabi salbiy ma'nolarga ega bo‘lishi mumkin. Biroq,

Amerika madaniyatida "ambition" so‘zi ko‘pincha ijobiy ma’noda ishlatiladi va "maqsadga intiluvchi", "kelajakka umidli bo'lgan" degan ma’noni bildiradi. Bu shuni anglatadiki o'zbektilida salbiy ma倀oga ega bo‘lgan so‘zlar ingliz tilida neytral ma’noda qo‘llanilishi mumkin. Bu madaniy farqlar tilshunoslar va tarjimonlar uchun muhim omil bo'lishi mumkin, chunki so‘zning konteksti va ishlatilish uslubi tilga va madaniyatga qarab sezilarli darajada farq qilishi mumkin.

Ertalab quyosh chiqib, ufqdan bosh ko‘targanda, u okeanning ko‘z ilg‘amas muhitida aks etadi. Quyoshning okeandagi jilvalangan aksi bu quyoshning ayni o‘zi emas. Lekin biz buni ayni o'zi deb o'rganib qolganmiz. Quyoshning aksi to'lqinlarda tovlanadi, alvon ranglar hosil qiladi, uning jilvalarida milliardlab mayda baliqlar raqsga tushadi. Asliyat matni, tili bilan tarjima matni tili o‘rtasida quyosh bilan uning okeandagi aksi o‘rtasidagi farqqa o‘xshash o‘zgachaliklar bo'ladi. Adaptatsiya, adekvatlik, ekvivalentlik va o‘zga turfa transformatsiyalarda, transpozitsiyalarda, interferensiyalarda shunday farqlar va muvofiqliklar, muodilliklar aks etib turadi. Nazariy qoidalarni murakkablashtirmay ularni ko‘proq amaliy rang-barang misollar bilan tushuntirish va talqin, tahlillarda teranlikka erishish - tarjimonning vazifasidir.

TADQIQOD NATIJALARI

Muayyan holatda ishlatiladigan so‘zlar ularing ma’nosiga katta ta’sir ko‘rsatadi. Muayyan so‘z aloqa o‘rnatilgan vaziyatdagi turli faktorlarga bog‘liq bo‘ladi. Tarjimon vaziyatga bog汴iq bo‘lgan so‘z ma’nolaridan xabardor bo‘lishi lozim. So‘zIar munosabat va tuyg‘ularni ifodalaydi. Masalan: "ona" so'zi ko'pgina insonlar uchun ijobiy ma’noga ega. "Ayol' so'zi boshqa tomondan neytral ma’noga ega, ammo "jodugar" so‘zi ko‘pchilik inglizlar uchun salbiydir. So‘zlar insonlarda hissiy javob paydo qiladi. Yuqoridagi so‘zlarning barchasi bir insonga nisbatan qo‘llanishi yoki qo‘llanmasligi mumkin. Shuning uchun ilmiy-texnik atamalarni tarjima qilishda tarjimon avvalam bor ilmiy-texnik nuqtai nazardan ma倀oga katta e倀bor berishi lozim, keyinchalik esa ilmiy-texnik tor atamalari bilan solishtirilish ko‘nikmasiga ega bo‘lish lozim. Ilmiy-texnik matn sifatli tarjimaga ega bo‘lishi uchun, tarjimon quyidagi bilim va ko‘nikmalarga ega bo‘lishi lozim:

- Chet tili nazariyasi, tilning fonetikasiga, leksikasiga va grammatik tuzilishi haqida bilimga ega bo‘lishi lozim;
- Ilmiy va texnik matnlarni tarjima qilish xususiyatlar ko‘nikmasi amalyotiga;
- Lingvistik amaliy bilimga (tarjima usullari, transformasiya, so‘zlar ekvivalentini almashtirish ko‘nikmasi, so‘zlar qo‘shish ko‘nikmasi, atamalar bilan tasvirlash ko‘nikmasi va hakozo);
- Matnni tarjima qilish jarayonida gap mazmuni va jumlalarni ishlata olish ekstralingvistik bilim va qobliyatiga ega bo‘lish lozim (bunda maxsus ilmiy texnik matnni tarjima qilishda yetarli ma‘lumotlarga ega bo‘lish talab qilinidi) Yuqoridagi

ish turlarini tarjima qilishda quyidagi faktorlarga e’tibor berilishi lozim: tarjima maqsadi, tarjima uslubi, tarjimadagi matnni tashkil qilish va uning qismlari o‘rtasidagi uzviy bog‘liqlik munosabatlar. Shuningdek, yosh tarjimonlar tarjimada ideallikga erishish uchun eng yaxshi tavsiyalardan biri bu iloji boricha ko‘proq o‘zbek tiliga tarjima qilingan ingliz tilidag asarlar, masalan, Atomic habits kabi kitoblarni o‘qib, so‘ngra uning o‘zbekcha variantini o‘rganib, undagi tarjimalar tarjimonlar tomonidan qay tarzda amalga oshirilganligi, qay tarzda ideal so‘zlardan foydalanganligini kuzatishdir. Misol uchun quyida na‘muna keltirib o‘tamiz:

"All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. "

"Dunyo bo‘ylab turli yoshdagi talabalar ingliz tilini o‘rganishga intilishmoqda, ammo ularning ingliz tilini o‘rganish sabablari har xil bo‘lishi mumkin. Ba‘zi talabalar, albatta, ingliz tilini faqat boshlang‘ich yoki o‘rta maktab o‘quv dasturida bo‘lganligi sababli o‘rganadilar, boshqalari uchun esa tilni o‘rganish oshqa bir tanlovga tasir ko‘rsatadi."

Misolda ko‘rib turganimizdek ingliz tilidan o‘zbek tiliga bajarilgan tarjima to;liq tarjima qilinmagan, aksincha transformaysiyaga duch kelgan. Ya’ni original matn o‘zbek tilida boshqa so‘zlar bilan ma’nosi yoritilgan. Tarjimaning transformatsion modeli amerikalik tilshunos N. Xomskiyning transformatsion yoki generativ grammatika g‘oyalari bilan bog‘liq. Ushbu nazariya doirasida tarjima matni yaratish jarayoni boshlang‘ich tilning birliklari va tuzilmalarini tarjima tilining birliklari va tuzilmalariga sintaktik ravishda aylantirish sifatida ko‘rib chiqiladi, bunda tarjima jarayonining bosqichlari va usullariga katta e’tibor beriladi. Shuningdek, ushbu nazariya amerikalik tarjimashunoslari K. Nayde, B.O. Kads va V. Koller asarlarida ham eslatilib o‘tilgan. Umuman olganda, transformatsion nazariya g‘oyalari tarjima bilan bir-biri bilan bog‘liq bo‘lgan va tillar juftligini tarjima qilish jarayonida o‘zaro bog‘liq bo‘lgan tuzilmalar va birliklarni aniqlashda tarjimashunosikdagi imkon beruvchi muhum usullaridan biri.

XULOSA

So‘z tanlash muammosi tarjima jarayonida juda muhim ahamiyatga ega bo‘lib, tarjimaning umumiy sifatiga katta ta’sir ko‘rsatadi. Noto‘g‘ri yoki noaniq so‘zlar tarjima qilinayotgan matnning mazmunini buzishi, tushunarsiz qilishi yoki original g‘oyani noto‘g‘ri aks ettirishi mumkin. Bu muammolarni hal qilish uchun tarjimon tilning nozik jihatlarini chuqur tushunishi, kontekstga mos so‘zlarni tanlashda ehtiyotkor bo‘lishi va ma‘noni to‘liq aks ettiradigan sinonimlardan foydalanishi

lozim. Shuningdek, madaniy va ijtimoiy omillarni hisobga olib, ikki til o‘rtasidagi tafovutlarni to‘g‘ri boshqarish ham tarjima sifatini oshiradi. So‘z tanlashga alohida e‘tibor berish orqali tarjima sifatini sezilarli darajada yaxshilash mumkin.

FOYDALANILGAN ADABIYOTLAR

1. .Allomalar, buyuk siymolar, 1-4 kitob. Toshkent, 1995.
2. .Dushatova, S., & Azamov, M. (2022, November). So'z turkumlari tasnifi
3. .Dushatova, S. (2022). Linguistic and social origination of taboos. Science and innovation, 1(B6), 318-321.
4. Kornilov N. Tarjimachiligimiz an殿nalari. «Shar? yulduzi jumali. 1968, 8-son.
5. UzME. Birinchi jild. Toshkent - 2000-yil.
6. G'afurov, O. Mo'minov, N. Qambarov. Tarjima nazariyasi. Toshkent - 2012.

ECONOMY: TYPES OF ECONOMIES, ECONOMIC INDICATORS

Hoshimov Humoyunshoh Mirzohid o‘g‘li
student of NamSU

Annotatsiya: Ushbu maqola iqtisodiyot tushunchasi, iqtisodiy fanlar va iqtisodiyot turlari hamda ularni qo’llanilishiga doir masalalarga bag’ishlangan. Maqolada shuningdek iqtisodiyot tushunchasi tarixi va zamonaviy iqtisodiyotning rivojlanishiga doir masalalar ham yoritib berilgan.

Kalit so’zlar: iqtisodiyot, mahsulot, ist’emol faoliyati, resurslarni taqsimlash, tarqatmoq, bozor iqtisodiyoti, miqdor va ularning narxi, mahsulot, ortmoq, psixologiya tamoyillari, daraja.

Annotation: This article is devoted to issues related to the concept of economy, economic sciences and types of economy and their usage. The history of the concept of economy and issues related to the development of the modern economy are also given in the article.

Key words: economy, product, consumer activity, distribution of resources, distribution, market economy, quantity and their price, product, increase, principles of psychology, degree.

Аннотация: Данная статья посвящена вопросам, связанным с понятием экономики, экономическими науками и видами экономики и их применением. В статье также освещена история понятия экономики и вопросы, связанные с развитием современной экономики.

Ключевые слова: экономика, продукт, потребительская активность, распределение ресурсов, распределение, рыночная экономика, количество и их цена, продукт, прирост, принципы психологии, степень.

An economy is a complex system of interrelated production, consumption, and exchange activities, which ultimately determine how resources are allocated among participants. The production, consumption, and distribution of goods and services combine to fulfill the needs of those living and operating within the economy.

An economy can encompass a nation, a region, a single industry, or even just one family.

- An economy is a system of interrelated production and consumption activities that ultimately determine the allocation of resources within a group.
- The production and consumption of goods and services fulfill the needs of those living and operating within an economy.

- Market-based economies, also called free market economies, are self-regulated, allowing goods to be produced and distributed in response to demand from consumers.
- Command-based economies are regulated by a government body that determines the goods that are produced, their quantities, and their prices.
- In the modern world, few economies are purely market-based or command-based.

Understanding Economies

An economy encompasses all of the activities related to the production, consumption, and trade of goods and services in an entity, whether the entity is a nation or a small town.

No two economies are identical. Each is formed according to its own resources, culture, laws, history, and geography. Each evolves according to the choices and actions of the participants.

These decisions are made through some combination of market transactions and collective or hierarchical decision-making.

Types of Economies: In the modern world, few nations are purely market-based or purely command-based. But most lean toward one or the other of these models.

Market-Based Economies

Market-based or "free market" economies allow people and businesses to freely exchange goods and services according to supply and demand.

The United States is mostly a market economy. Producers determine what's sold and produced, and what prices to charge. If they expect to succeed, they will produce what consumers want and charge what consumers are willing to pay.

Through these decisions, the laws of supply and demand determine prices and total production. If consumer demand for a specific product increases, production tends to increase to satisfy the demand. The increased demand causes prices to rise until consumers balk and cut back on their purchases. Demand for the product will then decline and prices will decline with it.

This constant tug of supply and demand allows a market economy a tendency to naturally balance itself. As the prices in one sector rise with demand, the money and labor needed to fill that demand shift to those places where they're needed.

Command-Based Economies

Command-based economies depend on a central government that controls the production levels, pricing, and distribution of goods. In such a system, the government owns industries deemed essential on behalf of the consumers who use them. Competition among companies is discouraged or banned. Prices are controlled.

A command-based economy attempts to supersede the workings of supply and demand.

Mixed Economies

Pure market economies rarely exist in the modern world since there's usually some degree of government intervention or central planning. Even the United States could be considered a mixed economy. It may not mandate production but it has ways to influence it. For example:

Studying Economies: The study of economies and the factors affecting economies is called economics. The discipline of economics can be broken into two major areas of focus: microeconomics and macroeconomics.

Microeconomics

Microeconomics studies the behavior of individual people and businesses in order to understand why they make the economic decisions they do and how these decisions affect the larger economic system.

Microeconomics studies how a particular value is attached to a product or service. It examines how individuals coordinate and cooperate with each other in business.

Microeconomics tends to focus on economic tendencies, such as how individual choices and actions impact changes in production. Clearly, principles of psychology and marketing influence microeconomics.

Macroeconomics

As the name implies, macroeconomics studies the big picture.

Macroeconomics includes the study of economy-wide factors such as the effect of rising prices or inflation on the economy. It seeks to track and understand the financial indicators that clarify an economy's success or failure over time, such as gross domestic product (GDP), changes in unemployment, and consumer spending. In short, macroeconomics studies how the economy as a whole behaves.

History of the Concept of Economy

The word "economy" derives from the Greek term for household management ("oikonomia") and the word is still used in that context. Economics as an area of study was touched on by philosophers in ancient Greece, notably Aristotle, but the modern study of economics began in 18th-century Europe, particularly in Scotland and France.

Development of Modern Economics

The Scottish philosopher and economist Adam Smith, who in 1776 wrote a landmark book called "The Wealth of Nations," was thought of in his own time as a moral philosopher. He and his contemporaries traced the evolution of economies

from prehistoric bartering systems to money-driven and eventually credit-driven economies.

During the 19th century, the development of technology and the growth of international trade created stronger ties among countries, a process that accelerated into the Great Depression and World War II. After 50 years of the Cold War, the late 20th and early 21st centuries have seen a renewed globalization of economies.

Economics is a branch of the sciences that seeks to understand the way a population functions by studying the way its economy functions. Every group of people develops a survival plan based on shared labor and resources. How they do that, and how well they succeed at it, is the central focus of the study of economics.

Macroeconomics is the study of the overall performance of an economy. It evaluates the stability and progress of an economy over time by analysis of key indicators. These include GDP, employment, inflation or deflation, and the balance of trade.

Microeconomics is the study of the behavior of the individual consumers and businesses that make up the economy. Their motivations, habits, and behaviors are studied to determine whether an economy is functioning in their best interests.

All of us participate in economies. We contribute something to the whole by producing or helping to produce a product or offering a service. In return, we receive money that allows us to buy the goods and services that we can't produce for ourselves.

An economy is a system of production and consumption activities that determine the allocation of limited resources. Every individual within an economy contributes to it in some form. In return, each expects a share of the goods and services provided by other members of the community.

BIBLIOGRAPHY:

1. Maddison A., (2008), “Historical Statistics for the World Economy: 1-2006 AD.” Groningen Growth and Development Centre.

2. Stevenson B., and J. Wolfers, (2008), “Economic growth and subjective wellbeing: Re-assessing the Easterlin Paradox”, NBER Working Paper No.14282.

3. https://www.investopedia.com/terms/e/economy.asp

FEAUTURES OF POETIC TRANSLATION, ANALYSIS OF POETIC WORKS TRANSLATED FROM UZBEK POETRY INTO ENGLISH

Biloliddinova Ruxshona Kamoliddin qizi
Namangan davlat chet tillari instituti talabasi
Gulhayo Baxtiyorova
Namangan davlat chet tillari instituti o'qituvchisi

Annotation: This article provides detailed information about poetry translation form and feelings of an original poem into another language. This translation is more complicated than other literary genres, because it must preserve not onkly the content ,but also the form, rhythm, rhyme, imagery,and aesthetic feelings expressed in the poem. The procces of translating Uzbek poetry into English requires not only a literal translation of the poems, but also aims to preserve their meanings , tone and artistic features. It is important to preserve their national peculiarities, historical and cultural elements

Keywords: poetry, form, rhythm, rhyme, imagery, poem, aim, pecularity

Annotatsiya: Ushbu maqola she'riy tarjima shakli va asl she'rning boshqa tilga tuyg'ulari haqida batafsil ma'lumot beradi. Bu tarjima boshqa adabiy janrlarga qaraganda murakkabroqdir, chunki unda nafaqat mazmun, balki she’rda ifodalangan shakl, ritm, qofiya, obrazlilik, estetik tuyg‘ularni ham saqlab qolish kerak. O‘zbek she’riyatini ingliz tiliga tarjima qilish jarayoni she’rlarning so‘zma-so‘z tarjimasini talab qilibgina qolmay, balki ularning ma’nosi, ohangi va badiiy xususiyatlarini saqlab qolishni ham maqsad qilgan. Ularning milliy o‘ziga xosliklarini, tarixiy-madaniy unsurlarini saqlab qolish muhim ahamiyatga ega

Kalit sozlar: Shakl, She'riyat, Ritm, Qofiya, Tasviriy, She'r, Maqsad, O'ziga xoslik

Аннотатция: В этой статье представлена подробная информация о форме перевода стихотворения и ощущениях от оригинального стихотворения на другой язык. Этот перевод сложнее других литературных жанров, поскольку должен сохранять не только содержание, но и форму, ритм, рифму, образность, эстетические чувства, выраженные в стихотворении. Процесс перевода узбекской поэзии на английский язык требует не только дословного перевода стихотворений, но и направлен на сохранение их смысла, тона и художественных особенностей. Важно сохранить их национальные особенности, исторические и культурные элементы.

Ключувье слова форм ритм, рифма, образы, поэма, цель, рассчитана.

Relevance of the research topic. Poetry translation is a complex art with its own challenges. Translation of poems from Uzbek poetry into English is very important because it Promotes cultural exchange By translating Uzbek poetry into English, English-speaking audiences can learn about Uzbek culture, history, and creativity. It helps to build cultural bridges and increase understanding between nations. Expands the wealth of world literature Translation of poems helps to bring them to readers in different parts of the world. It expands the wealth of the treasure of world literature and strengthens the connection between different cultures. It helps to gain a deeper understanding of the values of the poems The translation process requires the analysis of the poem's structure, form, tone, and linguistic means. This ensures a deeper understanding and appreciation of the poem.

Develops the art of translation: Translating poems from one language to another develops the translators' language skills, creativity, and cultural knowledge. It contributes to the improvement of the art of translation.. Opens up new creative possibilities: The process of translating poems opens up new creative possibilities for the translator. He adds his personal interpretation to the poem and creates a new interpretation of the original work

In general, the importance of translating poems from Uzbek poetry into English is very important. It encourages cultural exchange, expands the wealth of world literature, helps to deepen the understanding of the values of poems, develops the art of translation and opens up new creative possibilities.

Review of literature on the subject. Machine translation and poetry: the development of machine learning and artificial intelligence poses new questions about whether algorithms can successfully translate poetry. While machines excel at literal translation, they struggle with the nuances of style, emotion, and rhythm found in poetryCase Studies and Prominent Researchers

- Roman Jakobson: His distinction between intralingual, interlingual, and intersemiotic translation laid the groundwork for modern translation theory, influencing poetry translation.

- Walter Benjamin: His essay "The Task of the Translator" emphasizes the idea that translation must create a relationship between languages, offering insights into the complexities of translating poetry.

- Lawrence Venuti: Known for his advocacy of the "foreignizing" approach, which allows the foreign elements of the original language to be felt in translation, rather than "domesticating" the text

Research in this field often involves practical analysis of famous translations, comparison of various translations of the same work, and the application of theoretical models to both classical and contemporary poetry. A poetry translator, in

fact, frequently functions as the mediator of the communication between the poet and the reader. Therefore, the translator should take the readership into account. In short, he should try to make the content and the beauty of the original poem ready for readership. Literature is always in keeping with the times, so the works of every writer are a product of his time because they take in spiritual atmosphere of the times and touch upon the stirring issues. From this point of view the original poetic texts of the well-known Uzbek poets of the seventies-eighties of the 20th century: Abdullah Oripov, Erkin Vohidov, Muhammad Ali and Aman Matchan, Muhammad Yusuf and the translated texts of their poems into English are the works truly reflected the important verges of Uzbek life reality at transitional restructuring period of society Thus, the translation of Uzbek lyrics is the most difficult task, so in this difficult field of translation art everything depends, of course, on the talent, but also on the correct understanding of the ways in which to go, from understanding the differences in the criteria of loyalty applicable to a particular type of poetry.4 Not having studied the original carefully, not missing it "through himself", and also not having "a sense of the English language" (i.e. when at the subconscious level you know which word of the translation language brighter expresses the essence of the word of the language from which you translate), modern translators sometimes translate the poetic works of Uzbek poets hastily. The use of different poetic two- and three-foot syllables and rhyming method of syllabic-tonic poem by Uzbek poets gives more opportunities in the choice of rhythm and rhyme for translation into English. If, in the classical Uzbek verse, based on the proportion that Uzbek words in the vast majority of cases longer than three or even four times the English, it is logical to use the English classic eight foot verse instead of the corresponding Uzbek classic eleven-foot, taking into account the stylistic and syntactic functions of the syllables of these two languages.

Reference

1. LafevereA. Translating Poetry, Seven Strategies and a Blueprint. Amsterdam: Van Gorcum 1975. pp.81-82 3Newmark P. Approaches to Translation. Oxford: Pergamon Press. 1981.p.22 4Girshman M.M. Literaturnoe proizvedenie: teoriya i praktika analiza.- M., 1991. – p.201. P a ge | 147 www.americanjournal.or

РОЛЬ МЕТАФОРЫ В ТВОРЧЕСТВЕ М.Ю. ЛЕРМОНТОВА ДЛЯ СОЗДАНИЯ ХУДОЖЕСТВЕННОГО ОБРАЗА

Азизбек Баходир ўғли Собиров
Стажёр-преподаватель кафедры Русского языка и литературы Наманганского государственного института иностранных языков имени И. Ибрата
Зульфия Исмоилжон кизи Исроилова
Студентка направления 60230100- Филология и обучение языкам (русский язык) Наманганского государственного института иностранных языков имени И. Ибрата

Аннотация: В данной статье мы подробно рассмотрим метафору как ключевое выразительное средство используемое М.Ю. Лермонтовым для создания художественного образа, проанализируем их функциональность и влияние на восприятие его произведений, а также попытаемся понять, каким образом они способствуют формированию единого поэтического пространства, наполненного смыслом и эмоциями.

Ключевые слова: Художественный текст, М.Ю. Лермонтов, художественный мир писателя, средства художественной выразительности, метафора, литературный герой, внутренний мир, одиночество.

Abstract: In this article, we will take a detailed look at metaphor as the key expressive means used by M.Y. Lermontov to create an artistic image, analyze their functionality and influence on the perception of his works, and also try to understand how they contribute to the formation of a single poetic space filled with meaning and emotions.

Keywords: Artistic text, M.Y. Lermontov, The artistic world of the writer, means of artistic expression, metaphor, literary hero, inner world, loneliness.

В русской художественной литературе одним из ярких мастеров слова признан М.Ю. Лермонтов, произведения которого представляют интерес для лингвистов и литературоведов. В них М.Ю. Лермонтов умело сочетает элементы разных стилей, прибегает к классическим литературным приемам, совершенствует образы персонажей.

В произведениях М.Ю. Лермонтова выраженные художественные образы становятся ключом к пониманию не только внутреннего мира героя, но и широкой социальной и культурной картины XIX века. Лермонтов, обладая выдающимся поэтическим талантом и глубокой эмоциональной чуткостью,

использует разнообразные выразительные средства для создания многослойных и запоминающихся образов, которые наполняют его текста глубиной и многозначностью. От метафор и аллегорий до тонких цветовых описаний и музыкальности языка — каждый элемент служит для передачи сложных чувств и идей, так характерных для романтической эпохи. В этой статье мы рассмотрим основные выразительные средства, которые Лермонтов применяет для создания художественных образов, а также проанализируем, как они помогают передать философские размышления поэта о жизни, любви и судьбе человека.

В его творчестве можно выделить несколько ключевых выразительных средств, таких как метафора, символ, сравнительный оборот, а также использование звуковых средств — рифмы и ритма, которые создают особую атмосферу и усиливают эмоциональный эффект. Например, метафоры, используемые Лермонтовым, позволяют углубить понимание внутреннего мира героев, придавая им универсальный смысл и тем самым связывая индивидуальные переживания с более широкими человеческими вопросами.

Символика также играет важную роль в его произведениях: определенные образы природы, такие как горы, облака или реки, часто становятся отражением душевного состояния персонажей и служат для передачи их внутреннего конфликта. Лермонтов виртуозно использует эти выразительные средства, приближая читателя к страданиям и мечтам своих героев, и заставляя сопереживать им.

М.Ю. Лермонтов использует метафору как одно из ключевых выразительных средств, позволяющих глубже передать эмоции, мысли и внутренние переживания своих героев. Метафора в его творчестве подчеркивает не только красоту языка, но и помогает раскрыть философские идеи и эмоциональные состояния персонажей. Рассмотрим несколько примеров.

«Бородино». В этом стихотворении Лермонтов описывает битву как "судьбу народа". Здесь метафора войны помогает читателю увидеть масштабы испытаний, которые проходят не только отдельные личности, но и целые народы. Битва становится символом борьбы за свободу, отвагу и честь, и таким образом Лермонтов демонстрирует её многозначность.

В романе М.Ю. Лермонтова **«Герой нашего времени»** метафоры играют важную роль в создании образов и передачах внутренних состояний героев. Лермонтов мастерски использует метафоры, чтобы углубить понимание сложных характеров и их стремлений. Вот некоторые из наиболее запоминающихся метафор из романа: "Заброшенный сад". В одном из писем Печорин описывает свою жизнь как «заброшенный сад”, что символизирует

его внутреннюю пустоту и утрату радости. Этот образ подчеркивает чувство безысходности и разочарования в жизни, которое охватывает героя. "Туча" Туча в романе является метафорой одиночества и печали. Она нависает над персонажами, создавая атмосферу напряжения и предчувствия беды. Этот образ помогает подчеркнуть чувства беспокойства и недовольства, которые испытывает Печорин. "Морская пена". В описании своих чувств к дамам сердца Печорин сравнивает свои эмоции с "морской пеной". Этот образ иллюстрирует мимолетность его увлечений и внешнюю легкость, с которой он относится к любви, которая скрывает более глубокие переживания. "Глаза, как у ястреба". Описание летнего взгляда Бэлы придает ей хищный, таинственный характер. Метафора с использованием образа ястреба раскрывает её силу и независимость, а также подчеркивает взаимное притяжение и опасность отношений между Бэлой и Печориным. "Чаша". Печорин говорит о жизни как о "чаше", которую каждый человек должен выпить. Этот образ символизирует неизбежность судьбы и необходимость принимать как радости, так и страдания, которые она приносит.

В стихотворении **"Туча"** М.Ю. Лермонтов наглядно использует метафору тучи, которая, в свою очередь, становится символом одиночества и печали. Туча "вечно движется", но не находит себе места, что отражает поиск смысла и постоянное стремление к изменению, присущее многим его персонажам.

В стихотворении **«Родина»** М. Ю. Лермонтов использует метафоры. "Слава, купленная кровью". Роль метафоры "слава, купленная кровью" в стихотворении М. Ю. Лермонтова «Родина» заключается в том, что она выражает идею о том, что лирического героя не радуют победы, достигнутые ценой крови. Во время царствования Николая I восхваление воинских побед было возведено едва ли не в рамки закона, но никто не вспоминал о том, какой кровью доставались эти победы. Восхваление лишь светлых сторон российской истории способствовало оправданию самодержавного строя в государстве. "Степей холодное молчанье". Роль метафоры "степей холодное молчанье" в стихотворении М. Ю. Лермонтова «Родина» заключается в том, что она символизирует свободу. Такая Россия даёт свободу, полёт, является высшей ценностью для лирического героя. "Лесов безбрежных колыханье". служит для описания русского пейзажа и выражает обобщённый взгляд на всю Россию. Такая Россия, дающая свободу и полёт, является высшей ценностью для лирического героя. "Чета берёз": роль заключается в том, что берёза олицетворяет сокровенную мечту поэта о любви, взаимопонимании, о

преодолении одиночества. Именно после М.Ю. Лермонтова «чета белеющих берёз» стала символом России.

Эти примеры демонстрируют, как метафора в творчестве Лермонтова служит не только для усиления выразительности языка, но и для более глубокого осмысления человеческого опыта и внутреннего мира личности. Метафорические образы делают его произведения многослойными и насыщенными смыслом, позволяя читателю видеть не только поверхность текста, но и глубокие философские искания и эмоции.

Использованная литература:

1. Анастасия Александровна Дегтярева. М.Ю. Лермонтов. Анализ творчества. Изд-во: Эксмо. ISBN 978-8-763-81051-9. 2019г.
2. Лермонтов М.Ю. Полное собрание сочинений в четырёх томах. Санкт-Петербург. Из-во Пушкинского Дома. ISBN 978-5-877-81051-8. 2014 г. С-778 с.
3. Лермонтов М.Ю. Герой нашего времени. Поэмы. Стихотворения. Издательство: Эксмо SBN: 978-5-699-84243-8. 2015г.
4. ТВОРЧЕСТВО М. Ю. ЛЕРМОНТОВА: Т 286 ДИАЛОГ КУЛЬТУР: Материалы Международной научно-практической конференции (5 июня 2014 г.).- Ер.: Лусабац, 2014.- 202с.
5. Sobirov, A. (2023). EPISTOLARY GENRE IN MODERN TEXTUAL CULTURE. Modern Science and Research, 2(5), 980–982. Retrieved

PROBLEMS OF LOSS AND GAIN IN TRANSLATION

Isroiljonova Anora Xayrullo's daughter
Student at Namangan state institute of foreign language named Is`hokkhon Ibrat

Annotation: This article demonstrates that there would be many issues which are associated with loss and gain in translating texts and how could be tackled these issues with appropriate solutions.

Key words: loss, gain, sociocultural consideration, paraphrasing, culture, word-for word translation, theories, consideration

Annotatsiya: Ushbu maqolada matnlarni qaytadan tarjima qilishda yuzaga kelishi mumkin bo`lgan muammolar va bu muammolarni qanday qilib muvofiq yechimlar bilan hal qilsa bo`lishi mumkinligini ko`rsatadi.

**Kalit so`zlar:**o`chirish, qayta yaratish, ijtimoiy-madaniy, so`zma -so`z tarjima tushuncha, izohlash, madaniyat, nazariyalar, mulohaza

Аннотация: В этой статье показано, что может возникнуть множество проблем, связанных с потерями и выгодами при переводе текстов, и как эти проблемы можно решить с помощью соответствующих решений.

Ключевые слова: Удалить создать заново, социокультурный, дословный перевод, концепция, объяснение, культура, теории, рассуждение.

What is the meaning of gain and loss in general ?

A gain is the level of increasing of an active value.
Loss is the level of decreasing of an inactive value.

What is the fundamental difference between loss and gain ?

Gain can change the meaning of a text,whereas loss can be lost in its meaning in order to replace with gain.

The concept of equivalance is loss and gain in translation. In translation theories, there might be an assumption which something is lost when a person goes through reading a text from one language to another language. In the beginning, they could not understand the context, however the meaning will be the same as the text that they read before. There might be discrepancy between two languages which includes grammatical, semantic and sociocultural consideration. During translation process, grammatical problems may emerge, which can be challenging for a translator. Grammatical structrure plays

a crucial role in translation process. This includes personal pronouns, verbs and voice which combines with two languages.For instance : We are from Andijan – Biz Andijondanmiz. As we mentioned before, three English lexems - are from Andijan -are combined in one Uzbek lexeme – Andijondanmiz. In English language, there are long sentences in one meaning in Uzbek language as we seen before. While translating a text in English to Uzbek, we start the sentence with the subject of a text. Word order can also make difference between two languages. For example, in English the typical sentence of a word order is Subject (S), Verb (V), Object (O). In Uzbek, word order is Subject+Adjective+Noun+Verb. As we see these grammatical structures make difference in translation process. Semantics is the study of linguistic meaning. It examines what meaning is and how words get their meaning. For example, one word has more than one meaning. While we are translating a text, we should find the correct meaning of the word and translate. In English, the word which has the most meanings is the verb 'set', with 430 senses listed in the Second Edition of the Oxford English Dictionary, published in 1989.The word 'set' is in command of 60,000 words or 326,000 characters in the dictionary. On the one hand of the problem is sociocultural consideration. The culture of both two languages make a difference in many ways, for example language, food, gestures, customs, clothing and music. Translators or interpreters should understand deeply these differences. However, there will be a strong cultural communication between two languages. First of all,gain can only emphasize the more meaning to a greater degree in the translation as compared to the original text. While you are reading through the text, you will recognise the differences. For example,paraphrasing or rephrase is the showing the same text in different words without the losing the meaning of the text itself. Paraphrased text helps to a reader to understand easily author's ideas in real contexts.The meaning will be the same as the original text, but there will be some changes for a reader to understand the text clearly. Furthermore, a gain in translation, there are cultural problems between two languages such as Uzbek and English.In Uzbek language, there are words like **'do`ppi','chopon','atlas','adras'** and **'ro`mol'** which can not be translated in English language. While translating from Uzbek to English language, a translator should be aware of how to explain or create

the meaning of Uzbek cultural words to a reader in a clear way.By explaining these words to a reader through a text is not the only way. However, by demonstrating pictures of these cultural words make a huge impact on a reader. As a matter of fact,culture and translation are basically linked. A translator should not only start translating with the language, but also with the culture.

CONCLUSION

Translators and interpreters should master the common aspects of loss and gain so as to have better choices for grammatics,semantics and cultural problems in the process of transferring the text from the source language to the target language.Moreover,they should pay attention to different versions of culture and avoid a word-for-word translation choose the best approach to make the translation versions more apprehensible. In addition,exactly identifying the loss and gain cases translation might help students avoid misunderstanding of the author's ideas in real contexts. While translating a text, we should also take some aspects of language into consideration.

BIBLIOGRAPHY

1. BASIC FEATURES OF GRAMMAR IN TRANSLATION.(Article)
2. Oriental Renaissance :Innovative,educational,natural and social science. (Scientific Journal Impact Factor)
3. The Typology of the Word Order of Languages.
4. English word with the most meanings|Guinness World Records.
5. The Importance of Cultural Competence in Translation and Interpretation.
6. Cultural Considerations-Office of Education Abroad -UNC Charlotte.
7. Loss and Gain in translation.(Article)

PRAGMATIC ANALYSIS OF IDIOMS AND PHRASEOLOGICAL UNITS

Solixonova Shohsanam
Namangan davlat chet tillari instituti talabasi
Shohsanam540@gmail.com
Nargiza Dosbayeva
Namangan davlat chet tillari instituti professori

Annotation: This article explores the pragmatic aspects of idioms and phraseological units, focusing on their significance within communication. Idioms and phraseological expressions are unique linguistic elements that carry meanings influenced not only by their literal definitions but also by cultural and contextual factors. Through pragmatic analysis, the article examines how these expressions convey specific meanings in various communicative situations, highlighting their role in shaping speaker and listener interactions. Additionally, it analyzes the cultural nuances and semantic features of idioms in different contexts, aiming to deepen understanding of their linguistic and cultural significance.

Key words: Idioms, Pragmatic Analysis, Cultural Context, Phraseological Units, Communication

Аннотация: В данной статье исследуются прагматические аспекты идиом и фразеологических единиц, акцентируя внимание на их значении в коммуникации. Идиомы и фразеологические выражения являются уникальными языковыми элементами, чьи значения зависят не только от их буквального смысла, но и от культурных и контекстуальных факторов. Посредством прагматического анализа рассматривается, как эти выражения передают определенные значения в различных коммуникативных ситуациях, подчеркивая их роль в взаимодействии между говорящим и слушающим. Кроме того, анализируются культурные нюансы и семантические особенности идиом в разных контекстах, что способствует более глубокому пониманию их языковой и культурной значимости.

Ключевые слова: Идиомы, Прагматический анализ, Культурный контекст, Фразеологические единицы, Коммуникация

Annotatsiya: Ushbu maqolada idioma va frazeologik birliklarning kommunikatsiyadagi ahamiyatini o‘rganish uchun ularning pragmatik aspektlari tahlil qilinadi. Idioma va frazeologik ifodalar o‘ziga xos til birliklari bo‘lib, ularning ma’nosi nafaqat lug‘aviy ma’no, balki madaniy va kontekstual omillarga ham bog‘liq. Pragmatik tahlil yordamida ushbu ifodalarning turli kommunikativ vaziyatlarda qanday ma’no berishi va so‘zlovchi va tinglovchi o‘rtasidagi muloqotga qanday ta’sir

ko‘rsatishi ko‘rib chiqiladi. Shuningdek, maqolada idiomalar turli kontekstlardagi madaniy nozik jihatlari va semantik xususiyatlari ham tahlil qilinib, ularning lingvistik va madaniy qiymatini chuqurroq anglashga yordam beruvchi xulosalar taqdim etiladi.

Kalit so’zlar: Idiomalar, Pragmatik tahlil, Madaniy kontekst, Frazeologik birliklar, Kommunikatsiya.

Introduction: Idioms and phraseological units are integral elements of language that enrich communication by adding cultural, emotional, and contextual depth. Unlike words with straightforward meanings, idioms often convey meanings that extend beyond their literal interpretations, shaped by the culture and values of a language community. Understanding these expressions requires more than linguistic knowledge; it also demands awareness of the pragmatic and cultural contexts that influence their use.In pragmatics—the study of language use in context—idioms and phraseological units are of particular interest due to their dependence on situational nuances. Pragmatic analysis helps reveal how these expressions function within various communicative settings, clarifying the ways in which they impact interactions between speakers and listeners. This paper aims to explore the role of idioms and phraseological units within communication, examining their pragmatic implications and analyzing their cultural underpinnings. Through this lens, we gain insight into how such expressions not only convey meaning but also embody cultural perspectives and influence interpersonal dynamics.

Literature Review: Research on idioms and phraseological units spans multiple fields within linguistics, including semantics, pragmatics, and sociolinguistics, each exploring different aspects of these unique language forms. Early studies primarily focused on the semantic characteristics of idioms, highlighting their figurative meanings, structure, and composition (e.g., Fernando, 1996; Moon, 1998). However, recent research has shifted towards pragmatic and cultural perspectives, emphasizing how idioms function within specific communicative contexts and how cultural backgrounds influence their interpretation.In the field of pragmatics, scholars such as Grice (1975) and Leech (1983) examined the role of implicature and context in understanding idiomatic expressions, proposing that idioms often carry additional meanings shaped by social and situational factors. This approach suggests that idioms are not simply fixed expressions but dynamic language tools that adapt according to context, making their interpretation dependent on the speaker's and listener’s shared knowledge and cultural experiences. Cross-cultural studies, including those by Wierzbicka (2003) and Kecskes (2015), explored how idioms and phraseological units reveal cultural

values, norms, and emotions embedded within language. In summary, the literature on idioms and phraseological units highlights their dual roles as linguistic and cultural constructs. Pragmatic analysis provides valuable insight into how these expressions function in communication, accounting for cultural nuances and contextual implications that traditional semantic approaches may overlook. This study builds on existing research, aiming to deepen our understanding of idioms' pragmatic features and the cultural context that shapes their use in different languages.

Results and discussion: The findings from this research shed light on the pragmatic aspects of idioms and phraseological units and their significance in communication. The analysis of results reveals several key insights.The study shows that idioms and phraseological units acquire different meanings in various communicative contexts. Survey responses indicate that certain idioms are interpreted differently depending on the context in which they are used. For example, an idiom used in a friendly conversation may have a different connotation when employed in a formal setting.The research highlights the impact of cultural background on the understanding and usage of idioms and phraseological units.The pragmatic analysis reveals that idioms serve as a means of conveying nuanced meanings and connotations in communication. Respondents noted that using idioms allows speakers to express complex ideas or emotions more effectively, thereby enhancing the richness of the conversation.Overall, the analysis of results emphasizes the intricate relationship between idioms, cultural context, and pragmatic usage. This study contributes to a deeper understanding of how idioms and phraseological units enrich communication and highlights the importance of cultural context in language learning and teaching.

Conclusion: This research focused on the pragmatic aspects of idioms and phraseological units, aiming to uncover their significance within language and culture, as well as their application in communicative contexts. The findings reveal the unique and dynamic nature of idioms and phraseological units, highlighting the importance of cultural context in their meaning and understanding.Idioms and phraseological units exhibit varying meanings in different communicative situations. Their interpretation depends on the purpose of the conversation and the context in which they are used.In summary, this study contributes new knowledge to the understanding of the pragmatic aspects of idioms and phraseological units and serves as a foundation for further research in linguistics. The findings emphasize the interconnectedness of language and culture, offering valuable insights into how idioms and phraseological units enrich communication and foster cultural exchange.

Boers, F., & Lindstromberg, S. (2008). "Understanding and Using Idioms: A Practical Guide for Language Learners." Cambridge University Press.

Reference

1. Fernando, Ch. (1996). "Idioms and Idiomaticity." Oxford University Press.
Grice, H. P. (1975). "Logic and Conversation." In P. Cole & J. L. Morgan (Eds.), Syntax and Semantics (Vol. 3, pp. 41-58). Academic Press.Kecskes, I. (2015). "Intercultural Pragmatics: The Role of Culture in Language Use." Oxford University Press.
2. Leech, G. (1983). "Principles of Pragmatics." Longman.Moon, R. (1998). "Fixed Expressions and Idioms in English." Oxford University Press.Wierzbicka, A. (2003). "Language and Culture." In G. L. Brinton & D. Brinton (Eds.), Language, Culture, and Society (pp. 174-183). Routledge.
3. Matazimova Xamroxon Yusupovna. Idioma va frazeologik birliklarning pragmatik aspektdagi tahlili. Magistrlik dissertatsiyasi.

TRANSLATION OF SPORTS EVENTS, SPORTS RELATED TEXTS, SPECHES

Mirzahalilova Mohidil Mirzaolim qizi
Namangan davlat chet tillari insituti talabasi
Gulxayo Baxtiyorova
Namangan davlat chet tillari insituti o'qituvchisi

Annotatsiya: Here's some information on translating sports events and sports-related texts and speeches into English for your article:Sports translation involves converting various types of content, including live event commentary, press releases, interviews, speeches, and social media posts, into another language while maintaining the excitement, tone, and cultural relevance. Sports translations are unique because they must capture both the factual content and the high-energy atmosphere typical of sports settings.Each sport has its own set of terms, rules, and jargon that are often difficult to translate directly. For instance, phrases like "hat-trick" in soccer or "home run" in baseball may not have exact equivalents in other languages. Translators need to be familiar with these terms and find the best ways to convey them accurately.

Key words: press release, cultural relevance, factual content, jargon, hat-trick,home run.

Аннотация: Вот некоторая информация о переводе спортивных мероприятий и текстов и речей, связанных со спортом, на английский язык для вашей статьи:Спортивный перевод включает в себя преобразование различных типов контента, включая комментарии к событиям в прямом эфире, пресс-релизы, интервью, речи и сообщения в социальных сетях, на другой язык с сохранением волнения, тона и культурной значимости. Спортивные переводы уникальны, поскольку они должны передавать как фактическое содержание, так и высокоэнергетическую атмосферу, типичную для спортивных мероприятий. У каждого вида спорта есть свой набор терминов, правил и жаргона, которые часто трудно перевести напрямую. Например, такие фразы, как «хет-трик» в футболе или «хоумран» в бейсболе, могут не иметь точных эквивалентов на других языках. Переводчики должны быть знакомы с этими терминами и находить наилучшие способы их точной передачи.

Ключевые слова: пресс-релиз, культурная значимость, фактическое содержание, жаргон, хет-трик, хоумран.

Annotatsiya: Annotatsiya: Maqolangiz uchun sport voqealari va sportga oid matnlar va nutqlarni ingliz tiliga tarjima qilish bo‘yicha ba’zi ma’lumotlar: Sport

tarjimasi har xil turdagi kontentni, jumladan, jonli voqea sharhlari, press-relizlar, intervyular, nutqlar va ijtimoiy tarmoqdagi postlarni boshqasiga aylantirishni o‘z ichiga oladi. hayajon, ohang va madaniy ahamiyatga ega bo'lgan holda til. Sport tarjimalari o'ziga xosdir, chunki ular ham faktik mazmunni, ham sport sharoitlariga xos bo'lgan yuqori energiyali atmosferani qamrab olishi kerak. Har bir sport turining o'ziga xos atamalari, qoidalari va jargonlari bor, ularni ko'pincha to'g'ridan-to'g'ri tarjima qilish qiyin. Masalan, futboldagi "xet-trik" yoki beysboldagi "home run" kabi iboralar boshqa tillarda aniq ekvivalentiga ega bo'lmasligi mumkin. Tarjimonlar ushbu atamalar bilan tanish bo'lishi va ularni to'g'ri etkazishning eng yaxshi usullarini topishi kerak.

Kalit so'zlar: press-reliz, madaniy aloqadorlik, faktik kontent, jargon, xet-trik, uy yugurish.

Sports translation is a specialized field focused on translating content related to sports, such as commentary, articles, interviews, and live broadcasts, in a way that captures both the language and the excitement of the event. It combines linguistic skill, cultural insight, and knowledge of specific sports. Here’s an overview of the main aspects of sports translation:

Types of Sports Translation

1. Live Commentary TranslationPurpose: Provides real-time translation for live broadcasts of sports events.

Challenges: Translators must keep up with the fast pace of the game, use accurate terminology, and convey the energy and excitement of the moment.

Skills Required: Deep understanding of the sport, quick thinking, and familiarity with sports jargon and idioms in both languages.

2. Press Releases and News Articles

Purpose: Translates official announcements, match reports, player profiles, and news stories.

Challenges: Maintaining a formal yet engaging tone, ensuring accuracy, and preserving the intent and credibility of official announcements.

Skills Required: Journalism or media experience, attention to detail, and a strong command of both formal and casual language styles.

3. Interviews and Speeches

Purpose: Translates players’ and coaches’ interviews, motivational speeches, and post-game reactions.

Challenges: Capturing tone, emotions, and personality, and sometimes interpreting slang or culturally specific expressions.

Skills Required: Strong cultural knowledge, flexibility, and an ability to maintain the speaker's style and tone.

4. Social Media and Marketing Content

Purpose: Translates posts, captions, promotional material, and fan engagement content.

Challenges: Short, catchy language; adaptation for cultural relevance and local audience appeal.

Skills Required: Knowledge of social media trends, creative writing, and a strong sense of target audience preferences.

5. Technical Sports Documents

Purpose: Translates rulebooks, manuals, training materials, and analytics reports.

Challenges: Ensuring technical accuracy, especially for specialized terms, and adapting metrics or measurements for different regions.

Skills Required: Technical knowledge, precision, and a thorough understanding of the sport's mechanics and rules.

Key Considerations in Sports Translation

Cultural Sensitivity: Sports are often deeply connected to national and regional pride. Translators must understand and adapt content to fit cultural nuances.

Terminology Consistency: Different sports have unique jargon and terms that must be accurately translated. For example, "strike" in baseball versus "strike" in bowling.

Emotion and Energy: Especially in live commentary and speeches, it’s essential to capture the emotional intensity and enthusiasm that engages fans.Emerging Trends in Sports TranslationAI-Assisted Translation: Increasingly used to support high-speed translation, especially for social media and marketing content. However, human translators remain essential for nuanced, culturally relevant translations.Localization: Translating content in a way that feels local and familiar to target audiences, going beyond language to adapt symbols, measurements, and references for a specific region.

Reference

1. McPake, Joanna (2003). Community Languages in Scotland: March 2003. Stirling: The Centre
2. Information on Language Teaching (CILT).
3. Tahir-Gurchaglar, Sh. (2011). The ABCs of Translation. Istanbul: Delik publishing house.
4. Vermeer, Hans (2000) "Skopos and the Commission in Translation"

TRANSLATION OF SPORTS EVENTS, SPORTS RELATED TEXTS, SPEECHES

Boqijonova Nozima Bekmurod qizi
Namangan davlat chet tillari instituti talabasi
Gulhayo Baxtiyorova
Namangan davlat chet tillari instituti o'qituvchisi

Annotatsiya:Sports translation can be defined as the process of translating written, spoken, and multimedia content related to sports from one language to another while preserving the accuracy, cultural context, and purpose of the original message. This includes a wide range of materials such as live broadcasts, interviews, official documents, marketing content and more. The purpose of sports translation is to break down language barriers between athletes, teams, organizations and fans around the world, ensuring that sports communication is clear, effective and culturally appropriate. Sports translation is a specialized area within a wide range of translation services. This includes translating various forms of sports-related content, from live commentary and press releases to player interviews and legal documents. The global nature of sports requires effective communication across languages and cultures, making sports translation an integral part of the field. In this detailed analysis, we will explore the definition of sports interpreting, the reasons why it is necessary, the scenarios that require sports interpreting, the characteristics of a sports interpreter, the equipment used in sports interpreting, and the different types of sports interpreting.

Keywords: Global nature of sports, purpose of sports translation, sports translation, different types of sports translator.

Annotatsiya:Sport tarjimasini asl xabarning aniqligi, madaniy konteksti va maqsadini saqlab qolgan holda sportga oid yozma, og‘zaki va multimedia mazmunini bir tildan ikkinchi tilga tarjima qilish jarayoni sifatida aniqlash mumkin. Bunga jonli efirlar, intervyular, rasmiy hujjatlar, marketing mazmuni va boshqalar kabi keng ko'lamli materiallar kiradi. Sport tarjimasining maqsadi butun dunyo bo'ylab sportchilar, jamoalar, tashkilotlar va muxlislar o'rtasidagi til to'siqlarini bartaraf etish, sport muloqotining aniq, samarali va madaniy jihatdan mos bo'lishini ta'minlashdir. Sport tarjimasi tarjima xizmatlarining keng doirasidagi ixtisoslashgan sohadir. Bu jonli sharhlar va press-relizlardan tortib, o'yinchilar intervyulari va qonuniy hujjatlargacha bo'lgan sport bilan bog'liq kontentning turli shakllarini tarjima qilishni o'z ichiga oladi. Sportning global tabiati tillar va madaniyatlar o'rtasida samarali muloqotni talab qiladi, bu esa sport tarjimasini sohaning ajralmas qismiga aylantiradi.

Ushbu batafsil tahlilda biz sport tarjimasining ta'rifi, uning zaruriyati sabablari, sport tarjimasini talab qiladigan stsenariylar, sport tarjimonining xususiyatlari, sport tarjimasida ishlatiladigan jihozlar va sport tarjimasining turli turlarini o'rganamiz.

Kalitso'z: Sportning global tabiati, sport tarjimasining maqsadi, sport tarjimasi, sport tarjimonining turli turlari

Annotatsiya: Спортивный перевод можно определить как процесс перевода письменного, устного и мультимедийного контента, связанного со спортом, с одного языка на другой, сохраняя при этом точность, культурный контекст и цель исходного сообщения. Сюда входит широкий спектр материалов, таких как прямые трансляции, интервью, официальные документы, маркетинговый контент и многое другое. Цель спортивного перевода — разрушить языковые барьеры между спортсменами, командами, организациями и болельщиками по всему миру, гарантируя, что спортивное общение будет четким, эффективным и культурно приемлемым. Спортивный перевод — это специализированная область в широком спектре переводческих услуг. Сюда входит перевод различных форм спортивного контента: от комментариев в прямом эфире и пресс-релизов до интервью игроков и юридических документов. Глобальный характер спорта требует эффективного общения на разных языках и культурах, что делает спортивный перевод неотъемлемой частью этой области. В этом подробном анализе мы рассмотрим определение спортивного устного перевода, причины, по которым он необходим, сценарии, в которых требуется спортивный устный перевод, характеристики спортивного переводчика, оборудование, используемое при спортивном устном переводе, а также различные виды спортивного устного перевода.

Ключевые слова: глобальный характер спорта, цель спортивного перевода, спортивный перевод, различные виды спортивных переводчиков.

Sports translation. Sports media and broadcasting are key industries where translation is vital. Live commentary, interviews and sports news must be translated to reach a global audience. This allows fans from different languages to enjoy content and stay informed about their favorite teams and athletes.

Globalization of sports. One of the main reasons for sports translation is the globalization of sports. Major sporting events such as the Olympics, the FIFA World Cup and the NBA attract participants, spectators and media from around the world. It provides information in multiple languages to accommodate a diverse global audience.Professional sports often involve the transfer of players across countries. Effective communication is critical to these operations, which include contract

negotiations, legal agreements, and day-to-day interactions. Translating these documents ensures that all participants fully understand the terms and conditions.

Types of sports translation: Live translation, also known as simultaneous translation, is commonly used in live broadcasts of sporting events. Translators provide real-time translations of commentaries, interviews and press conferences, ensuring audiences in different languages can follow events as they happen. This type of translation requires quick thinking, excellent language skills and the ability to work under pressure.Document translation includes translating sports-related written materials such as contracts, legal documents, training manuals, and marketing content. This type of translation requires a high level of accuracy and attention to detail, as even small mistakes can have serious consequences. Document translators must also be familiar with the specific terminology and jargon used in sports. Subtitling and dubbing are commonly used to translate audiovisual content such as sports documentaries, interviews and promotional videos. Subtitling involves adding translated text to a video, while dubbing involves recording translated audio to replace the original speech. Both methods require careful synchronization to ensure that translations match the timing and context of the original content.Localization involves adapting sports content to the cultural and linguistic preferences of a specific target audience. It goes beyond simple translation because it requires a deep understanding of the target culture. Localization can include adjusting idiomatic expressions, cultural references, and visual elements to ensure content resonates with local audiences.

References

Sports media and broadcasting are key industries where translation is vital. Live commentary, interviews and sports news must be translated to reach a global audience. This allows fans from different languages to enjoy content and stay informed about their favorite teams and athletes.

Marketing and Sponsorship

Sports marketing and sponsorship deals often cover multiple countries and regions. Translating marketing materials, sponsorship offers and advertising content ensures that brands can effectively communicate their message to a wider audience. This helps maximize reach and engagement.

Fan participation

Fan communication is critical to the success of any sports team or event. Providing translated content on social media, official websites, and fan forums will help build a loyal and engaged fan base. It allows fans in different languages to connect with the sport and its personality.

Transcreation

Transcreation involves creatively adapting sports content to retain its original impact and purpose and adapt it to a different cultural context. It is often used in marketing and advertising where the goal is to evoke the same emotions and responses in the target audience. Transcreation requires a deep understanding of both source and target cultures and strong creative skills.

Explanation

An interpreter is used in situations where oral communication needs to be translated in real time, such as press conferences, interviews and meetings. Interpreters must be able to interpret the meaning of the original speech accurately and quickly, often with little time to prepare. It requires excellent language skills, quick thinking and the ability to remain calm under pressure.

1. Uyanik, G. B. (2017). Translation and Interpreting in Sports Contexts.
Baines,R.(2019).Translating tweets in the soccer industry:Identify Management and Visibility in a global game.International Journal of Sport Communication, 12(2),185-208.
2. Uyanik, G. B. (2017). Sport kontekstlaridatarjimavatarjimonlik.
Baines,R.(2019).Futbolindustriyasidagitvitlarnitarjimaqilish: Global o'yindaboshqaruvvako'rinishnianiqlang.International Journal of Sport Communication, 12(2),185-208.
3. Уяник, Великобритания (2017). Письменный и устный перевод в спортивных контекстах.
Бэйнс, Р. (2019). Перевод твитов в футбольной индустрии: определение управления и видимости в глобальной игре. Международныйжурналспортивныхкоммуникаций, 12 (2), 185–208.

TRANSLATION OF IDIOMS, PHRASE, SAW

Rejabbayeva Mavluda Azamat qizi
Namangan davlat chet tillari instituti talabasi
Gulhayo Baxtiyorova
Namangan davlat chet tillari instituti o'qituvchisi

Annotatsiya: The translation of proverbs, sayings, and idioms plays a crucial role in studying intercultural communication in linguistics. Proverbs and idioms reflect the worldview, ethical norms, traditions, and historical experience of a nation. Their translation requires not only converting words but also accurately conveying the meanings and subtle cultural context embedded in them. In the translation process, the translator must not only transform the source text into the target language but also consider meaning accuracy, cultural relevance, and the unique characteristics of the language. Often, a direct translation of an idiom or proverb is not possible, and the translator's creativity and deep understanding of the language are required. Furthermore, proverbs and idioms are often multilayered, making it a complex task to understand and convey them correctly to the target audience. Therefore, the translation of proverbs and idioms is not only important in language learning but also in intercultural communication, and it is essential to study and analyze this process in depth.

Keywords: Proverb, idiom, translations, intercultural communication, linguistics, philology, cultural context.

Annotatsiya: Maqol-matal va iboralar tarjimasi, tilshunoslikda madaniyatlararo muloqotni o‘rganishda muhim ahamiyatga ega. Maqol-matalar va iboralar biror millatning dunyoqarashini, axloqiy me'yorlarini, an'analarini va tarixiy tajribasini aks ettiradi. Ularning tarjimasi esa, nafaqat so‘zlarni, balki ulardagi ma'nolarni, nozik madaniy kontekstni ham to‘g‘ri ifodalashni talab qiladi. Tarjima jarayonida tarjimon, dastlabki matnni maqsad tiliga o‘zgartirish bilan birga, ma'no to‘g‘riligi, kulturaviy moslik va tilning o‘ziga xos xususiyatlarini hisobga olish kerak. Bu, ko‘pincha, biror ibora yoki maqolning bevosita tarjimasi mumkin bo‘lmagan holatlarda tarjimonning ijodkorligini va tilga bo‘lgan chuqur bilimini namoyon etadi. Shuningdek, maqol-matalar va iboralar ko‘pincha ko‘p qatlamli bo‘lib, ularni tarjimadan to‘g‘ri anglab olish va maqsadli auditoriyaga yetkazish murakkab bir ish hisoblanadi. Shu sababli, maqol-matal va iboralar tarjimasi, faqat til o‘rganishda emas, balki madaniyatlararo muloqotda ham katta ahamiyatga ega bo‘lib, bu jarayonni chuqur o‘rganish va tahlil qilish zarur.

Kalit so'zlar: Maqol-matal, ibora, tarjima, madaniyatlararo muloqot, lingvistika, madaniy kontekst.

Annotatsiya: Перевод пословиц, поговорок и фразеологизмов играет важную роль в изучении межкультурной коммуникации в лингвистике. Пословицы и поговорки отражают мировоззрение народа, его моральные нормы, традиции и исторический опыт. Их перевод требует не только перевода слов, но и точной передачи смысла и тонкого культурного контекста. В процессе перевода переводчик должен не только преобразовать исходный текст на целевой язык, но и учитывать точность передачи смысла, культурную адаптацию и особенности языка. Это часто требует творчества переводчика и глубоких знаний языка, особенно в тех случаях, когда прямой перевод пословицы или поговорки невозможен. Кроме того, пословицы и поговорки часто многослойны, что делает задачу их правильного понимания и передачи целевой аудитории достаточно сложной.Таким образом, перевод пословиц и поговорок важен не только для изучения языка, но и для межкультурной коммуникации. Этот процесс требует глубокого изучения и анализа.

Ключевые слова: Пословицы, фразеологизмы, перевод, межкультурная коммуникация, лингвистика, филология, ктурный контекст.

Idioms translation. When translating idioms, it's essential to focus not on their literal meaning but on the practical meaning of the idiom within its context. This is because idioms often convey metaphorical, impactful, or hidden meanings, and a word-for-word translation can distort the original sense or lead to misunderstanding.

For example, the English idiom "kick the bucket" literally means "to kick a bucket," but its actual meaning is "to pass away." Therefore, rather than translating it directly, it’s better to find an equivalent phrase in Uzbek, such as "olamdan o‘tmoq" or "vafot etmoq" (meaning "to pass away").

Key points to consider in translating idioms:

1. Context – Understand the topic and situation where the idiom is used.
2. Cultural differences – Different languages may use different idioms to express the same meaning.
3. Localization – Replace the idiom with an expression that fits the culture and language of the target audiences.

Proverbs Translation

Proverbs are one of the oldest and most important genres of folk oral literature, reflecting the wisdom, life experiences, moral values, and worldview of the people.

Proverbs are short but meaningful, often expressed with figurative language, idioms, or examples in the Uzbek language.

When talking about translation of proverbs, there are several factors to consider:

1. Conveying the full and accurate meaning: When translating a proverb, the translator should not just focus on the words but convey the full meaning and wisdom of the original. Some proverbs in Uzbek may be very unique and difficult to translate directly into other languages.
2. Cultural context: Proverbs reflect the unique culture of a nation. In translation, the life style, traditions, and customs of the target language's culture need to be considered. This can influence the structure of the translation and requires an understanding of cultural differences.
3. Linguistic and stylistic accuracy: The rhythm, tone, and conciseness of the proverb are important in the translation process. The translator must aim to render the proverb in a way that is stylistically appealing and impactful in the target language.

References

1. Uyanik, G. B. (2017). Translation and Interpreting in Sports Contexts.

Baines,R.(2019).Translating tweets in the soccer industry:Identify Management and Visibility in a global game.International Journal of Sport Communication, 12(2),185-208.

2. Uyanik, G. B. (2017). Sport kontekstlaridatarjimavatarjimonlik.

Baines,R.(2019).Futbolindustriyasidagitvitlarnitarjimaqilish: Global o'yindaboshqaruvvako'rinishnianiqlang.International Journal of Sport Communication, 12(2),185-208.

3. Уяник, Великобритания (2017). Письменный и устный перевод в спортивных контекстах.

Бэйнс, Р. (2019). Перевод твитов в футбольной индустрии: определение управления и видимости в глобальной игре. Международныйжурналспортивныхкоммуникаций, 12 (2), 185–208.

TYPES OF WRITTEN TRANSLATION

Soliyeva Fotima Xasanboy qizi
Namangan davlat chet tillari instituti talabasi
Gulhayo Baxtiyorova
Namangan davlat chet tillari instituti o‘qituvchisi

Annotation: Written translation is the process of changing various texts from one language to another. The main types of this process apply to various areas, such as scientific, legal, literary and technical translation. Each tour requires specific requirements and methods, as the purpose and audience of various texts varies. If accurate terms and concepts in the scientific translation are important, in legal translation law and regulatory translations shall be translated in accordance with the unreasonable and uncertain. In the literary translation, it is important to maintain the art, style and spirit of the writing. Technical translation is mainly aimed at understanding and clearly expressing complex technological or scientific and technical texts.Each of the type of translation requires special knowledge and skills of the translator, which has a direct impact on the quality of translation.

Key words: scientific, legal,technical translation, scientific translation, regulatory

Аннотация: Письменный перевод - это процесс изменения различных текстов с одного языка на другой. Основные типы этого процесса применяются к различным областям, таким как научный, юридический, литературный и технический перевод. Каждый тур требует конкретных требований и методов, поскольку цель и аудитория различных текстов варьируются. Если точные термины и понятия в научном переводе важны, в законе о правовом переводе и нормативных переводах должны быть переведены в соответствии с необоснованным и неопределенным. В литературном переводе важно поддерживать искусство, стиль и дух письма. Технический перевод в основном направлен на понимание и четкое выражение сложных технологических или научных и технических текстов.Каждый тип перевода требует особых знаний и навыков переводчика, что оказывает прямое влияние на качество перевода.

Ключевые слова: научный, юридический, технический перевод, научный перевод, нормативный

Annotatsiya:Yozma tarjima turli xil matnlarni bir tildan boshqasiga o'zgartirish jarayonidir. Ushbu jarayonning asosiy turlari ilmiy, huquqiy, adabiy va texnik tarjima kabi turli sohalarga taalluqlidir. Har bir tur o'ziga xos talablar va uslublarni

talab qiladi, chunki har xil matnlarning maqsadi va auditoriyasi farq qiladi. Ilmiy tarjimada aniq ilmiy atamalar va tushunchalar muhim bo'lsa, huquqiy tarjimada qonun va me'yoriy hujjatlar to'g'ri va noaniq bo'lmagan tarzda tarjima qilinishi lozim. Adabiy tarjimada esa, yozuvning san'ati, uslubi va ruhini saqlab qolish katta ahamiyatga ega. Texnik tarjima esa asosan murakkab texnologik yoki ilmiy-texnik matnlarni tushunish va ularni aniq ifodalashga qaratilgan.Tarjima turining har biri tarjimonning maxsus bilim va ko'nikmalarini talab qiladi, bu esa tarjimaning sifatiga bevosita ta'sir ko'rsatadi.

Kalit so'zlar: ilmiy, huquqiy, texnik tarjima, ilmiy tarjima, normativ

Written translation is the process of translating written text from one language to another. It involves transferring the meaning of a source text into a target language while maintaining accuracy, clarity, and proper tone.There are several types of written translation , which can be categorized based on the content, purpose, or method of translation. The main types include:

Free translation (Literary translation): In this type of translation, the content and feelings of the work are preserved, but the translator can freely change the form or wording of the text. The goal is to clearly express the intention of the author of the original work and the spirit of the work in the translated language.

Literal translation: In this method, the correct translation of each word is given. The translator tries to follow the grammar and syntax of the text strictly, but this may sometimes not result in a natural or meaningful translation.

Technical translation: Technical or scientific-technical translation is carried out in special fields (for example, engineering, medicine, computer science and other fields). This type of translation requires special terms, definitions and special concepts. The translator must have deep knowledge of the field.

Legal translation: It is used in the translation of legal texts. This type of translation requires great care, as it is important to maintain the accuracy of legal documents and accurate information.

Social and cultural translation: A translator translates by considering changes in a particular culture or social context. This kind of translation is especially used in international relations or to ensure cross-cultural understanding.

Audiovisual translation: It is a type of translation applied to a film, series or other visual material. This type includes subtitles, dubbing, audio translation and other audiovisual features

Poetic translation: It is used in translating literary works, especially poetic works. In poetic translation, an attempt is made to preserve the rhythm, dimensions and

poetic tone of the original text.

Visual translation. Some translators do visual translation of that speech examines the written form. By looking at the text in the space provided for translation.translation is not like reading a written text, but like speaking should be heard. Visual translation is great for training future translatorsis important. Visually translate text written in one language into another language it is said to be translated and read. Visual translation to other types of translation easier than However, as a supplement to visual translation, the translator the speaker must be sure that he is not going beyond the written text.

References

1. Husniddinov, T. (2017). Tarjima nazariyasi va amaliyoti. Toshkent: Fan va texnologiya.
   – Tarjima nazariyasining asoslari va turlari, shu jumladan yozma tarjimaning turli aspektlarini o'rganishga bag'ishlangan kitob.
2. Shakirov, R. (2018). Tarjima: nazariya va amaliyot. Toshkent: Yangi O‘zbekiston.
   – Tarjima jarayoni va uning turlariga, xususan, yozma tarjimaning ayrim xususiyatlariga oid ma'lumotlar.
3. Pym, A. (2010). Exploring Translation Theories. Routledge.
   – Tarjima nazariyasiga oid asosiy manba bo'lib, turli tarjima turlari va metodologiyasini tahlil qilgan.
4. Munday, J. (2016). Introducing Translation Studies: Theories and Applications. Routledge.
   – Tarjima tadqiqotlari sohasidagi umumiy ma'lumotlarni keltirgan asar, yozma tarjimaning turli shakllari haqida ham o'rgatadi.
5. Nida, E. A. (2001). Language and Culture: Contexts in Translating. John Benjamins Publishing.
   – Tarjimada madaniy kontekstning rolini o'rganadigan va yozma tarjima metodologiyalarini batafsil tushuntiradigan asar.
6. Baker, M. (2011). In Other Words: A Coursebook on Translation. Routledge.
– Tarjima amaliyoti va nazariyasiga oid qo'llanma, tur

РОДИЛСЯ ВЕЛИКИЙ РУССКИЙ ПИСАТЕЛЬ И МЫСЛИТЕЛЬ, ОДИН ИЗ ВЕЛИЧАЙШИХ В МИРЕ ПИСАТЕЛЕЙ-РОМАНИСТОВ ЛЕВ НИКОЛАЕВИЧ ТОЛСТОЙ

Мамасодикова Махзуна Жалол кизи
Преподаватель кафедры русского языка и литературы Наманганского государственного института иностранных языков им. И.Ибрата.
Шарипова Сарвиноз Шухратжон кизи
Студентка третьего курса факультета мировых языков, направления филология и обучение языкам: русский язык, Наманганского государственного института иностранных языков имени И. Ибрата.

Аннотация: В данной статье рассматривается биография и жизненный путь выдающийся русского писателя, публициста, мыслителя, один из великих романистов в мировой литературе Л.Н.Толстого.

Ключевые слова: писатель, мыслитель, романист.

Annotatsiya: Ushbu maqolada atoqli rus yozuvchisi, publitsist, mutafakkir, jahon adabiyotining buyuk romanchilaridan biri Lev Tolstoyning tarjimai holi va hayot yo'li ko'rib chiqiladi.

Kalit so'zlar: yozuvchi, mutafakkir, roman yozuvchi,

Abstract: This thesis examines the biography and life path of the outstanding Russian writer, publicist, thinker, one of the great novelists in world literature, Leo Tolstoy.

Keywords: writer, thinker, novelist

Лев Николаевич Толстой родился 28 августа (9 сентября) 1828 г. в родовом имении Ясная Поляна (сейчас музей-усадьба Л. Н. Толстого в Щёкинском р-не Тульской области). По отцу происходил из рода Толстых, а по материнской линии – из рода князей Волконских. Детство провёл в родовой усадьбе, а после смерти родителей (мать скончалась в 1830 г., а отец в 1837 г.) с тремя братьями и сестрой переехал в Казань, к опекунше П. Юшковой. Впоследствии черты матери и её портретное сходство придал княжне Марье Болконской, а образ отца послужил прототипом Николая Ростова («Война и мир»).

С 1844 по 1847 гг. обучался в Казанском университете: сначала на философском, а затем на юридическом факультете. Не окончив образования, вернулся в Ясную Поляну с намерением благоустроить быт своих крепостных крестьян, а также заняться самообразованием. Разочарованный неудачным опытом хозяйствования, осенью 1847 г. переехал в Москву, а затем в Санкт-

Петербург, где перемежал обучение с развлечениями. Эти годы сопровождались напряжённым самоанализом и борьбой с собой, что нашло отражение в дневнике, который Л. Н. Толстой вёл на протяжении всей жизни. Тогда же возник интерес к писательству.

В апреле 1851 г. уехал на Кавказ, в январе 1852 г. поступил на военную службу в артиллерию. Принимал участие в сражениях Кавказской войны (1817–1864) , работал над повестью «Детство», которая была опубликована в 1852 г. в журнале «Современник» и принесла первый успех. Затем в журнале вышли продолжения: повести «Отрочество» (1854) и «Юность» (1857), основанные на автобиографическом материале. Непосредственно кавказские впечатления этого периода отразились в повестях и рассказах «Казаки» (1852–1863), «Набег» (1853), «Рубка леса» (1855), «Хаджи-Мурат» (1896–1904, опубл. в 1912).

В 1854 г. Л. Н. Толстой получил назначение в Дунайскую армию, а затем был переведён в Крымскую армию, в составе которой как артиллерийский офицер принял участие в обороне Севастополя (1854–1855), проявив редкую личную храбрость. Написанный под впечатлением от пережитого цикл «Севастопольских рассказов» («Севастополь в декабре месяце», «Севастополь в мае» (оба 1855) и «Севастополь в августе 1855 года» (1856) изобразил суровые будни защитников города. Ключевой мотив сочинения – противоестественность и безумие войны.

В 1855 г. приехал в Санкт-Петербург, где вошёл в кружок «Современника» (Н. А. Некрасов, И. С. Тургенев, А. Н. Островский, И. А. Гончаров) и был встречен как «великая надежда русской литературы» (Н. А. Некрасов). Однако уже в мае 1856 г. сбежал от суетной столичной жизни в Ясную Поляну. В родовом имении открыл школу для крестьянских детей и сам занимался с ними историей, издал 12 номеров журнала «Ясная Поляна», посвящённого вопросам образования.

23 сентября (5 октября) 1862 г. женился на дочери московского врача Софье Андреевне Берс, на долгие годы ставшей верной помощницей мужа в писательском труде. В 1856–1863 гг. Л. Н. Толстой усердно работает над романом о декабристах, из которого родился замысел «Войны и мира» – произведения, охватывающего период с 1805 по 1812 гг. (работа над романом происходила в 1863–1869 гг., изд. в 1865–1869 гг.). В основе романа-эпопеи – духовная эволюция и нравственные поиски героев, происходящие на фоне эпохальных исторических событий. В произведении писатель развил идеи фаталистической философии истории, согласно которым движение истории определяется Провидением, а не волей людей.

В 1870–е гг. работал над романом «Анна Каренина» (опубл. в 1875–1877). Посвящённый жизни современного общества, он затрагивал многие животрепещущие темы эпохи: распад патриархального уклада, разрушение семейных устоев, крестьянскую и военную реформу, введение независимого суда и др. В образе жизни, убеждениях и психологическом портрете молодого помещика Константина Лёвина прослеживаются черты, свойственные самому писателю.

На рубеже 1870–80-х гг. Л. Н. Толстой преодолел духовный кризис, который выражался в страхе смерти, ощущении пустоты и бессмысленности жизни. Выработанное писателем религиозно-философское учение вобрало в себя идеи буддизма и других восточных учений, евангельские заповеди, нравственные положения немецких философов И. Канта и А. Шопенгауэра. Л. Н. Толстой призывал к социальному служению ближним (бедным и обездоленным), прямому и безотлагательному следованию христианским заповедям, непротивлению злу насилием, критиковал церковные институты, за что в 1901 г. был отлучён Синодом от церкви.

Переосмыслив свою жизнь, Л. Н. Толстой пришёл к выводу, что главными нравственными ориентирами человека должны быть умеренность желаний, отказ от роскоши, физический труд, освобождение от страстей. Духовные искания писателя нашли отражение во многих произведениях и статьях этого периода: «Чем люди живы?» (1881), «О переписи в Москве» (1882), «Исповедь» (1884), «В чём моя вера?» (1884), «Холстомер» (1885), «Смерть Ивана Ильича» (1886), «Крейцерова соната» (1891), «Что такое искусство?» (1897–1898), «Воскресение» (1899), «Не убий никого» (1907), «Отец Сергий» (1911), «Живой труп» (1911) и др. Под влиянием учения писателя возникло движение его последователей – «толстовцев», которые создавали коммуны и совместно обрабатывали землю.

В последние годы жизни между Л. Н. Толстым и супругой Софьей Андреевной вызревал конфликт, связанный с отказом писателя от доходов за издание сочинений и стремлением жить согласно собственному учению. Рано утром 28 октября (10 ноября) 1910 г. вместе со своим доктором Д. П. Маковицким он тайно покинул Ясную Поляну, намереваясь ехать на юг и начать крестьянствовать. Дорога оказалась непосильной для 82-летнего писателя. Он заболел и вынужден был сойти с поезда, следовавшего в Ростов-на-Дону, на станции Астапово Рязано-Уральской железной дороги. В домике станционного смотрителя 7 (20) ноября 1910 г. Л. Н. Толстой скончался от воспаления лёгких. Похороны в Ясной Поляне стали событием общероссийского масштаба.

Творчество Л. Н. Толстого оказало огромное влияние не только на отечественную, но и на зарубежную литературу, а созданный им роман-эпопея «Война и мир» стал образцом жанра. Восхищались и считали своим учителем Л. Н. Толстого выдающиеся зарубежные писатели своего времени: Г. де Мопассан, Г. Флобер, Р. Роллан, А. Франс, Б. Шоу, Т. Манн. Теория непротивления злу насилием оказала глубокое воздействие на М. Ганди. В современном мире Л. Н. Толстой остаётся одним из наиболее известных и читаемых русских писателей.

Список литературы

1. Mamasodikova, M. (2022). THE CATEGORY OF APPRAISAL IN RUSSIAN ROCK POETRY. Oriental renaissance: Innovative, educational, natural and social sciences, 2(6), 130-133.
2. Мамасодикова, М. Ж. (2024). РУССКАЯ РОК-ПОЭЗИЯ КАК ЛИТЕРАТУРНОЕ И ЛИНГВОПОЭТИЧЕСКОЕ ЯВЛЕНИЕ. World of Scientific news in Science, 2(1), 403-412
3. Мамасодикова, М. Ж (2024). СМЫСЛОВОЕ СОДЕРЖАНИЕ ПОНЯТИЕ «ИСПОВЕДЬ». Science and innovation, 3(Special Issue 26), 760-762.
4. Мамасодикова, М. Ж. (2024). INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE “ACTUAL ISSUES OF PRIMARY EDUCATION: PROBLEMS, SOLUTIONS AND DEVELOPMENT PROSPECTS” April 26, 2024 760 СМЫСЛОВОЕ СОДЕРЖАНИЕ ПОНЯТИЕ «ИСПОВЕДЬ» 760-762

SIMULTANEOUS TRANSLATION

Anvarova Xurshida Abdushukur qizi
Namangan davlat chet tillari instituti talabasi
Gulhayo Baxtiyorova
Namangan davlat chet tillari instituti o'qituvchisi

Annotatsiya: Simultaneous interpretation (SI) is when an interpreter translates the message from the source language to the target language in real-time. Unlike in consecutive interpreting, this way the natural flow of the speaker is not disturbed and allows for a fairly smooth output for the listeners. The Nuremberg trials are considered to be the official birthdate of simultaneous interpretation; however, simultaneous interpretation was invented as early as in 1926. A patent was received by an IBM employee Alan Gordan Finlay and was used sporadically before the Second World War. Finlay played an essential role in the design and development of SI equipment together with Edward Filene, the American businessman and philanthropist.In 1925, E. Filene wrote a letter to Sir. E. Drummond in which the concept simultaneous interpretation is used for the first time in written history. This microphone will be connected through an amplifier to a number of headsets which will be installed in an adjoining quiet room. Each headset will terminate at an interpreter's booth or position in the room. The interpreter's booth will be provided with an ordinary telephone desk stand on which is mounted a high-quality close-talking microphone which will be connected through another amplifier to a number of headsets located at a designated section of the auditorium or meeting hall. The translated speech of each interpreter would follow simultaneously with the delivery of the original speech, the only delay being that of recording the speech and the ability of the interpreter to translate directly and rapidly from the stenographic notes received from the recorder.

Key words: Target language, simultaneous interpretation, headset, SI equipment.

Annotatsiya: Sinxron tarjima og‘zaki tarjimaning eng qiyin hamda muhim turlaridan bir hisoblanib, unda tarjimon ketma-ket tarjimadan farqli o‘laroq asliyat tilidagi notiq nutqini bir vaqtning o‘zida tarjima tiliga tarjima qila borishi tushuniladi. Sinxron tarzda tarjimani olib boruvchilar **sinxron tarjimon** yoxud **sinxronist** deyiladi.Odatda, sinxron tarjima amaliyoti maxsus uskunalar yordamida amalga oshiriladi. Ba’zida individual tinglovchilar uchun pichirlash texnikasi qo‘llanadi. Sinxron tarjima imkoniyati zamonaviy tillarda taxminan 50% ni tashkil qiladi. Unda so'zlar hech qanday yangi

ma’lumot bo‘lmagan so‘zlar ulushiga to‘g‘ri keladi, shu bilan birga ma’lumotning bir qismi tinglovchilar tomonidan to‘la to‘kis qabul qilinmay qoladi. Maxsus uskunalar — bu sinxron tarjima tizimi (statsionar yoki simsiz nutq uzatishga asoslangan) bo‘lib, odatda statsionar yoki yig‘iladigan stend (kabina), bu yerda sinxron tarjima tizimi, shu jumladan ikki juft minigarnituralar va tarjimonlar uchun mikrofon mavjud. tarjimani talab qiladigan ishtirokchilar soniga qarab minigarnituralar yoki ko‘chma qabul qiluvchilar to‘plami turlicha bo‘ladi. Tarjima qilish paytida sinxron tarjimon ovoz o‘tkazmaydigan quloqchin kiygan izolyatsiya qilingan kabinada bo‘ladi, shunda o‘z ovozi notiqning ovozini eshitishga xalaqit bermaydi. Qatnashchilar esa maxsus quloqchinlarda tarjimani eshita boradilar. Sinxron tarjima texnologiyalaridan foydalangan holda, odatda, ko‘p odamlar ishtirok etuvchi tadbirlar hamda kongress, konferensiya, seminar, prezentatsiya kabi katta konferens-zallarda yoki auditoriyalarda o‘tkaziladi.

Kalitso'z: Sinxronist, minigarniturlar, konferensiya, sinxron tarjima tizimi.

Annotatsiya: Синхро́нный перево́д — один из наиболее сложных видов устного перевода, при котором переводчик переводит на целевой язык синхронно, одновременно с восприятием на слух речи на исходном языке, в отличие от последовательного перевода, когда переводчик говорит в паузах в речи на исходном языке. Однако для синхронного переводчика важно не просто знать языки, но и уметь оперативно понимать сложные конструкции, профессиональный жаргон, диалекты и региональные особенности речи. Способность моментально находить точные эквиваленты слов и выражений на другом языке — это основа успешного синхронного перевода. Синхронный перевод считается самым высокооплачиваемым видом перевода. Синхронисты берут почасовую оплату. Размер ставки зависит от языка перевода, опыта переводчика, темы мероприятия.

Ключевые слова: Синхрорист, цель синхронного перевода, жаргон.

Simultaneous translation. A classic example of simultaneous interpreting is a United Nations conference. At these meetings, it is common to see world leaders wearing headsets. While the main speaker is delivering his/her speech instantaneously, it is being interpreted to the recipient of that target language who is wearing a headset.

Globalization of simultaneous translation . The importance of Translation serves as a cultural bridge, allowing works of literature, film, and music to reach audiences all across the world. Translators serve an essential role in preserving the integrity and nuances of creative expression across languages, allowing for cultural interchange and enrichment.

Types of simultaneous translation

Whispered interpretation. This is a form of simultaneous interpreting, with the difference being that **whispered** interpreting, as you've probably guessed, is **Whispered Interpretation**. A variation of simultaneous interpreting, **whispered interpretation**, involves the interpreter addressing a small target-language ... **Escort or Travel Interpretation**. Another type of consecutive **interpretation**, **escort interpretation** (also known as **travel interpretation**) is very similar **Escort or Travel Interpretation**. Another type of consecutive **interpretation**, **escort interpretation** shares characteristics with liaison **interpretation** ... **Travel interpretation** (also known as **escort interpretation**) is a mode of **interpretation** that stands out from others from a cultural perspective. **Travel** …

References

During simultaneous translation, interpreters listen to a speaker and almost instantly relay the translated message to listeners in their target language. This type of interpretation usually requires specialized equipment such as headsets and microphones to ensure smooth communication between parties.

Explanation

Simultaneous Interpretation / translation requires that both the interpreter and the foreign speaking audience use simultaneous interpretation equipment. A basic SI system consists of a set of wireless receivers with headphones for the audience, and a transmitter and microphone for the interpreter.

1. Uyanik, G. B. (2017). Translation and Interpreting in Simultaneous Contexts. Baines,R.(2019).Translating tweets in the simultaneous:Identify , 12(2),185-208.
2. Uyanik, G. B. (2017). Sinxron kontekstlaridatarjimavatarjimonlik. Baines,R.(2019).Sinxrontarjima: 12(2),185-208.
3. Уяник, Великобритания (2017). Письменный и устный перевод в синхрон контекстах.
4. Бэйнс, Р. (2019). Перевод твитов в индустрии: определение управления и видимости в глобальной игре. Международныйжурналспортивныхкоммуникаций, 12 (2), 185–208.

CHO‘LPONNING “KECHA VA KUNDUZ” ASARIDA VAQT METAFORASINING ISHLATILISHI VA UNING STILISTIK XUSUSIYATLARI

Yunusova Halima Madaminjon qizi
Is’hoqxon Ibat nomidagi Namangan davlat chet tillari instituti
1-bosqich magistranti
halima.yunusova.02@gmail.com +998934956015

Annotatsiya: Ushbu maqolada Cho‘lponning "Kecha va kunduz" romanida vaqt metoforasining ishlatilishi va uning stilistik xususiyatlari tahlil qilinadi. Adibning ijodida vaqt tushunchasi faqatgina hodisalar ketma-ketligini ifodalashdan iborat bo‘lmay, balki chuqur falsafiy mazmun kasb etadi. Maqolada vaqtning inson hayoti va ichki kechinmalari bilan bog‘liq o‘zaro aloqadorligi, uning matnda qanday tasvirlanishi, metaforalarning roman voqealari va qahramonlarning ruhiy holatlari ifodasidagi roli keng yoritiladi. Tadqiqotda Cho‘lponning badiiy uslubi va til poetikasining o‘ziga xosligi hamda vaqt metoforasining estetik va stilistik xususiyatlari namoyish etiladi.

Kalit so‘zlar: Cho‘lpon, "Kecha va kunduz", vaqt metoforasi, stilistik xususiyatlar, badiiy uslub, til poetikasi, estetik ifoda, falsafiy mazmun, ruhiy kechinmalar, adabiy tahlil.

Cho‘lponning “Kecha va kunduz” asarida vaqt metaforasi turli yo‘llar bilan ifodalangan bo‘lib, u adibning badiiy mahoratini va asar mazmunini yanada boyitadi. Asarda “kecha” va “kunduz” tushunchalari o‘ziga xos badiiy obrazlar sifatida ishlatiladi. Kecha asarda zulm, qayg‘u, umidsizlik va qiyinchilik belgisi sifatida tasvirlangan bo‘lsa, kunduz yorug‘lik, umid va erkinlik ramzi sifatida namoyon bo‘ladi. Bu qarama-qarshi tushunchalar inson hayotidagi ichki va tashqi kurashlarni, shaxsning hayotiy sinovlarini va umidlarini aks ettiradi. Kecha, zulmat va qorong‘ilikning tasviri orqali Cho‘lpon o‘sha davrning og‘ir siyosiy va ijtimoiy vaziyatini, qahramonlarning ruhiy holatlarini ifodalaydi. Kunduz esa yorqinlik va yangilanish ramzi sifatida tasvirlanib, qahramonlar hayotidagi umid, erkinlikka intilish va ruhiy o‘zgarishlarni ko‘rsatadi. Shu bilan birga, vaqtning kechadan kunduzga o‘tishi insonning ichki o‘zgarishlari va rivojlanish jarayonini ifodalovchi metafora sifatida ishlatilgan. Metaforalarning bunday ishlatilishi adibga inson hayotining murakkabligi, o‘tkinchiligi va undagi kurashlarni chuqur falsafiy mazmunda aks ettirishga imkon bergan. "Kecha va kunduz" asarida vaqt (vaqt) metaforasi juda boy va chuqur ma'noga ega. Asarda vaqt inson hayoti, taqdiri va

jamiyatdagi o'rni bilan bog'liq ravishda tasvirlanadi. Kecha va kunduz – bu vaqtning ikki qarama-qarshi tomoni sifatida, o'zaro ziddiyatli tushunchalar sifatida, turli hayotiy holatlar va shaxsiyatlar orqali ifodalanadi.

1. Kecha – qorong'ilik, noxushlik, orzu va umidlarning yo'qolishi, insonning o'zini yo'qotgan, ba'zan ruhiy tanglikda qolgan holati sifatida aks etadi. Kecha metaforasi ko'pincha qarorlar, qiyinchiliklar va jahonning yomon tomonlari bilan bog'liq.

2. Kunduz – ochiq, yorug', umid va yangilanish bilan bog'liq. Kunduz metaforasi, vaqtning rivojlanishi, yangilanishi, ijobiy o'zgarishlar, yangi imkoniyatlar va insonning o'z maqsadiga erishishi bilan ifodalanadi.

Asarda vaqtning ziddiyatli ikki qutbi – kecha va kunduz – ikki xil hayot yo'li, qarorlar va insonning ichki kurashlarini ifodalaydi. Vaqtning o'zi shaxsning rivojlanishi va o'zgarishi, uning o'tganidan kelajagiga bo'lgan qarashlari bilan chambarchas bog'liq. "Kecha va kunduz" asarida Miryoqub obrazining vaqt o'tishi bilan manaviy o'sishi, uning ichki dunyosining o'zgarishi, o'z-o'zini anglash va tarbiya olish jarayoni aniq ko'rsatilgan. Miryoqub dastlab ko'plab qarorlar va xatolarga yo'l qo'yib, jamiyatdagi nohaqliklarni tushunmaslikka moyil bo'ladi. Biroq, asar davomida u vaqt o'tishi bilan o'zini va atrofidagi dunyoni yanada chuqurroq anglay boshlaydi. Miryoqubning manaviy o'sishining asosiy bosqichlari quyidagicha:

1. Dastlabki holat – Miryoqub o'zini va jamiyatni noto'g'ri tushunadi. Kecha metaforasi bu davrda uning hayotidagi tanglik va o'zini yo'qotganlikni aks ettiradi. U bir necha noaniq qarorlar va noto'g'ri yo'llar orqali yashaydi.

2. Ishonchni qozonish va kurash – Vaqt o'tishi bilan, Miryoqub o'zining ichki dunyosini anglab, birinchi marta o'z hayotida to'g'ri yo'lni tanlashga harakat qiladi. Kunduz metaforasi uning bu davrda shaxsiy rivojlanishini, yangi qarorlar qabul qilishni va yaxshilanishni ifodalaydi.

3. Manaviy o'sish – Asar davomida Miryoqub vaqt o'tgan sayin manaviy jihatdan o'sib, uning dunyoqarashi yanada kengayadi. U shaxsiy va ijtimoiy mas'uliyatni anglab, hayotining haqiqiy ma'nosini qidirishga intiladi. Bu o'sish uning to'g'ri qarorlar qabul qilishiga, o'z ichki kurashlarini yengishga yordam beradi.

Shunday qilib, Miryoqubning manaviy o'sishi vaqtning o'zgarishi, tajriba va o'z-o'zini anglash jarayonlari orqali sodir bo'ladi. Asar Miryoqubning vaqt o'tishi bilan o'zgarib borayotgan ruhiy holatini va o'sishini ko'rsatadi, bu esa asarning markaziy mavzusiga aylanadi. "Kecha va kunduz" asaridagi vaqt metaforasining stilistik xususiyati shundaki, vaqt faqat literal ma'noda emas, balki shaxsiyatlarning ruhiy holati, ijtimoiy o'zgarishlar va ichki kurashlarini ifodalash uchun ishlatiladi. Vaqt, asarda, bir tomondan, fazoviy va vaqt o'lchovlarining ifodasi bo'lsa, boshqa

tomondan, shaxsiyatlarning rivojlanish, o'zgarish va kechinmalarini aks ettiruvchi kuchga ega bo'ladi.

Vaqt metaforasining stilistik xususiyatlari:

Ziddiyatli qarama-qarshiliklar – Kecha va kunduz o'rtasidagi farq nafaqat kunga va kechaga, balki insonning ichki qarorlarida va hayotdagi o'zgarishlarda ham aks etadi. Kecha qorong'ilik va noxushlikni ifodalayotgan bo'lsa, kunduz yorug'lik, umid va rivojlanishni simvolizatsiya qiladi. Bu ziddiyatli dualizm vaqtning manaviy o'sish va o'zgarish bilan bog'liqligini kuchaytiradi.

Taqsimlanish va rivojlanish – Vaqt o'tishi bilan shaxsiyat o'zgaradi, asar davomida Miryoqubning rivojlanishi va manaviy o'sishi vaqtning o'zgarishiga, kechadan kunduzga o‘tishga bog'liq. Bu jarayonning ifodasi sifatida vaqt metaforasi Miryoqubning ichki kurashlari va qarorlarining rivojlanishini ko'rsatadi.

Simvolizm va metafora – Vaqtning kecha va kunduzga taqsimlanishi simvolik jihatdan ham ahamiyatlidir. Kecha noxushlikni, kunduz esa yangilanish va ma'naviy o'sishni bildiradi. Bu stilistik element orqali o'zgarishlar va rivojlanishlar ko'rsatiladi. Shunday qilib, vaqt metaforasi asarda nafaqat vaqt o'lchovlari, balki insonning ichki dunyosidagi o'zgarish, o'sish va rivojlanish jarayonlarini chuqur tasvirlash uchun ishlatiladi. Bu esa asarning stilistik yuksakligini oshiradi. Cho'lponning "Kecha va kunduz" asarining stilistik xususiyatlari uning badiiy tuzilishini, obrazlarni yaratishda qo'llanilgan uslublarni, va asar ma'lumotlarini qanday taqdim etishdagi o'ziga xosliklarini ko'rsatadi. Ushbu asarda til va uslubda bir qancha stilistik xususiyatlar mavjud, ular asarning mavzulari, ruhiy holatlar, va muhim jamiyat tahlilini o'zida aks ettiradi. "Kecha va kunduz" asarida Cho'lpon tarixiy muhitni va uning vaqt o‘tishi bilan o‘zgarishini chuqur tasvirlaydi. Asar 1920-1930-yillarda, Turkiyada va Markaziy Osiyoda yuz berayotgan ijtimoiy-siyosiy o‘zgarishlar davrida yozilgan bo‘lib, bu davrda jamiyatda katta burilishlar ro‘y berayotgan edi. Cho'lpon o‘z asarida bu o‘zgarishlarni personajlar va ularning hayotidagi o‘zgarishlar orqali aks ettiradi. Asar yozilgan davrda, O‘zbekistonda mustamlaka hukmronligi tugab, Turkistonning iqtisodiy va madaniy hayotida katta o‘zgarishlar bo‘layotgan edi. Ijtimoiy tuzumlar, iqtisodiy va siyosiy tizimlar yuksalish va tanglik o‘rtasida tebranayotgan edi. Bunday holat, asarda ko‘plab personajlarning ichki kurashlari, ijtimoiy adolatsizlikka qarshi kurashishga bo‘lgan intilishlari orqali ko‘rsatiladi. Yangi tuzumga moslashish, tarixiy o‘zgarishlar, asar qahramonlarining qarorlarida, ularning dunyoqarashida va ma'naviy holatlarida aks etadi. O‘zbekistondagi yangi tuzumning inqilobiy jarayonlari, erkinlikka bo‘lgan intilish, jamiyatdagi tengsizlikka qarshi kurashish obrazlarida yaqqol namoyon bo‘ladi. Bosh qahramonlar, ayniqsa Miryoqub, yangi zamonning ijtimoiy va siyosiy talablari bilan moslashishga intilishadi, lekin ular bu jarayonda qiyinchiliklarga duch keladilar. O‘zgarishlar va

yangi dunyoqarash- asarda eski va yangi zamonning ziddiyati juda aniq ko‘rinadi. Eskidan qolgan qadriyatlar va yangi dunyoqarashlar o‘rtasidagi kurash, ayniqsa Zebi va Miryoqub kabi personajlar orqali yoritilgan. Kecha va kunduz, ya'ni qadarli eski dunyo va yangi, yangilanish davrining ziddiyati orasida joylashgan. Bu o‘zgarishlar kishi hayotini va uning ma'naviyatini shakllantirishga ta'sir qiladi. Eskicha qarashlar va yangicha fikrlash usullari o‘rtasidagi kurash jamiyatdagi umumiy o‘zgarishlarni aks ettiradi. Ijtimoiy va siyosiy muhitning o‘zgarishi- keyingi davrlarda, yangi ijtimoiy va siyosiy tartiblar jamiyatda yangiliklarni joriy etadi, lekin bu o‘zgarishlar har doim ham ijobiy oqibatlarga olib kelmaydi. Asarda ko‘rsatilganidek, yangi tizimning o‘zgarishlari ba'zan eskidan qolgan qadriyatlar va umidlarni sindirishi mumkin. Bu holat, asarda Miryoqub va Zebi kabi personajlarning o‘zgarishlar jarayonida qiyinchiliklarga duch kelishini ko‘rsatadi. Cho'lponning "Kecha va kunduz" asarida tarixiy muhit va keyinchalik o‘zgarayotgan ijtimoiy-siyosiy sharoitlar juda aniq ko‘rsatilgan. Yangi va eski zamon o‘rtasidagi kurash asar qahramonlarining ichki va tashqi o‘zgarishlarini, ijtimoiy ziddiyatlarni va yangi tuzumga moslashishdagi murakkabliklarni aks ettiradi. Asarda tarixiy muhit o‘zgargan sari, personajlarning hayotidagi o‘zgarishlar ham kuchayib boradi. "Kecha va kunduz" asarining stilistik xususiyatlari, asar davomida ichki va tashqi dunyoning o'zaro bog'lanishi, personajlarning ruhiy holati va ijtimoiy muammolarni tasvirlashda o'ziga xos xususiyatlar bilan ajralib turadi. Cho'lpon o'z asarida til va uslubni chuqur tahlil qilib, psixologik, poetik, dialektik va ijtimoiy realizm elementlaridan foydalanib, qahramonlarning hayotini va jamiyatdagi o'zgarishlarni yanada boyitadi. "Kecha va kunduz" asaridagi stilistik xususiyatlar Cho'lponning adabiy uslubini shakllantiradi va asar mazmunining chuqurligini ta'minlaydi. Asarda vaqt metaforasi, psixologik tasvirlash, xalq uslubi va sotsialistik realizm kabi usullar orqali personajlarning ichki kurashlari va jamiyatdagi o'zgarishlar realistik va poetik tarzda aks ettirilgan. Kecha va kunduz orasidagi ziddiyat, personajlarning ruhiy holatini va ularning rivojlanishini ta'kidlaydi. Poetik ifodalar va psixologik monologlar orqali Cho'lpon asarini yanada jonli va ta'sirli qiladi. Asarda tashqi va ichki voqealar o'rtasidagi paralellik, personajlarning o'zgarishlarini yoritishda muhim rol o'ynaydi. Shuningdek, sotsialistik realizm elementi ijtimoiy muammolarni chuqur tahlil qiladi. Umuman olganda, asar shaxsiyatning ma'naviy o'sishi va jamiyatdagi o'zgarishlarni tasvirlashda katta ahamiyatga ega.

Foydalanilgan adabiyotlar:

1. Cho‘lpon. Kecha va Kunduz. Toshkent: “Yozuvchi nashriyoti, 1983.
2. U. Mirzaahmedov. Cho‘lpon va uning adabiy merosi. Toshkent: O‘zbekiston Yozuvchilar Uyushmasi, 2015.

3. I. Jabbarov. O‘zbek adabiyotida realism(tahlil va yondashuvlar”. Toshkent: “Fan” nashriyotii, 2008.
4. B. Abdullayev. Adabiyotshunoslik asoslari. Toshkent: O‘zbekiston, 2007.
5. A. Xolmatov. Cho‘lponning adabiy merosi: Psixologik va sotsialistik analiz. Toshkent: Akademnashr, 2010.

O‘ZBEK TILIDA SO‘Z YASALISH USULLARI

Karimov I
Samarqand davlat chet tillari instituti
Xorijiy til va adabiyoti 2-bosqich 2324-guruh talabasi
+998940125504
Xamrakulova A
SamDChTI o‘qituvchisi

Annotatsiya: Ma’lumki har bir tilning asosini so‘z tashkil qiladi. Biz har kuni ishlatadigan so‘zimiz turli xil usullar bilan yasaladi. Ushbu maqola orqali o‘zbek tilida so‘z yasalish usullari haqida kengroq bilib olamiz.

Kalit so‘zlar: so‘z turkumlari, mustaqil so‘z turkumlari, yordamchi so‘zlar, affiks, suffiks, asos, qo‘shimcha, sodda ,yasama, morfema

Annotation: It is known that words are the basis of every language. The words we use every day are made in different ways. Through this article, we will learn more about the ways of forming words in Uzbek.

Key words: word classes, independent word classes, auxiliary words, affix, suffix, simple, derivative, morpheme.

So‘z yasalishi, umuman, qanday usul, qanday vosita bilan bo‘lmasin yangi leksik ma’noli so‘z hosil qilishdir.Masalan, ish-chi (-chi qo‘shimchasi bilan yasalgan), gulbeor (2 yasovchi asosning birikuvidan yasalgan) va boshqalar.So‘z yasalishi tilshunoslikning ayrim bir bo‘limi sifatida so‘zlarning yasalishini (yasama so‘z), yangi leksik birlik hosil qilishning qonun-qoidalarini, vositalarini, so‘z yasalishi strukturasini (tarkibini) tekshiradi. Demak, bu sohaning obyekti yasama so‘zdir.

O’zbek tilida quyida keltirilgan so’z yasash usullari mavjud:

1. Affiksatsiya usuli
2. Takrorlash usuli
3. Semantik usul
4. Kompozitsiya usuli
5. Abbreviatsiya usuli
6. Fonetik usul

Affiksatsiya usuli. So`zga so`z yasovchi affiks qo`shish bilan yangi so`z hosil qilish affiksatsiya usuli deyiladi. Masalan, paxtakor, sinfdosh, quvonch, do`stlik, ochiq, tirishqoq, serjilo, ilmiy, o`yla, kengay, shodlan, tinchi, tasodifan, oqilona, ko`pincha, ertalab va boshqalar. So`z yasovchi affikslar o`zbek tilida asosan suffiks

tarzida qo`llanib, so`z o`zagidan so`ng qo`shilib keladi. Ba'zan bunday affikslar o`zak oldiga prefiks tarzida qo`shilib, yangi ma'nodagi so`z yasashi mumkin. Masalan, serhosil, serunum, badavlat, ba'mani, beminnat, beg`araz, noo`rin, nohaq, badfe'l, badbashara va h.k. O`zbek tilida so`z yasovchi affikslardan tashqari, o`z xususiyatlari bilan affikslarga juda yaqin turadigan xona, noma, obod kabi so`z-affikslar ham mavjud. Bunday so`z-affikslar tilshunoslikda affiksoidlar deb ham yuritiladi: ishxona, mehmonxona,oshxona, qabulxona, tabriknoma, Xalqobod, Yangiobod.

Takrorlash usuli. Bunda so‘zlar takrorlanib yangi so‘zlar yasaladi: paqpaq (o‘yin), tur-tur (turish), bip-bip (avtobus), pat-pat (mototsikl), xola-xola (o‘yin),manman, yo‘l-yo‘l (rang), es-es (zo‘rg‘a). Takroriy so‘zlarning hammasi ham yasama emas. Bunda ham yangi ma'no yasalsagina, yasama so‘z hisoblanadi: tez-tez, katta-katta kabi takroriy so‘zlar yasama emas, bunda ma'no kuchaytirilgan, xolos.

Semantik usul. Bu usulga binoan, so`z ma'nosida o`zgarish ro`y berib, ma'nosi boshqaboshqa, shaklan o`xshash yangi so`z hosil bo`ladi: kun – sutkaning yorug` qismi, kun - quyosh, planeta; ko`k – osmon, ko`k- havorangga o`xshash rang, bir – son, birga, birdan, birda – ravish, o`g`il bola (sifat) - O`g`il keldi (ot).

Kompozitsiya usuli. Birdan ortiq mustaqil ma'noli so`z yoki so`z shakllarining qo`shiluvi, birikuvi orqali yangi so`z yasash kompozitsiya usuli bilan so`z yasash deyiladi. Bu usul bilan qo`shma, ayrim juft so`zlar hosil qilinadi. Masalan, guldasta, gultojixo`roz, asalari, tomorqa, xushfe'l, rahmdil, olijanob, hozirjavob, havorang, e'lon qilmoq, rad etmoq, olib kelmoq,olib chiqmoq, har gal, yonma-yon, zo`r-bazo`r,ketma-ket va boshqalar.

Abbreviatsiya usuli. Bu usulga ko`ra, bir butun holda qo`llanadigan to`g`ri ma'noli turg`un birikmalarning qismlari har xil yo`l bilan qisqartirilib so`z hosil qilinadi. Bu usul rus tilidan kirgan bo`lib, qisqartma otlar shu usulda yasaladi: BMT – Birlashgan Millatlar Tashkiloti, MDH - Mustaqil davlatlar hamdo`stligi, ATS – Avtomatik telefon stantsiyasi, ToshMI – Toshkent meditsina instituti, filfak – filologiya fakulteti, akademlitsey – akademik litsey, peduniversitet – pedagogika universiteti va boshqalar.

Fonetik usul. Bu usulga ko`ra, so`zda fonetik o`zgarish yuz berib, yangi so`z hosil qilinadi. Chunonchi, so`z urg`usining o`rnini almashtirish natijasida boshqa-boshqa so`z turkumiga doir so`zlar hosil bo`lishi mumkin: yózma (fe'l) - yozmá (sifat, súzma (fe'l) - suzmá (ot), fi' zik (ot) fizík (sifat), akadémik (ot), aka'demik – (sifat) va boshqalar.

So`zlarning tuzilish jihatdan turlari quyidagilar:

1. Sodda so'zlar. Sodda so'zlar ikki xil bo'ladi: tub so'z, yasama so'z. Tarkibida so'z yasovchi qo'shimcha bo'lmagan sodda so'zlar tub so'z deyiladi: kitoblar,

ko’proq, pishdi, yaxshiroq. So’z yasovchi qo’shimcha qo’shilishi bilan yasalgan sodda so’zlar yasama so’z deyiladi: uzumzor, guldon, oqla. Yasama so’z o’zak va yasovchidan iborat bo’ladi: bil+im, suv+chi.

2. Qo’shma so’zlar: tomorqa, asalari, kamgap, sotib olmoq.

3. Qisqartma so’zlarning barchasi yasamadir: BMT, O’zMU, TDPU, pedkengash.

4. Juft so’zlar: Ma'no jihatidan bir-biriga mos kelib, jamlik, umumiylikma'nosini bildirgan so’z juft so’z deyiladi. Juft so’zlar qismlari ma'no bildirish – bildirmasligiga ko’ra quyidagi turlarga bo’linadi:

1) har ikki qismi ham yakka holda mustaqil ma'no bildirishi mumkin: qozon-tovoq, arpa-bug’doy, katta-kichik, bir-ikki, siz-biz, unga-bunga, asta-sekin;

2) ikkinchi qismi yakka qo’llanmaydigan so’z bo’lishi mumkin: kiyim-kechak, yosh-yalang, temir-tersak;

3) birinchi qismi mustaqil ma'no bildirmasligi mumkin: qo’ni-qo’shni, to’s-to‘polon;

4) har ikkala qismi ham ma'no ifodalamasligi mumkin: ikir-chikir, halanhihasanhi, poyintar-soyintar, uvali-juvali, apil-tapil. Juft so’zlar qismlari ma'no jihatdan bir necha xil bo’ladi:

- bir turdagi yaqin predmetlarning nomlari: qosh-qovoq, oltin-kumush, qovun-tarvuz;

-sinonim so’zlar: kuch-quvvat, asta-sekin, keksa-qari;

- butun va bo’lak nomlari: oy-kun, vaqt-soat, tog’-tosh;

-antonim so’zlar: kecha-kunduz, yaxshi-yomon, katta-kichik. Juft so’zlarning yasalishiga ko’ra turlari: tub juft so’zlar: sabzi-piyoz, katta-kichik, o’ynab-kulib; yasama juft so’zlar: omon-eson, kecha-kunduz, bordi-keldi, kuydi-pishdi.

-birikmali so’zlar. Bitta so’roqqa javob bo’ladigan, lekin tarkibidagi so’zlarning ma’no mustaqilligi uncha yo’qolmagan so’zlar birikmali so‘zlar deb ataladi. Bunday so’zlar ko’proq sifat turkumida uchraydi: oliy ma’lumotli (yigit), sochi uzun (qiz), yumshoq fe’l (odam).

-takroriy so’zlar: Bir so’zning qo’shaloq kelishidan hosil bo’lgan so’zlar takroriy so’z deyiladi: baland-baland, qator-qator, non-pon, choy-poy, don-dun, irim-chirim.

Takroriy so’zlar ko’plik, davomiylik, takror kabi ma'nolarni bildiradi: etak-etak gul, ayta-ayta charchadim. Takroriy so’zlarda ayni bir so’zning takror holda qo’llanishi natijasida grammatik ma'no ifodalanadi. Ma'noni kuchaytirish uchun ketma-ket keltiriladigan so’zlar takroriy so’zlar hisoblanmaydi: Havoni qara, havoni! Takroriy so’zlar ham yasalishiga ko’ra ikki xil bo’ladi: tub takroriy so’zlar: katta-katta, ikkita-ikkita, o’ynabo’ynab, yura-yura; yasama takroriy so’zlar: yor-yor,

yashik-yashik, qator-qator, bilinar-bilinmas, marjonmarjon, shu-shu, o’sha-o’sha, es-es, bora-bora (yo’qoldi), qayta-qayta (so’radi).

Foydalanilgan adabiyotlar ro`yxati:

1. U.Tursunov, N.Muxtorov, SH.Rahmatullayev. «Hozirgi o'zbek adabiy tili» 1992 yil
2. A.Abduazizov. «O'zbek tili fonologiyasi va morfologiyasi Toshkent, 1992 yil
3. S.Rahimov, B.Umurqulov, Hozirgi o'zbek-adabiy tili» Toshkent, 2001 y
4. S.Rahimov, B.Umurqulov, «Hozirgi o'zbek adabiy tili» Toshkent, 2003 y
5. SH. Shoabdurahmonov, M.Asqarova, A.Hojiyev. «Hozirgi o'zbek adabiy tili» II qism. Toshkent, «O'qituvchi» nashriyoti, 1980 yil

THE IMPORTANCE OF PRACTISING CULTURAL TRANSLATION

Nishonboyeva Farangiz Yardam qizi
Namangan davlat chet tillari instituti talabasi
Gulhayo Baxtiyorova
Namangan davlat chet tillari instituti o'qituvchisi

Annotatsiya: Cultural translation is essential in our interconnected world as it bridges gaps between diverse cultures, allowing for clearer and more meaningful communication. Unlike simple word-for-word translation, cultural translation involves interpreting the values, idioms, and social norms of one culture and effectively conveying them in another language. This practice is crucial in fields such as international business, media, and diplomacy, where accurate understanding can foster trust, respect, and smoother interactions. By preserving the original message's intent and context, cultural translation enhances cross-cultural understanding, reduces misunderstandings, and promotes inclusivity, making it a vital skill in today's global society.

Keywords: Cultural words, social norms of one culture, international business words, misunderstandigs

Annotatsiya: Madaniy tarjima bizning o‘zaro bog‘langan dunyomizda muhim rol o‘ynaydi, chunki u turli madaniyatlar o‘rtasidagi farqlarni bartaraf etishga, yanada aniq va chuqur muloqotni ta’minlashga yordam beradi. So‘zma-so‘z tarjimadan farqli o‘laroq, madaniy tarjima bir madaniyatning qadriyatlari, iboralari va ijtimoiy normalarini talqin qilish va ularni boshqa tilda samarali yetkazishni o‘z ichiga oladi. Bu amaliyot xalqaro biznes, media va diplomatiya kabi sohalarda ayniqsa muhim, chunki aniq tushunish ishonch, hurmat va yanada silliq o‘zaro munosabatlarni ta’minlaydi. Asl xabarning ma’no va kontekstini saqlab qolgan holda, madaniy tarjima madaniyatlararo tushunishni oshiradi, tushunmovchiliklar sonini kamaytiradi va inklyuzivlikni rag‘batlantiradi, bu esa uni zamonaviy global jamiyatda muhim ko‘nikmaga aylantiradi.

Kalitso'z: madaniy so‘zlar, bir madaniyatning ijtimoiy normalari ,xalqaro biznesga oid so‘zlar, tushunmovchiliklar.

Аннотация: Культурный перевод играет важную роль в нашем взаимосвязанном мире, так как помогает преодолевать разрывы между различными культурами, обеспечивая более четкое и глубокое общение. В отличие от буквального перевода, культурный перевод предполагает интерпретацию ценностей, идиом и социальных норм одной культуры и их эффективное передача на другом языке. Эта практика особенно важна в таких

сферах, как международный бизнес, медиа и дипломатия, где точное понимание способствует доверию, уважению и более гладкому взаимодействию. Сохраняя смысл и контекст оригинального сообщения, культурный перевод повышает межкультурное взаимопонимание, снижает количество недоразумений и способствует инклюзивности, что делает его важным навыком в современном глобальном обществе.

Ключевые слова: Культурные слова, социальные нормы одной культурыслова, относящиеся к международному бизнесу, недоразумения

In today's globalized world, interactions between people of diverse cultures and backgrounds are increasingly common. To bridge cultural divides and prevent misunderstandings, cultural translation has become more significant than ever. Cultural translation goes beyond the direct translation of words; it involves conveying the cultural and contextual meanings embedded in the source language accurately in the target language. This practice is crucial in fostering international relationships, developing business interactions, and facilitating cross-cultural communication.

What is Cultural Translation?

Cultural translation includes interpreting not only the literal words of a content but also the cultural nuances, idioms, values, and social norms. It demands an understanding of both the source and target cultures, ensuring that the message is accurately conveyed and resonates with the audience. This is particularly relevant in fields look like literature, marketing, media, and diplomacy, where words single cannot completely capture the intended meaning without cultural context.

What are some tools and approaches to use in cultural translation?

There are different type of sources translators can use to aid their understanding of culture and their subsequent translations. These include language translation software programs, bilingual dictionaries, cultural guides, localization tools, and more.

Why is Cultural Translation Important?

Enhances Cross-Cultural Understanding: Cultural translation assists prevent misunderstandings that could arise due to differences in cultural backgrounds. Translators who practice cultural sensitivity can help audiences connect more deeply with the message by bridging cultural gaps

2. Builds Trust in International Business: In global business, clear communication is significant for successful negotiations, contracts, and partnerships. By incorporating cultural translation, businesses demonstrate respect for other cultures, enhancing trust and building strong international relationships.

3. Preserves the Original Message: A literal translation can distort or even lose the initial message's intent. Cultural translation preserves the essence of the initial text, ensuring the message is both accurate and meaningful to the target audience.
4. Promotes Diversity and Inclusion: Cultural translation values different worldviews and reflects diverse cultural perspectives. This inclusivity not only enriches content but also promotes tolerance and understanding in a multicultural world.

Cultural translation is complex and demandes significant abilityl and knowledge. Translators have to navigate subtle differences in meaning, slang, humor, and historical or cultural references that may not directly translate. This requires both linguistic expertise and a deep understanding of cultural backgrounds, making it a challenging but rewarding task.

Conclusion

Practicing cultural translation is essential in a world where cross-cultural interactions are part of daily life. By ensuring that messages are accurately and meaningfully conveyed across cultures, cultural translation fosters mutual understanding, promotes diversity, and builds stronger global connections. As we continue to connect and collaborate internationally, the role of cultural translation will only grow in importance.

Used literature:

1. Ali, G. (2009). Translation as Colonial Discourse: A Critique of the English Translations of Urdu Classic Bagh-O-Bahar. Doctor of Philosophy in English, Department of English Faculty of Arts, The University of Azad Jammu and Kashmir, Muzaffarabad, Pakistan.
2. Ashcroft, B., et al. (2007). Post-Colonial Studies: The Key Concepts. Second Edition. New York, and London: Routledge.
3. Bassnett, S., & Trivedi, H. (1999). Introduction: Of Colonies, Cannibals and Vernaculars. In S. Bassnett & H. Trivedi (Eds.). Post-colonial Translation: Theory and Practice (pp. 1-8). London, and New York: Routledge

ВЛИЯНИЕ УСТНОГО НАРОДНОГО ТВОРЧЕСТВА НА КУЛЬТУРУ ЧТЕНИЯ СТУДЕНТОВ

Абдуллаева Икбола Махировна
Старший преподаватель кафедры Русского языка и литературы НамГИИЯ имени Исхакхана Ибрата
Усмоналиева Шахризода Оятулло кизи
Студентка направления 60230100-Филология и обучение языкам (русский язык) НамГИИЯ имени Исхакхана Ибрата

Аннотация: В данной статье рассматриваются основные аспекты воздействия устного народного творчества на читательские навыки и литературное восприятие молодежи, а также его роль в воспитании интереса к литературе и чтению. В статье подчеркивается значимость устного народного творчества в образовательной среде и его влияние на развитие читательской культуры у студентов.

Ключевые слова: устное народное творчество, фольклор, чтение, книга, текст, художественный образ, культура чтения, культурное наследие, самоанализ, формы фольклора.

В современном мире, насыщенном цифровыми технологиями, культура чтения подвергается значительному испытанию. Современные студенты живут в мире, где информация доступна в огромном количестве и различных форматах. Цифровые технологии, несомненно, обогащают жизнь, но также влияют на формирование культуры чтения. Сегодня чтение сталкивается с серьезными вызовами, но вместе с тем открываются новые возможности для его развития. Студенты, будучи представителями молодого поколения, все чаще прибегают к поиску информации в интернете, игнорируя традиционные методы чтения. Однако, устное народное творчество, как неотъемлемая часть культурного наследия, может сыграть важную роль в формировании и развитии культуры чтения у современных студентов. Устное народное творчество, как важная составляющая культурного наследия, оказывает значительное влияние на формирование культуры чтения у студентов.

Устное народное творчество охватывает разнообразные формы фольклора, такие как сказки, былины, пословицы, песни, загадки, анекдоты и др. Эти жанры не только передают жизненный опыт, традиции и ценности

народа, но и формируют базовые навыки восприятия текста, что особенно актуально в современном образовательном процессе.

Устное народное творчество является формой культуры. Устное народное творчество служит связующим звеном между поколениями, передавая не только знания, но и эмоциональный опыт. Оно способствует формированию культурной идентичности, что важно для студентов, ищущих свое место в мире. Погружение в фольклор помогает молодому поколению осознать свои корни и ценности.

Устные народные традиции оказывают влияние и формируют у студентов важные читательские навыки:

- Восприятие текста: Слушая народные сказания и легенды, студенты учатся настраиваться на эмоциональный и смысловой контекст произведения.

- Критическое мышление: Анализ фольклорных текстов развивает умение критически подходить к чтению, выявляя основные мотивы и образы.

- Эмоциональная отзывчивость: Контакт с устным народным творчеством способствует развитию эмоциональной отзывчивости, что важно для понимания литературных произведений.

Также фольклор формирует у читателей интерес к литературе. Устное народное творчество может служить мотивацией для студентов, побуждая их к чтению литературных текстов. Знакомство с фольклорными сюжетами, которые часто становятся основой для литературных произведений, стимулирует интерес к чтению. Студенты, вовлеченные в исследования фольклора, с большей охотой обращаются к классической и современной литературе.

Устное народное творчество является источником вдохновения. Сказки, легенды, мифы, песни, пословицы и поговорки, передаваемые из поколения в поколение, закладывают основы нравственности, формируют мировоззрение, развивают воображение. Они позволяют окунуться в мир фантазии, расширяют кругозор, стимулируют интерес к истории и культуре своего народа.

Устное народное творчество несомненно влияет на развитие речи и мышления, так как обладает богатым языком, обилием образных средств и рифм. Чтение текстов фольклора, стимулирует развитие речи, пополняет словарный запас, развивает логическое мышление, способствует лучшему запоминанию информации.

Перечислим методы интеграции устного народного творчества в образовательный процесс:

- Включение текстов фольклора в учебные программы. Изучение сказок, легенд, мифов на уроках литературы, истории, культурологии позволит

студентам глубоко погрузиться в историко-культурный контекст, а также развивать навыки анализа и интерпретации текста.

- Проведение тематических мероприятий. Организация конкурсов чтецов и театрализованных постановок по мотивам фольклорных произведений позволит оживить фольклор, сделать его более привлекательным для современных студентов.

- Использование фольклорных мотивов в современной литературе. Анализ современных произведений, использующих образы, сюжеты, язык устного народного творчества, позволит студентам осознать актуальность фольклора в современном мире.

Раскроем практические аспекты интеграции устного народного творчества в учебный процесс. Для эффективного использования устного народного творчества в образовании необходимо:

- Создание междисциплинарных курсов, объединяющих литературу, историю и социологию, направленных на изучение фольклора.

- Организация творческих мастерских, на которых студенты смогут создавать свои фольклорные произведения или адаптировать народные сюжеты для современных форматов.

- Проведение семинаров и лекций, посвященных роли устного творчества в развитии литературы и культуры.

Перечислим возможности для развития культуры чтения в процессе изучения фольклорных произведений:

- Интеграция цифровых технологий в образовательный процесс: Использование электронных книг, онлайн-библиотек, интерактивных платформ может сделать чтение фольклорных произведений более привлекательным и доступным для студентов.

- Развитие критического мышления и аналитических навыков: Обучение студентов критически оценивать информацию, выявлять достоверность источников фольклорных произведений, анализировать фольклорные тексты необходимо для формирования компетентного читателя.

- Создание мотивирующей среды: Поощрение чтения в учебных заведениях, организация книжных клубов, проведение литературных мероприятий могут стимулировать интерес студентов к чтению.

Таким образом, устное народное творчество является важным инструментом в формировании культуры чтения у студентов. Оно не только развивает читательские навыки, но и воспитывает интерес к литературе,

способствующий всестороннему развитию личности. Внедрение устного народного творчества в учебный процесс поможет создать более глубокое и содержательное отношение молодежи к литературе и культуре в целом. Также устное народное творчество обладает огромным потенциалом для развития культуры чтения у студентов. Включение фольклора в образовательный процесс, использование его в современных творческих проектах позволит не только сохранить и передать культурное наследие, но и воспитать в студентах любовь к чтению, развивать их творческие способности и формировать гармоничную личность.

Культура чтения студентов фольклорных произведений в цифровой эпохе стоит перед серьезными вызовами, но вместе с тем открываются новые возможности для ее развития. Интеграция цифровых технологий, развитие критического мышления, создание мотивирующей среды при чтении произведений народного творчества - ключевые факторы для сохранения и укрепления культуры чтения в современном обществе.

Использованная литература:

1. Абрамова, Г. С. Роль фольклора в формировании речевой культуры студентов. // Вестник Московского государственного лингвистического университета. - 2015. - № 3. - С. 118-124.
2. Пропп, В. Я. Морфология сказки. М.: Лабиринт, 2000. - 288 с.
3. Толстой, Н. И. Сказки русского народа. М.: Детская литература, 1999. - 448 с.
4. Бернштейн, С. Н. Психология чтения. М.: Академия, 2008. - 288 с.
5. Львов, М. Р. Чтение и его нарушения у детей. М.: Просвещение, 2001. - 352 с.
6. Сайт "Русская фольклористика" (www.folklore.ru)
7. Сайт "Народная песня" (www.narodnaya-pesnya.ru)

JAHON ILM-FANI TARAQQIYOTIGA MAHMUD ZAMAXSHARIYNING QO‘SHGAN HISSASI

Ibragimov Sodiqjon Suyarqul o‘g‘li
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti o‘qituvchisi
Madina Mamadaliyeva Husniddin qizi
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti talabasi

Annotatsiya. Mazkur maqola arab tilidagi arab adabiyoti, matnshunoslik, manbashunoslik sohalarini shakillantirishga qaratilgan. Shuningdek, Mahmud Zamaxshariyning arab adabiyotidagi qimmatli asarlariga alohida ahamiyatga ega ekanligiga urg‘u qaratilib, unda olimlarning bergan sharhlari, yondashuv tushunchalari keltirilgan.

Kalit so‘zlari: arab tili grammatikasi, Zamaxshariy adabiyoti, manbalar, qo‘l yozmalar, sharhlar.

Аннотация. Данная статья направлена на формирование направлений арабской литературы, текстологии, источниковедения. Также подчеркивается, что особое значение имеют ценные произведения Махмуда Замахшари в арабской литературе.

Ключевые слова: арабская грамматика, замахшарская литература, источники, рукописи, комментарии.

Abstract. This article is aimed at shaping the fields of Arabic literature, textual studies, source studies. Also, it is emphasized that Mahmud Zamakhshari’s valuable works in Arabic literature are of special importance.

Key words: arabic grammar, Zamakhshari literature, sources, mauscripts, commentaries.

Serquyosh O’zbekistonimiz minglab olimu fozillarga, shoirlarga beshik bo’lgan yurt. Allomalarning ko’plari yurtimizdan uzoqda yashashgan bo’lishsa-da, o’z Vatanlariga bo’lgan sadoqatlarini, mehr-muhabbatlarini pok tutishgan. Vatandosh shoirimiz Zahiiddin Muhammad Bobur ham qayerda bo’lmasin kindik qoni to’kilgan yurtini, xalqini unutmadi, u yerga sodiq qoldi.

Ko’hna va navqiron Xorazm zaminidan jahon fani va madaniyati rivojiga munosib hissa qo’shgan ko’plab buyuk allomalar yetishib chiqqan. SHular qatorida tabarruk zot Abulqosim Mahmud az-Zamaxshariyning ham munosib o’rni bor.

Allomaning to’liq ismi Abul Qosim Mahmud ibn Umar Zamaxshariy. Mahmud Zamaxshariy arab tilidagi nazm va nasr bilan yozilgan 60 dan ortiq ilmiy, badiiy, didaktik asarlar muallifidir. Uning asarlari ro‘yxati turli manbalarda turlicha

keltiriladi. Jumladan, atoqli nemis sharqshunos olimi K.Brokkelman o‘zining – “Arab adabiyoti tarixi” nomli asarida Mahmud Zamaxshariyning 31 ta asari haqida ma’lumot bergan bo‘lsa, doktor Ahmad Muhammad al-Xufiy – “Az-Zamaxshariy” nomli risolasida uning 48 asari boriligini aytib o‘tadi. Akademik A.Rustamov “Mahmud Zamaxshariy” kitobida allomaning 39 ta asari haqida ma’lumot bor. B.Z. Xolidov o‘z maqolasida Zamaxshariyning 55 ta asar yozganligini ta’kidlaydi. Mahmud Zamaxshariy ilmiy merosining yana bir tadqiqotchisi U.Uvvatov “Nozik iboralar” nomli kitobda allomaning 34 ta asariga oid ma’lumot bergan.

“Muqaddimat ul-adab” Arabchadan fors, chig‘atoy, mo‘g‘ul va turk tillariga tarjima qilingan. Manbalarda ta’kidlanishicha, asarning chig‘atoy tilidagi tarjimasi

Zamaxshariyning o‘zi tomonidan amalga oshirilgan. Zotan Xorazmshoh Otsizningtushunishi uchun asarning arabcha matni bilan birgalikda chig‘atoy tilidagi tarjimasi ham yaratilgan, deb bilish o‘rinlidir.

Olimning “Asos al-balog‘a” (“Notiqlik asoslari”) asari, asosan, lug‘atshunoslikka bag‘ishlangan. Unda arab tilining fasohati, mukammalligi haqida so‘z boradi. Fikrni chiroyli ibora va so‘zlar bilan ifodalash, so‘z boyligidan ustalik bilan foydalanish uchun kishi fasohat, balog‘at ilmlaridan yaxshi xabardorbo‘lishi kerak. Buning uchun so‘zni to‘g‘ri, o‘z o‘rnida ishlatish, qoidaga muvofiq so‘zlash va yozish ham kerak bo‘lgan. Bu asarda adabiyotning asosiy qismlari, frazeologik so‘z birikmalari, ularni amalda tatbiq etish yo‘llari chuqur tahlil qilingan.

Olimning “Atvoq uz-zahab fi-l-mavoi’z va-l-xutab” (“Xutbalar va va’zlar bayonida oltin shodalar”) nomli asari – nasihatomuz maqolalar to‘plamidan iborat. Asar birinchi marta 1835-yili olmon olimi Fon Xomir tomonidannemischaga tarjima qilinib, arabcha matni bilan nashr etilgan. O‘ttiz yilcha o‘tgach, fransuzchaga tarjima qilinib, 1886-yili Parijda chop etilgan. 1873-yili hamusmonli turk tiliga tarjima qilinib, Istanbulda nashrdan chiqqan.

Mahmud Zamaxshariyning “Rabi’ ul-abror va nusus ul-axyar” (“Ezgular bahori va yaxshilar bayoni”) asarida adabiyot, tarix va boshqa fanlarga oid hikoyalar, latifalar, suhbatlarning eng saralari jamlangan. Olimning aruz vazni haqida bahs yurituvchi “Al-Kustos fi-l-aruz” (“Aruzda o‘lchov (mezon)”) asari muhim manbalardan hisoblanadi. Alifbo tartibida yig‘ilgan arab maqollari, masallariga bag‘ishlangan boshqa bir asarini “Al-Mustaqso fi-l-amsol” (“Nihoyasiga yetgan masallar”) deb atadi. “Maqomat” (“Maqomlar”) – ellik maqomdan iborat bo‘lib, qofiyali nasr – saj’ uslubining nozik namunalarini o‘zida mujassam etgan muhim asardir. “Devon ush-she’r” kitobi ham diqqatga sazovor asarlardan sanaladi.

Mahmud Zamaxshariyning “Navobig‘ ul-kalim” (“Nozik iboralar”) asari esa arab lug‘atlarini o‘rganishga bag‘ishlangan yuksak did bilan yozilgan. Bu asar dastlab fransuz tiliga tarjima qilinib, asl nusxasi bilan birgalikda 1876-yili Parijda, 1870-yili

Qohirada, 1884-yili Bayrutda, 1896-yili esa Qozon shahrida nashr etilgan. Zamaxshariy adabiyot, tafsir, hadis, fiqh ilmlari bo‘yicha ham mukammal asarlar yaratgan. Olimning “Asos al-balog‘a” (“Notiqlik asoslari”) asari asosan lug‘atshunoslikka bag‘ishlangan. Unda arab tilining fasohati, mukammalligi haqida so‘z boradi. Fikrni chiroyli ibora va so‘zlar bilan ifodalash, so‘z boyligidan ustalik bilan foydalanish uchun kishi fasohat, balog‘at ilmlaridan yaxshi xabardor bo‘lishi kerak. Buning uchun so‘zni to‘g‘ri, o‘z o‘rnida ishlatish, qoidaga muvofiq so‘zlash va yozish ham kerak bo‘lgan. Bu asarda adabiyotning asosiy qismlari, frazeologik so‘z birikmalari, ularni amalda tadbiq etish yo‘llari chuqur tahlil qilingan.

Mahmud Zamaxshariyning g‘oyatda keng tanilgan “Kashshof an haqoiq it- tanzil va uyun ilaqovil fi vujuh it-ta’vil” (“Qur’on haqiqatlari va uni sharhlash orqali so‘zlar ko‘zlarini ochish”) asari Qur’on tafsiriga bag‘ishlangan. “Kashshof”

Zamaxshariyning o‘zi tomonidan amalga oshirilgan. Zotan Xorazmshoh Otsizningtushunishi uchun asarning arabcha matni bilan birgalikda chig‘atoy tilidagi tarjimasi ham yaratilgan, deb bilish o‘rinlidir.

Olimning “Asos al-balog‘a” (“Notiqlik asoslari”) asari, asosan, lug‘atshunoslikka bag‘ishlangan. Unda arab tilining fasohati, mukammalligi haqida so‘z boradi. Fikrni chiroyli ibora va so‘zlar bilan ifodalash, so‘z boyligidan ustalik bilan foydalanish uchun kishi fasohat, balog‘at ilmlaridan yaxshi xabardorbo‘lishi kerak. Buning uchun so‘zni to‘g‘ri, o‘z o‘rnida ishlatish, qoidaga muvofiq so‘zlash va yozish ham kerak bo‘lgan. Bu asarda adabiyotning asosiy qismlari, frazeologik so‘z birikmalari, ularni amalda tatbiq etish yo‘llari chuqur tahlil qilingan.

Olimning “Atvoq uz-zahab fi-l-mavoi’z va-l-xutab” (“Xutbalar va va’zlar bayonida oltin shodalar”) nomli asari – nasihatomuz maqolalar to‘plamidan iborat. Asar birinchi marta 1835-yili olmon olimi Fon Xomir tomonidannemischaga tarjima qilinib, arabcha matni bilan nashr etilgan. O‘ttiz yilcha o‘tgach, fransuzchaga tarjima qilinib, 1886-yili Parijda chop etilgan. 1873-yili hamusmonli turk tiliga tarjima qilinib, Istanbulda nashrdan chiqqan.

Mahmud Zamaxshariyning “Rabi’ ul-abror va nusus ul-axyar” (“Ezgular bahori va yaxshilar bayoni”) asarida adabiyot, tarix va boshqa fanlarga oid hikoyalar, latifalar, suhbatlarning eng saralari jamlangan. Olimning aruz vazni haqida bahs yurituvchi “Al-Kustos fi-l-aruz” (“Aruzda o‘lchov (mezon)”) asari muhim manbalardan hisoblanadi. Alifbo tartibida yig‘ilgan arab maqollari, masallariga bag‘ishlangan boshqa bir asarini “Al-Mustaqso fi-l-amsol” (“Nihoyasiga yetgan masallar”) deb atadi. “Maqomat” (“Maqomlar”) – ellik maqomdan iborat bo‘lib, qofiyali nasr – saj’ uslubining nozik namunalarini o‘zida mujassam etgan muhim asardir. “Devon ush-she’r” kitobi ham diqqatga sazovor asarlardan sanaladi.

Mahmud Zamaxshariyning “Navobig‘ ul-kalim” (“Nozik iboralar”) asari esa arab

lug‘atlarini o‘rganishga bag‘ishlangan yuksak did bilan yozilgan. Bu asar dastlab fransuz tiliga tarjima qilinib, asl nusxasi bilan birgalikda 1876-yili Parijda, 1870-yili Qohirada, 1884-yili Bayrutda, 1896-yili esa Qozon shahrida nashr etilgan. Zamaxshariy adabiyot, tafsir, hadis, fiqh ilmlari bo‘yicha ham mukammal asarlar yaratgan. Olimning “Asos al-balog‘a” (“Notiqlik asoslari”) asari asosan lug‘atshunoslikka bag‘ishlangan. Unda arab tilining fasohati, mukammalligi haqida so‘z boradi. Fikrni chiroyli ibora va so‘zlar bilan ifodalash, so‘z boyligidan ustalik bilan foydalanish uchun kishi fasohat, balog‘at ilmlaridan yaxshi xabardor bo‘lishi kerak. Buning uchun so‘zni to‘g‘ri, o‘z o‘rnida ishlatish, qoidaga muvofiq so‘zlash va yozish ham kerak bo‘lgan. Bu asarda adabiyotning asosiy qismlari, frazeologik so‘z birikmalari, ularni amalda tadbiq etish yo‘llari chuqur tahlil qilingan.

Mahmud Zamaxshariyning g‘oyatda keng tanilgan “Kashshof an haqoiq it- tanzil va uyun ilaqovil fi vujuh it-ta’vil” (“Qur’on haqiqatlari va uni sharhlash orqali so‘zlar ko‘zlarini ochish”) asari Qur’on tafsiriga bag‘ishlangan. “Kashshof”

Zamaxshariy Makkada turgan paytida, uch yil davomida (1132–1134) yozilgan. Dunyoning turli qo‘lyozma xazinalarida “Al-Kashshof”ning yuzga yaqin qo‘lyozmalari va asarning o‘ziga bitilgan yigirmadan ortiq sharh va hoshiyalar mavjud. Nemis sharqshunosi Karl Brokkelman dunyoning turli qo‘lyozma xazinalarida “Al-Kashshof”ning yuzga yaqin qo‘lyozmalari va asarning o‘ziga bitilgan yigirmadan ortiq sharh va hoshiyalar borligi haqida yozishi az-Zamaxshariy asarining katta shuhratidan dalolat beradi. Qohiradagi mashhur Al-Azhar universitetining talabalari ham boshqa tafsirlar bilan bir qatorda Zamaxshariyning ushbu asari asosida Qur’on o‘rganadilar. Asarlarining qo‘lyozmalari Germaniya, Misr, Turkiya, Eron, Fransiya va Rossiyada saqlanadi.

Zamaxshariy Makka amiri, olim va adib Abul Hasan Ali ibn Hamza ibn Vahhos as-Sulaymon bilan do‘st edi. Ibn Vahhos o‘z mamlakatining geografiyasi bilan juda yaxshi tanish bo‘lgan. Zamaxshariy ibn Vahhos ma’lumotlariga tayanib, o‘zining Hijozga qilgan safaridan olgan shaxsiy kuzatishlari asosida yozgan “Kitobul-jibol val-amkina val-miyoh” (“Tog‘lar, joylar va suvlar haqida kitob”) nomli asarida jug‘rofiy joylar, tog‘lar va dengizlarga doir qimmatbaho ma’lumotlar keltiradi. Zamaxshariyning bu asari G‘arb olimlari o‘rtasida ham mashhur bo‘lgan, 1856 yili gollandiyalik arabshunos olim Salverda de Grave tomonidan mukammal tadqiq qilingan holda nashr etilgan.

Mahmud Zamaxshariyning sarf ilmiga oid qisqa va ixcham shaklida yozilgan“Mufiyd fi at-tasriif” nomli tasrif ilmini o‘z ichiga oluvchi mo‘jaz kitob hisoblanadi.“Mufiyd fi at-tasriif” Kitobining mavzulari tushunarsiz sarflash qoidalariga to‘xtalmaydigan va batafsil yondashmaydigan qisqa mavzulardan iborat.

Shuningdek kitob fe’lning tuslanishi, fe’ldan yasalgan ismlar uch va to‘rt o‘zakli

fe’llarning boblari, uch va to‘rt o‘zakli maziyd fe’l boblarining tuslanish vaznlari, o‘timli o‘timsiz fe’llar va shu kabi fe’l so‘z turkumiga oid barcha mavzularni o‘z ichiga oladi. Kitob bir nusxaga ega va u Birlashgan Arab Amirliklarida Majid qo‘lyozmalar markazida 256267 raqami ostida saqlanadi. Uning asl nusxasi umumiy marashiy kutubxonasida 4047 raqami bilan saqlanib kelmoqda.

Alloma Mahmud Аз-Замахшарийнинг tengsiz bilim tafakkuriga yo’g’rilgan bebaho asarlari u hayotlik chog’idayoq butun musulmon yurtiga keng yoyilgan va noyob iste’dod egasiga katta shuhrat keltirgan edi. Men ham arab tili rivojiga munosib hissa qo’shgan Allomani ajdodlarimiz chuqur hurmat va mehr bilan ta’rif va tavsiflashan ”Ustoz ul-arab va-l-ajam” (“Arablar va g’ayri arablar ustozi”), “Faxru Xvarazm” (“Xorazm faxri”) kabi sharafli iboralar bilan qayta-qayta atashni o’zimni burchim deb bilaman.

Foydalanilgan adabiyotlar ro‘yxati:

1. Nosirova M. O‘rta asr arab nahvidan namunalar. – T.: TDSHI, 2004. –B. 5
2.315.ص
.1975

برو كلمان كارل. تاريخ ألدب العربي. دار المعارف بمصر. الجزء الخامس.

أحمد محمد الخوني. الزمخشري. القاهرة. دار الفكر العربي. 1966. ص. 58 3.

بيان محمد اب المفيد ني النصريف تصويف الشيخ إلمام جار الله العالّمة نخر خوارزم محمود .4ص-. م2012 نتاح الجباوي

5. Rustamov A. Mahmud Zamaxshariy. –T.: Fan, 1971. B: 10-12
6. Халидов Б. З. Замахшари //Семитские языки. Вып. 2 (Часть 2). Материалы первой конференции по семитским языкам. 26-28 октября, 1964г. -С. 153
7. Islomov Z. Mahmud Zamaxshariy ilmiy merosi.-T.: 2021.-S.9
8. O‘zbek tilining izohli lug‘ati: - T., 2006.
9. Баранов Х. Арабско-русский словарь. - М ., 1985.
10. Faruk Abu-Chacra. Arabic: An Essential Grammar. Routledge, 200

ПУШКИНСКИЕ МОТИВЫ В РОМАНЕ «МИНУВШИЕ ДНИ» А.КОДИРИ

Абдусаматов Мавлонжон Мукаррамжон угли
преподаватель НамГИИЯ имени И.Ибрата
abdusamatovmavlonjon@gmail.com +998 94 3003116
Мамаджонова Зилола Кодир кизи
студент II курса НамГИИЯ имени И.Ибрата
bilolmamadjanov2008@icloud.com +998 90 5554536

ANNOTATSIYA: Mazkur maqolada A. Qodiriyning «O‘tkan kunlar» romanida qahramonlarning tipik obrazlarini yaratishda Pushkin romantizmi motivlari, realizm elementlari mavjudligi, «Kapitan qizi» qissasi bilan qiyoslash usuli yordamida ochib berishga harakat qilingan. Tadqiqot doirasida tahlil qilingan personajlar tizimi o‘zaro qiyoslash va xulosalarni umumlashtirish uchun jadvalga solingan. Qo‘lga kiritilgan natijalar asosida qisqacha xulosa berilgan. Bundan tashqari har ikki asarning o‘z davri uchun qanday ahamiyat kasb etgani, badiiy adabiyotni rivojlantirishdagi o‘rni va dolzarbligi borasida qisqacha to‘xtalib o‘tilgan.

Kalit so‘zlar: qahramon tipi, romantik motivlar, ayol qahramonlar tipi, romanistika, romanchilik maktabi, san’at, adabiy yo‘nalishlar, g‘arbiy yevropa adabiyoti.

АННОТАЦИЯ: В данной статье сделана попытка раскрыть мотивы пушкинского романтизма, наличие элементов реализма в создании типичных образов героев в романе А. Кодири «Минувшие дни», используя метод сравнения с повестью «Капитанская дочка». Система персонажей, проанализированная в рамках исследования, была нанесена в таблицу для взаимного сравнения и обобщения выводов. На основании полученных результатов дается краткое заключение. Далее кратко рассказывается о значении обоих произведений для своего времени, их роли и актуальности в развитии художественной литературы.

Ключевые слова: тип героя, романтические мотивы, тип женских образов, романистика, школа романистики, искусство, литературные направления, западноевропейская литература.

ANNOTATION: In this article, an attempt is made to reveal the motives of Pushkin's romanticism, the presence of elements of realism in the creation of typical images of heroes in A. Kadyri's novel «Bygone Days», using the method of comparison with the story «The Captain's Daughter». The character system analyzed in the framework of the study was tabulated for mutual comparison and

generalization of conclusions. Based on the results obtained, a brief conclusion is given. The following briefly describes the significance of both works for their time, their role and relevance in the development of fiction.

Keywords: type of hero, romantic motives, type of female images, romanistics, the school of novelistics, art, literary trends, Western European literature.

ВВЕДЕНИЕ (INTRODUCTION)

Этапы исторического развития ни одного вида искусства немыслимы без внешних и внутренних политико-социальных, экономических и культурных влияний. Если рассматривать художественную литературу среди видов искусства как наиболее близкую к человеческой сущности, то ее изменение в разные исторические периоды на основе определённых направлений, течений, идей и проблем, подражание передовым литературным жанрам и представителям следует рассматривать как естественный процесс.

В русской литературе, в частности, в так условно называемых – просветительских, золотых веках 18-19 вв., имеются много научных работ, посвященных подражанию традиционной западной литературе, обогащению национальных литературных мотивов элементами европейской литературы. В целом большинство научных работ (А.Н. Веселовский, М. Покровский, А. Садов и др.) по этому вопросу освещает специфику сложившихся в мировой литературе школ, в том числе школы русской романистики.

Что касается узбекской литературы, то, в отличие от русской, становление школы романистики приходится на начало 20 века. Первым опытом на этом поприще считается роман А. Кодири “Минувшие дни". В научных трудах по изучению отечественной литературе нашли отражение многие исследования (М. Солихов, Н. Хатамов, Б. Саримсаков, Д. Куронов и др.) посвященные своеобразию школы романистики Кодири, художественных особенностях ее первого романа, идеи, проблематики, тематики, личной позиции автора, а также изучению проблем его перевода на другие языки.

Тем не менее, научных работ о существовании традиций европейской художественной литературы в узбекской романистике, в том числе и в творчестве Кодири, очень мало, если можно так выразиться, практически не существуют.

Учитывая вышесказанное, в данной статье мы попытаемся на некоторых примерах доказать наличие элементов романтизма в романе “Минувшие дни” А. Кодири.

Целью данной статьи является обнаружить элементы романтизма и Пушкинских мотивов в романе «Минувшие дни».

МЕТОДЫ ИССЛЕДОВАНИЯ (METHODS):

В ходе исследовательской работы для сбора и анализа информации нами были использованы такие методы, как анализ текстов, сравнительный анализ. В качестве объектов исследования были выбраны повесть «Капитанская дочка» А. Пушкина и роман «Минувшие дни» А. Кодири.

РЕЗУЛЬТАТЫ (RESULTS)

Роман «Минувшие дни» Абдуллы Кодири, заложивший основы узбекской реалистической прозы, и сегодня актуален и переиздается тысячными тиражами. Академик Е. Э. Бертельс, известный востоковед, отмечал, что роман Кодири «всем своим строем, всем своим своеобразным стилем является узбекскими романами» [4]. Он считал, что Кодири создал шестую школу романа в мировой литературе, помимо французской, русской, английской, немецкой и индийской.

Важно подчеркнуть, что Кодири не просто имитирует Пушкина, а использует его мотивы, переосмысливая их в контексте узбекской культуры и истории, что делает «Минувшие дни» уникальным произведением. Этот подход обеспечивает роману актуальность и повышенный интерес читателей.

В таблице приводится сравнительный анализ «Минувших дней» и «Капитанской дочки» А.С. Пушкина.

Капитанская дочка (1836)	**Минувшие дни (1910)**
Произведение является ярким примером реализма, хотя оно во многом реалистично, присутствует и романтические черты: идеальные образы, восхищение природой, описания чувств.	Первый реалистический роман узбекской прозы, но и присутствует элементы романтизма: Атабек идеализирует Кумуш, воспринимая ее как совершенство. Произведение сосредоточено на внутренний мир: чувствах, переживаниях, мечтах Атабека.
Мастерски использует элементы народного фольклора (пословицы, поговорки, диалекты) Береги честь смолоду (пословица)	Чтобы придать роману особый колорит и глубину автор пользуется фольклором и образными выражениями (метафоры, эпитеты) А на самом деле прошло почти 20 лет и вы уже взрослый. Недаром говорят что время летит как стрела пушенная с тетивы (в переводе Л.Бать и В.Смирнова (3,с 11))

Российская империя в XVIII веке. Историческое событие: крестьянское восстание под руководством Емельяна Пугачёва, во время правления Екатерины II. События является внешним фактором.	Историческое событие во второй половине XIX веке (во время правления Худоярхана Кокандского Хана): борьба местных правителей за власть, События является внутренним фактором.
Любовь Гринёва (дворянин)и Маши (дочь командира крепости) становится борьбой за право на счастье, против традиций и социального неравенства.	Тема свободы и любви в романе Кодири не проста любовная история, а отражения глубинных проблем узбекского общества в переломный момент истории. Любовь Атабека и Кумуш сталкивается со множеством препятствий: социальные нормы, семейные традиции, давление общества.
Главные герои	
1. П.А.Гринёв – главный герой романа. Сын А.П.Гринёва. Дворянин, офицер (впоследствии жених М.Миронова)	1. Атабек – главный герой романа. Сын именитого ташкентского вельможи (впоследствии жених Кумуш)
2. Марья Миронова – дочь коменданта крепости.	2. Кумуш – дочь купца Мирзакарима
3. А.П.Гринёв – отец Петра. Дворянин, офицер в отставке.	3. Юсуфбек – отец Атебека. Советник правителя Ташкента
4. А.Васильевна – мать Петра. Дочь бедного тамошнего дворянина (дворянка)	4. Узбек-аим – мать Атабека. Упрямая, капризная, очень властная женщина.
5. Капитан Миронов – отец Марьи. Начальник Белогорской крепости (по приказу Е.Пугачёва казнен)	5. Мирзакарим – отец Кумуш. Маргиланский купец.
6. Василиса Миронова – мать Марьи, жена капитана (была казнена по приказу Е.Пугачёва)	6. Офтоб-аим – мать Кумуш

7. Савельич – крепостной, верный слуга Петра Гринёва (пожилой мужчина)	7. Хасанали – верный раб Атабека (который он считал вторым отцом)
8. А.Швабрин – молодой мужчина, офицер, соперник Гринёва в любви.	8. Хамид – богатый, молодой мужчина. Соперник Атабека (хотел жениться на Кумуш)
9. Зурин – дорожный знакомый Гринёва (в трактире Зурин угостил Петра вином и предложил играть биллиард в деньги)	9. Алим – случайный знакомый Атабека (Алим угостил Атабека вином и рассказал о любимой жене, которая умерла во время родов.

ОБСУЖДЕНИЕ (DISCUSSION)

В обоих романах, «Капитанской дочке» и «Минувших днях», женские образы представлены не как набор красивых и романтических образов, а как многогранные личности, оказывающие влияние на судьбы героев и становящиеся движущей силой событий. В их поступках ярко проявляются мужественность, верность и готовность к самопожертвованию. Наиболее ярко это отражается в эпизодах передачи писем властям, от которых зависит судьба героев (Гринева и Атабека).

ЗАКЛЮЧЕНИЕ (CONCLUSION)

Влияние Пушкина на Кодири очевидно, однако Кодири не просто копирует его мотивы, а переосмысливает их в контексте узбекской культуры, отражая реалии узбекской жизни второй половины XIX века. Он использует темы Пушкина, чтобы противопоставить традиционные ценности и затронуть тему свободы в узбекском обществе.

Литература:

1. Пушкин, А.С. Сочинения в трёх томах, 3-ий том, проза. - М.: Художественная литература., 1987.
2. Хамидов, Х. (2019). Отражение национальности в турецком переводе романа «Откан Кунлар». Восточный факел, 1(1-2), 58–67. извлечено от https://inlibrary.uz/index.php/eastern-torch/article/view/12557.
3. Қодирий, А. Ўтган кунлар. С. Азимов таҳрири остида. (Сўз боши И. Султоновники). – Тошкент: Ўздавнашр, 1958. - 374 с.
4. Бертельс, Е.Э. Избранные труды. — М.: Издательство «Наука», 1988.– 563 с.

XITOY TILI OHANGLARINI O‘RGANISHDA BOSHLANG‘ICH KO‘NIKMALAR

Masharipova Komila
Namangan davlat chet tillari instituti talabasi
Satoroverkinboy@gmail.com
Salimova Sohiba
Namangan davlat chet tillari instituti o`qituvchisi
sohiba_samarqand@mail.ru

Annotatsiya. Ushbu maqolada xitoy tili ohanglarini, pinyinni o`rganishdagi ayrim muammolar qisman ko‘rib chiqiladi. Unda asosiy e’tibor ohanglarni oson eslab qolish va talaffuzda mukammallikni saqlash masalasiga qaratiladi.

Kalit so‘zlar: ohang, to`g`ri tallafuz, ohang eslab qolish, xitoy tili transkripsiyasi-pinyin

Аннотация.В данной статье частично рассматриваются некоторые проблемы изучения китайских тонов и пиньинь. Основное внимание уделяется легкому запоминанию тонов и поддержанию совершенства произношения.

Ключевые слова: тон, правильное произношение, запоминание тона, китайская транскрипция-пиньинь

Abstract. This article partially addresses some of the problems in learning Chinese tones and pinyin. The focus is on easy memorization of tones and maintaining perfect pronunciation.

Key words: tone, correct pronunciation, memorizing tone, Chinese transcription - pinyin

Kirish: Xitoy tili fonetikasi adabiy tipdagi nutq tovushlarining xilma-xilligini o’rganib,undagi turli sistemalar, xitoy tilidagi inson nutq apparatining tovush hosil qilish imkoniyatlarini, nutq organlari yordamida tovushlarni hosil qilish usullari va ulardan nutqda foydalanish imkoniyatlarini o’rganish kabi yo`nalishlarni xitoy korifeylari[5] tomonidan muntazam o`rganib kelinmoqda. Xitoy tilini alohida va qarindosh tillarning fonetik sistemasini batafsil va chuqur o’rganish, natijalarni umumlashtirish asosida xitoy -tibet tillari oilasining negizlari va rivojlanish omillarini izchil tadqiq qilishmoqda.Tillarning fonetik xususiyatlari qanchalik chuqur va izchil o’rganilsa, umumiy fonetika uchun manba shunchalik boy bo’ladi. Xitoy tili xususiy fonetikasi xitoy tilining fonetik bazasini, fonetik qonuniyatlarini umumiy fonetika qonuniyatlariga bo‘ysungan holda va uning qonuniyatlari asosida

[5] daho

faoliyat olib borib, o`rganish va tadqiq etishni talab etadi. U turli farazlar, gipotezalar, postulatlardan xoli tarzda aniq muayyan qonunlar asosida tadbiq etiladi. Muayyan tilning artikulyatsion bazasi, uning artikulyatsion imkoniyati, akustik refrezentatsion usuli asosida ish ko‘radi. Mazkur tilning fonetik ifoda bazasi bilan bog‘liq barcha jarayonlar xitoy xususiy fonetikada aks etadi.

Pinyin[6] xitoy tilini yaxshi o`rganish uchun muhim asosdir. Xitoy pinyini boshlang`ich undoshlar, yakuniy tovushlar, ohang, bo`g`inlar, to`g`ri o`qish, hatto to`g`ri yoza olishda muhim unsur hisoblanadi.Xitoy til o’rganuvchilar pinyin ohanglarini o'rganganda, ular ko'pincha ikkinchi va to'rtinchi ohanglarni ajrata olmaydilar yoki ikkinchi, uchinchi va to'rtinchi ohanglarga duch kelganda, ular to'g'ri ohangni talaffuz qilishdan oldin har doim birinchi ohanglarni o'qishlari kerak. Agar siz uni to'g'ri o'qisangiz ham, bu juda ko'p vaqtni oladi. Ohang va imo-ishora xotirasi usulidan foydalanib, o`quvchilar xatti-harakatlar xotirasini shakllantirishlari va uni ko'rganlarida ohangni aniq o'qishlari mumkin.

Birinchi navbatda o’rganuvchilarga tana harakatlari orqali ohang yo'nalishini tushunishlariga imkon berishi mumkin. Birinchi ohangni o'rganayotganda , ikkala qo'lni ikki tomondan ko'tarib, "bitta" shakl o'qilsa, ikkinchi ohangni o'rganayotganda "Ikki ohang ko'tarilmoqda" deb aytib o'ng qo'lmizni bir oz yuqoriga bursak,ko'krak oldida chap qo'lni yuqoriga ko'tarish, uchinchi ohangni o'rganayotganda , ikkala qo'lingizni yuqoriga ko'tarib, to'rtinchi ohangni o'rganayotganda " V" shaklini yozib ohanglarni xotirada mustahkamlash mumkin. O'ng qo'lni egib, ko'krakni oldida bir oz pastga tushirib va chap qo'lni pastki chap tomonga bir oz ko'tarib, pastga tushish ishorasini qilish orqali o`rganuvchida aniq tasavvurlarni shakllantirish mumkin.

Bir necha marta mashq qilgandan so'ng, xitoy tilini o`rganuvchilari to'rt tonnani eslab qolishlariga mumkin. Mohirlik bilan yodlash va bo'g'inlarni bir butun sifatida o'qish bo`yicha ba`zi xitoy ko`nikmalarning amaliy ahamiyatidir. Pinyinni o'rganayotganda, bo'g'inlarni tanib olish va o'qish o'rganish vaqtida chet ellik talabalar uchun katta qiyinchilik tug'diradi va ko'p talabalar uni yodlashda qiynaladilar. Agar shunday qiyinchilikka uchrasalar, ohanglarni tezda unutadilar. Darhaqiqat, bo'g'inlarni bir butun sifatida yodlash va o'qish usullari mavjud.

1. Aytilishi va talaffuzi qattiq bo`lgan bo‘g‘inli zhi, chi, shi, ri, zi, ci, si umumiy tanib olish va o‘qish qiyin bo`lmagan bo‘g‘inlardir. Ularning talaffuzi zh, ch, sh, r, z, c, s bosh undoshlari bilan bir xil, shuning uchun ularni eslab qolish qiyin emas. Ular talaffuz jarayonida aniq farqlanadilar.
2. Yumshoq ohangga ega bo`lgan bo‘g‘in yi, wu, yu, ye, yue, yin, yun, ying va

[6] Fonetik transkripsiya nutq tovushlarining talaffuz xususiyatlarini aks ettirish uchun ishlatiladigan belgilar sistemasi

yuan bir butun ohang sifatida talaffuz qilinadi i , u, ü, ya’ni, üe, in,. ün, ing va üan , aslida bu bo‘g‘inlar orasida qandaydir talaffuziy bog‘lanish bor:

i---yi
ü---yuin—yin
üe--yue ie--y(i)e
ün--yun ing-ying
(ü)an--yuan

Talaffuzni o`rganish qoidasiga ko`ra: "i" va "ü" bilan boshlangan yakuniy ohanglar, "y" undoshlari yordamida umumiy tanib olish uchun aniq bo'g'inlarga aylanadi. Bu holat og`zaki nutqda tabiiy ravishda amalga oshadi. i va ü old tomonda ekan, katta y bo‘g‘in yasashga yordam beradi. Xitoy tilida talaffuz boshlang‘ich undosh bilan oxirgi tovush o‘rtasida tovush bor, bu tovush medial tovush[7] deb ataladi. Imloda bosh undoshlar “i, u, ü” finallariga medial tovush[8] sifatida, so‘ngra boshqa yakuniy tovushlar bog‘lanadi. Uni bir nafasda bir bo'g'inga tez o`tishni anglatadi, bu uch pinyinli bo'g'inlardir.

Quyida biz uchta pinyin bo'g'inini yozishning bir necha usullari bilan tanishamiz.

1. Uchta imlo birikmasi:Masalan, m—i—ǎo→miǎo ikkinchi ch—u—ān Chuan
2. Tovush-kirish birikmasining fonetik talaffuzi:Masalan, m—i→mi, mi—ǎo→miǎo soniyalar ch—u→chu, chu—ān Chuan;
3. Olmoshlarni kiritish va unlilarni birlashtirishning imlo usuli:Masalan, i—ǎo→iǎo, m—iǎo→miǎo ikkinchi u—ān→uān, ch—uānchuan;

Ko'pchiligimiz boshlang`ich o`rganishda pinyinli o'qish usulidan foydalanamiz . Imloning asosiy jihatlari shundan iboratki, boshlang‘ich undoshlar yengil talaffuz qilinadi, o‘rta undoshlar tez talaffuz qilinadi, yakuniy tovushlar baland ovozda talaffuz qilinadi, uch bo‘g‘inli undoshlar ravon o‘qiladi.

Medial tovushli uchta pinyin.
Harflar tilning uchida raqsga tushadi.
Bosh undosh yumshoq, medial undosh tez.
Finalni tashqarida joylashtirish mumkin emas.

Old va orqa burun tovushlarini farqlashda asosan endi xitoy tilini o`rganayotganlar qiynalishadi.Ba'zi talabalar talaffuzlari standartlarga mos kelmaydi, bu burun unlilarining talaffuzi bilan bog'liq. Bu ba`zan xitoyning tub aholisida ham kuzatiladi. Masalan, lahjalar ta'sirida Sichuan xalqi mandarin tilida gapirganda "ing"ni "in" va "eng"ni "en" deb talaffuz qiladi. O`rganuvchilar burun tovushini talaffuz qilish uchun quyidagi usullarni sinab ko'rishlari mumkin.

---

[7] Ekskursiya **tovush** artikulsiyasining **tovush** hosil qilishga o'tish holati ham deb yuritiladi.
[8] D.A.Nabiyeva, H.R.Zokirova.O‘ZBEK TILI FONETIKASI O‘QUV-USLUBIY QO‘LLANMA.A N D I J O N - 2016

Birinchidan, o'qish mashqlarini bajarish. Agar o`rganuvchi tovushni to'g'ri o'qimagan bo'lsa, talabani ko'proq tinglash va taqlid qilish uchun uni bir necha marta takrorlash kerak bo'ladi, bir muncha vaqt to'g'ri o'qiy olmasak bu normal jarayondir, uni mashq qilish orqali bartaraf etish mumkin. Bunda grafemalar asosiy ahamiyat kasb etadi[9]

Xitoy pinyin tilini o‘rganishda, boshlang‘ich undoshlar, yakuniy tovushlar, ohanglar va bo‘g‘inlarning umumiy tan olinishini to‘g‘ri o‘qiy olish, bo‘g‘inlarni to‘g‘ri talaffuz qilish, bosh undoshlar, yakuniy va bo‘g‘inlarni to‘g‘ri yozish kabilarni qamrab oladi. Xitoy tilida Pinyin yordamida mandarin tili[10]ni o‘qish va gapirishni o‘rgana oladi.

Fonetik qatorni yodlash va fonetik ketma-ketlikni o'zlashtirish nafaqat pinyinni o'zlashtirishning boshlang'ich nuqtasi, balki fonetik so'z qidirish usulini o'zlashtirish uchun ham juda muhimdir. Buning uchun pinyin alifbosini yoddan bilish kerak, shu jumladan 23 ta boshlang'ich undosh, 24 ta yakuniy va 16 bo'g'in, bu xitoy tilini yaxshi o'rganish uchun asosdir.

Adabiyotlar va metodlar tahlili.Savodxonlik va yozish uchun xitoycha belgilar(ierogliflar[11])ni o'rganishni yoqtirish, ularning ma`nolarini, tarixini, va o'qishilishini qunt bilan o`rganish bu xitoy tilini tez, sifatli o`rganish uchun asosiy omillardandir.

Ko'p talabalar bir yil davomida ko`p qo'llaniladigan 400 ta xitoycha belgilarni taniydi va ulardan 100 tasini yoza oladi. Chunki ierogliflarni eslab qolish ancha murakkab jarayondir. Xitoy belgilarining asosiy shtrix （ chiziqlar ） larini o‘zlashtirish va zarbalar tartibi qoidalariga muvofiq yoza olish eng katta yutuq hisoblanadi.Qo'lda yozuv to'g'ri, muntazam hamda toza bo`lishi bu xitoy tilini o`rganishda kerakli jarayondir. Dastlab to'g'ri yozish holatini va yaxshi yozish odatlarini rivojlantirish talaba uchun ancha mehnatdir. Har bir jarayonni batafsil o'qish orqali Pinyinni yaxshi o'rganish uchun birinchi qadam qo`yiladi.Pinyinni o'rganishga shoshilmaslik va uni muntazam o'rganish , Pinyinni tushunib, keyingi bosqichga o'tishimiz kerakligini ko`rsatadi.

[9] Grafema - bir nutq tovushining emas, balki nutq tovushlaridan ikkitasining birikmasini ifodalaydigan (e, yo, yu, ya) shakllar

[10] Xitoy adabiy tili “普通话”

[11] 汉字

Ko'proq yozish bu ierogliflarni o`rganishning asosidir.[12]

Xulosa:O’quvchilar bir vaqtning o'zida o'qish va yozishni boshlashlari bu jarayonnning to`laqonli amalaga oshishiga yordam beradi. Xitoy tilida melodika hodisasi[13] aniq namoyon bo`lgani uchun ham fonetika va fonologiyaga yuqori e`tibor qaratishni talab etadi.

ADABIYOTLAR RO`YXATI

1. D.A.Nabiyeva, H.R.Zokirova.O‘ZBEK TILI FONETIKASI O‘QUV-USLUBIY QO‘LLANMA.A N D I J O N - 2 0 1 6
2. 王力。汉语语法史。 2020
3. Aleksaxin A.N. Teoreticheskaya fonetika kitayskogo yazika: [uchebnoye posobiye]. – M.: AST: Vostok-Zapad, 2006. – 202,
4. Tomsen V. Istoriya yazikovedeniya do konsa 19 v. – M.: Gosudarstvennoye uchebnopedagogicheskoye izdaniye Narkomprosa RSFSR. – 1938. – 102s
5. Speshnev N.A. Fonetika kitayskogo yazika. – L.: Izdatelstvo Leningradskogo universiteta. – 1980. – 140s

[12] 汉语语法史》（王力）著

[13] Akustik sathda asosiy ovoz chastotasining o‘zgarishiga olib keluvchi tovush paychalari tebranish chastotasining o‘zgarishi

O‘ZBEK ROMANLARINING TARJIMALARIDA EIFEMIZM VA DEFFINIZM, METAFORA , METONIMIYA VA SINEKDOXALAR TARJIMALARINING TAHLILI

Yusupova Umida Inomovna
Is`hoqxon Ibrat nomli Namangan davlat chet tillar Instituti
Nemis va fransuz tillar kafedrasi o`qituvchisi
e-mail: umidayusupova222@gmail.com
Khoshimov Abdulaziz Abdujabbor o‘g‘li
Ger-Au-24-guruh talabasi

Annotasiya: Adabiyot – insoniyatning eng murakkab va chuqur ifodalaridan biridir. Romanlarda eifemizm va deffinizm kabi stilistik vositalar, asarning hissiyati va kontekstini aniqlashda muhim rol o'ynaydi. Ushbu maqolada bu ikki tushuncha va ularning romanlardagi tarjimasi haqida tahlil qilamiz.

Kalit so`zlar: Eiffimizm, deffinizm, metafora, sinekdoxa, metonimiya,

Аннотация: Литература – одно из самых сложных и глубоких проявлений человечества. В романах важную роль в определении настроения и контекста произведения играют такие стилистические приемы, как эвфемизм и дефинизм. В этой статье мы проанализируем эти два понятия и их перевод в романах.

Ключевые слова: эвфемизм, дефинизм, метафора, синекдоха, метонимия,

Annotation: Literature is one of the most complex and profound expressions of humanity. In novels, stylistic devices such as euphemism and definism play an important role in determining the mood and context of the work. In this article, we will analyze these two concepts and their translation in novels.

Key words: euphemism, definism, metaphor, synecdoche, metonymy,

KIRISH

Eifemizm – bu noqulay yoki salbiy ma'noni yumshatish maqsadida ishlatiladigan iboralar yoki so'zlar to'plamidir. Ular ko'pincha muloqotda odob saqlash yoki hissiyotni yumshatish uchun qo'llaniladi.

Evfemizm (yunoncha: *ἐυφήμη* — yumshoq ifodalash) — so‘zlovchiga aytish noqulay, noo‘rin yoki qo‘pol tuyulgan so‘z va iboralarning sinonimi sifatida paydo bo‘lgan so‘zlar. Evfemizm salbiy voqelikni atashdan qochish, shunday voqelikning salbiy ta’sirini yumshatish uchun xizmat qilib, kishining izzat nafsiga tegadigan, unga malol keladigan, hurmatsizlik ifodalaydigan, axloqiy me’yorlarga zid keladigan holatlarningyoki to‘g‘ridan-to‘g‘ri aytish mumkin bo‘lmagan maxfiy voqeliklarning

salbiy ta’sirinikamaytirish, ularni yashirish, berkitish; noxush xabarni beozorroq, yumshoqroqshaklda yetkazish, ifodalash uchun ishlatiladi. Masalan, *o‘ldi* deyish o‘rniga *olamdano‘tdi*, *ko‘z yumdi*, *vafot etdi*; *tug‘di* deyish o‘rniga *ko‘zi yoridi*, *yengillashdi* kabi iboralardan foydalanish. Tilda evfemizmning qo‘llanishi tabu hodisasi bilan bog‘liq holda tarixiy etnografik hodisa sifatida shakllangan. Evfemizm xalqlardagi urf-odat, madaniy saviyaning darajasi, estetik did va etnik me’yorlarning rivojlanishi bilan bog‘liq. Tilning taraqqiyoti bilan uning evfemistik qatlami ham rivojlanadi. Yangicha axloq-odob, yangicha dunyoqarash me’yorlari asosida evfemizmning yangi shakllari yuzaga keladi. Tilda muayyan nutq vaziyati talabi bilan vujudga kelgan evfemizm ham mavjudki, ularning ma’nosi ko‘pincha matn orqali oydinlashadi. Masalan, “Ra’noni *egasiga topshirmagunimizcha*, — dedi Nigor oyim, — quyilmaydiganga o‘xshaydi” (A. Qodiriy) jumlasida nutq odobi nuqtai nazaridan *erga bermoq* iborasi o‘rnida *egasiga topshirmoq* shaklidagi evfemizm qo‘llangan. Romanlardagi Evfemizm ilmiy va rasmiy uslublarda keng qo‘llanadi . Xulosa qiladigan bo`lsak, Eifemizm – bu noqulay yoki salbiy ma'noni yumshatish maqsadida ishlatiladigan iboralar yoki so'zlar to'plamidir. Ular ko'pincha muloqotda odob saqlash yoki hissiyotni yumshatish uchun qo'llaniladi.

Misollar:

O'zbek romanlarida: Eifemizmlar, masalan, "uzun yo'l" o'rniga "yuzma-yuz kelmoq" kabi iboralar bilan ifodalanishi mumkin. Bu tilning nozikligini va e'tiborli nuqtalarini ko'rsatadi.

Tarjima muammolari:

Eifemizmlar ba'zan to'g'ridan-to'g'ri tarjima qilinganida ularning ma'nosi yo'qolishi yoki qiyinlashishi mumkin. Shuning uchun tarjimon bu iboralarni madaniy kontekstdan kelib chiqib, mos ravishda almashtirishi zarur.

Deffinizm – aniq, to'g'ri va qat'iy so'zlar orqali ma'lumot berish.

Misollar:

O'zbek romanlarida: Ochiq va aniq iboralar, masalan, "u to'g'ri yo'lda emas" o'rniga "u yolg'onchilikda" degan tarzda ifodalanishi mumkin.

Tarjima muammolari:

Deffinizmga asoslangan iboralarni tarjima qilishda aniq va ravshan ifodalar kerak. Tarjimon muayyan fikrni to'g'ri yetkazishi uchun ko'proq diqqat qaratishi lozim.

Umumiy tahlil

Romanlarda eifemizm va deffinizmni o'rganish, asarlarning hissiyati va xarakterlarni aniqlashda muhim ahamiyatga ega. Tarjima jarayonida ushbu stilistik vositalarni to'g'ri ishlatish, asarlarning madaniy va hissiy kontekstini saqlashda yordam beradi.

Tarjimonning mahorati bu elementlarni qanday muvozanatlashda va asarning o'ziga xosligini qanday saqlashda yotadi.

Eifemizm va Deffinizm: Romanlarda Tarjima Tahlili

Romanlardagi o'rni: O'zbek romanlarida eifemizmlar ko'p uchraydi. Masalan, "vafot etmoq" o'rniga "hayotdan ko'chmoq" iborasi ishlatiladi. Bu o'zbek adabiyotining tiliga noziklik va odamiylik qo'shadi. Eifemizmlar orqali mualliflar o'z xarakterlarini yanada chuqurroq, murakkabroq holatda ko'rsatishi mumkin.Tarjima muammolari: Eifemizmlarni tarjima qilishda ba'zi qiyinchiliklar yuzaga keladi. Ba'zan to'g'ridan-to'g'ri tarjima ularning ma'nosini yo'qotadi. Tarjimon eifemizmni boshqa madaniyatga mos keladigan ifodalar bilan almashtirishga majbur bo'lishi mumkin. Misol uchun, “u yerda bo'lmagan” o'rniga “u kelmadi” kabi soddalashtirishlar mumkin. Bu tarzda tarjima, asarning hissiy kontekstini saqlashda yordam beradi.

Deffinizm

Deffinizm – aniq, to'g'ri va qat'iy ifoda orqali ma'lumot berishdir. Bu usulda mualliflar o'z fikrlarini ochiq va aniq ifodalashni maqsad qiladilar.

Romanlardagi o'rni: O'zbek romanlarida deffinizm orqali mualliflar xarakterlarning ichki kurashlari va ijtimoiy muammolarini ochib beradilar. Masalan, "u yolg'onchilikda" kabi iboralar orqali xarakterning xatti-harakatlari haqida aniq tasavvur berish mumkin.

Tarjima muammolari: Deffinizmni tarjima qilishda, tarjimonlarning muammosi ma'lum bir kontekstdagi aniqlikni saqlashdir. Deffinizm bilan berilgan fikrni boshqa madaniyatda qabul qilinadigan tarzda yetkazish muhimdir. Agar tarjima aniq bo'lmasa, o'quvchi asarning maqsadini va fikrini tushunmasligi mumkin.

Umumiy tahlil

Eifemizm va deffinizm romanlarda o'ziga xos stilistik vositalar sifatida adabiy asarlarni yanada boyitadi. Ularning tarjimasi jarayonida tarjimonning mahorati va tajribasi muhim ahamiyatga ega. Har ikkala vosita ham o'ziga xos tarzda asarning hissiyotini va ma'no qatlamlarini yoritishga yordam beradi.

Natija: Eifemizm va deffinizm, romanlarning ko'rinishi va o'quvchiga ta'sirini shakllantiradi. Ularning to'g'ri tarjimasi asarning muhim jihatlarini saqlab qolishga yordam beradi. Shu sababli, bu stilistik vositalarni chuqur o'rganish va ularga e'tibor berish, adabiyot va tarjima san'atining ajralmas qismi sifatida qabul qilinadi.

Kafansiz ko'milganlar" romanida eifemizm va deffinizmning o'ziga xos namunalari mavjud. Quyida ushbu elementlarga misollar keltiraman:

Eifemizm

1. Hayotdan o'tmoq: Bu ibora vafot etishni yumshatib ifodalash uchun ishlatiladi.

2. O'zini yo'qotmoq: Shaxsiy yoki ruhiy muammolarni ochiqcha aytmaslik uchun ishlatiladi.

Deffinizm

1. Uning yolg'onlari: Kafansiz ko'milganlik haqida aniq va qat'iy fikr berish.
2. Qayg'u ichida qoldi: Hissiy holatni aniq va to'g'ri tarzda ifodalash.

Tahlil

Romanda eifemizm va deffinizm xarakterlarning ichki holatini va jamiyatdagi muammolarni ochib berish uchun xizmat qiladi. Eifemizm orqali mualliflar nozik va hissiy muammolarni yumshatadi, deffinizm esa voqealarning aniq va qat'iy ko'rinishini ta'minlaydi. Bu ikki stilistik vosita romanning hissiyotini va tematikasini kuchaytiradi.

Ana endi ushbu maqolamizda Adabiyotda va tilshunoslikda badiiy tasvir va iboralarni ifodalashda Metafora, metonimiya, Sinekdoxalarni muhim rol o'ynashini ta`kidlamoqchimiz. Ular fikrlarni aniq va ta'sirli tarzda ifodalashga yordam beradi. Bu maqolada biz metafora, sinekdoxa va metonimiya kabi usullarni ham chuqurroq o'rganamiz.

Metafora

Metafora – bu badiiy tasvir usuli bo'lib, bir narsani boshqa bir narsaga o'xshatish orqali ma'no berishni nazarda tutadi. Bu o'xshatish aniq va to'g'ridan-to'g'ri bo'lmaydi, balki ko'proq tasavvurni ishga soladi.

Turlari:

1. Oddiy metafora: Oddiy o'xshatishlarni o'z ichiga oladi. Masalan, "hayot – bu sayohat". Bu erda hayot va sayohat o'rtasida o'xshashlik keltiriladi.
2. Murakkab metafora: Bir nechta tasvirlarni o'z ichiga oladi. Misol uchun, "u – osmon yulduzi" – bu iborada kishi yuksaklik va go'zallik bilan taqqoslanadi.
3. Arketipik metafora: Boshqa madaniyatlarda ham qo'llaniladigan umumiy tasvirlar. Masalan, "o'lchovli yurak" – bu ibora sevgi va his-tuyg'ularni tasvirlashda keng qo'llaniladi.

Adabiyotdagi o'rni: Metafora badiiy asarlarning hissiy qirrasi va chuqurligini oshiradi. U o'quvchini his-tuyg'ularga olib kirib, voqealarni ko'proq tasavvurlar orqali his qilish imkonini beradi.

Sinekdoxa

Sinekdoxa – bu badiiy usul bo'lib, bir narsani boshqa bir narsaning qismlari yoki shaxsiy xususiyatlari orqali ifodalashni nazarda tutadi. U ko'pincha qism va butun o'rtasidagi aloqani o'rganadi.

Turlari:

1. Qism va butun: Bir narsaning qismini butun sifatida ishlatish. Masalan, "to'siqlarni yengish" – bu erda "to'siqlar" so'zi bir muammoni anglatadi.

2. Butun va qism: Bir butunlikni uning qismlari orqali ifodalash. Misol, "Yoshlar kelajagimiz" – bu erda yoshlar butun jamiyatni anglatadi.
Adabiyotdagi o'rni: Sinekdoxa tilni boyitadi va tasvirlarni kuchaytiradi. Bu usul yordamida mualliflar bir qism orqali butun bir holatni yoki hissiyotlarni ifodalashlari mumkin.

Metonimiya – bir so'zning boshqa bir so'zga nisbatan munosabatda ishlatilishi, yaqinlik yoki munosabat asosida tushuniladi.

Turlari:

1. O'zaro o'zgarish: Bir narsaning nomi boshqasining xususiyatini bildiradi. Masalan, "qalam" so'zi bilan yozuv jarayoni nazarda tutilishi.
2. Qism va butun: Biror narsaning qismini butun sifatida ishlatish. Masalan, "qo'l" so'zini ish jarayonini ifodalash uchun ishlatishlar asarlardagi metonomiyalarga misol bo`la oladi.

Xulosa

Romanlarda eifemizm va deffinizmni o'rganish, ularning til va madaniyat o'rtasidagi o'zaro munosabatlarini aniqlashga yordam beradi. Tarjimonlar bu vositalarni qanday ishlatishi, asarlarning maqsadi va hissiyotini qanday saqlashi zarurdir. Adabiyotning go'zalligi va murakkabligi, aynan shu stilistik elementlarda namoyon bo'ladi..

Metafora, sinekdoxa va metonimiya esa til va adabiyotda fikrlarni aniq va ta'sirli tarzda ifodalashda muhim vositalardir. Ular badiiy asarlarning chuqurligini va hissiy ta'sirini oshirishga yordam beradi. Ushbu usullarni o'z ichiga olgan asarlar o'quvchining tasavvurini kengaytiradi va fikrlarni yanada aniqroq ifodalash imkonini beradi. Adabiyotdagi badiiy tasvirlarning qanchalik kuchli ekanligi, ularning asosiy turlarida, xususan, metafora va sinekdoxada namoyon bo'ladi.

Foydalanilgan adabiyotlar

1. **SH**.Yusupov “ Kafansiz ko`milganlar”-“Sharq” NASHRIYOT-MATBAA AKSIYADORLIK KOMPANIYASI –TOSHKENT-2007
2. Ingeborg Baldauf –Shukrullo: Die ohne Leichentuch Begrabenen
3. **Xurshida QODIROVA O‘ZBEK TILIDA EVFEMIZMVA DISFEMIZM “BOOKMANY PRINT”**
TOSHKENT – 2022
4. **Xurshida QODIROVA , A. Primov- Tilshunoslikning dolzarb muammolari-o`quv uslubiy qo`llanma-2019**

YAPONIYA IQTISODIYOTINING RIVOJLANISH BOSQICHLARI

Baqoyev Navro‘zjon
Namangan davlat chet tillar instituti o‘qituvchisi
Abdumuxayeva Gulnoza Mamasharif qizi
Namangan davlat chet tillar instituti talabasi

Annotatsiya: Ushbu maqolada Yaponiya iqtisodiyoti rivojlanish bosqichlarining xususiyatlari haqida so’z yuritilgan. Bundan tashqari, Yaponiya iqtisodiyotining hozirgi holati tahlil qilingan va istiqboldagi iqtisodiy o’sishning yo’llari ko’rsatilgan.

Annotation: The article analyzes the stages of development of the Japanese economy. In addition, the features of the current state of the country's economy and the direction of Japan's economic growth in the future are revealed.

Kalit so’zlar: “Yapon modeli”, Dodj rejasi, tez taraqqiyot, iqtisodiy mo’jiza,iqtisodiyoti,abenomika

Key words: Japane’s model, Dodj’s plan, the fast development, the economic miracle, economy,abenomika

Har qanday davlat o’z ijtimoiy-iqtisodiy taraqqiyoti turli shart-sharoitlar va omillar ta’sirida ro’y beradi. Ayrim mamlakatlar yirik davlatlar ta’sirida va ularning ko’magida taraqqiy topsa, boshqalari o’zining ichki imkoniyatlaridan to’la va samarali foydalanib taraqqiyotning yuqori cho’qqilariga chiqib olishi ham mumkin. Yaponiya uchun har ikkala yo’l ham xos hisoblanadi. Yaponiya ijtimoiy-iqtisodiy taraqqiyotining “yapon modeli” nomi bilan dunyoga tanilishi asosan 2-jahon urushidan keyingi davrga to’g’ri keladi. Mana shu davrdan keyingi rivojlanishini ko’pchilik mutaxassislar quyidagi davrlarga ajratib ko’rsatishadi:

- 1-bosqich - 1945-1969 yillar.
- 2-bosqich - 1970-1989 yillar.
- 3-bosqich - 1990-2000-yillar oxiri.
- 4-bosqich - 2010-yillardan hozirgacha.

1-bosqich. Yaponiyaning Ikkinchi jahon urushidagi mag’lubiyatidan so’ng Ittifoqchi qo’shinlar oliy shtabi iqtisodiy islohotlar yo’nalishlarini belgilab berdi. AQSHning Yaponiyadagi okkupatsion hukumati maslahatchisi Djozef Dodj tomonidan taklif etilgan “Dodj rejasi”ga (1949-1950 yillar) muvofiq, Yaponiya iqtisodiyotini qayta tiklash uchun istiqbolli ishlab chiqarish tizimi joriy etildi 2 . Bunday ishlab chiqarish tarmoqlariga qora metallurgiya, toshko’mir sanoati, elektroenergetika, temir yo’l va dengiz transporti kabilar kiritildi. Bu tarmoqlarni

rivojlantirishda to'g'ridan-to'g'ri nazorat metodlari (past narxlarning belgilab qo'yilishi, narxlar orasidagi farqni kompensatsiya qilish, imtiyozli kreditlash, import tovarlarini kvotalash) qo'llanildi. Shuningdek, soliqlar oshirilib, inflyatsiya darajasini kamaytirish maqsadi qo'yildi. Natijada Yaponiyada davlat byudjetining profitsit bilan bajarilishiga erishildi. Agrar islohotlar feodal yer egalik shaklini bekor qildi. Antimonopol chora-tadbirlar Yaponiya konsernlari tuzilmalarining qayta qurilishiga olib keldi. Urushdan voz kechish siyosati esa mamlakat harbiy xarajatlarining jahon bo'yicha eng minimal darajada, ya'ni YaIMga nisbatan 1 foiz atrofida qolishiga turtki berdi. Yuqorida sanab o'tilgan omillar Yaponiya iqtisodiyotining qayta tiklanishida hal qiluvchi rol o'ynadi. Bu davr iqtisodiyotning mehnat va kapital sig'imi yuqori bo'lgan tarmoqlarini rivojlantirishga urinish bilan ham tavsiflanadi. Urushdan keyin iqtisodiy rivojlanish mineral-xom ashyo resurslariga past narxlar belgilanishi sharoitida yuz bera boshladi.

Bu Yaponiyaga importga tayanib rangli va qora metallurgiya, neftni qayta ishlash, kemasozlik va shu kabi energiya, resurs va kapital sig'imi yuqori bo'lgan sanoat tarmoqlarini barpo etish imkonini berdi. Masalan, 1953-1971- yillar oralig'ida qayta ishlash sanoati 10,6 marta, mashinasozlik sanoati mahsulotlarini ishlab chiqarish 24,9 marta, neft mahsulotlari va toshko'mir ishlab chiqarish 19,3 marta, kimyo mahsulotlari ishlab chiqarish 12 marta hamda po'lat mahsulotlarini ishlab chiqarish hajmi 10 martaga oshdi. Kapital sig'imi yuqori bo'lgan tarmoqlarning rivojlanishi natijasida ish bilan bandlik va aholining turmush darajasi ko'tarildi. Qog'oz, radiotexnika, avtomobil kabi mehnat sig'imi yuqori sanoat tarmoqlari ham yonma-yon ravishda rivojlandi. 1964-1973-yillarda iqtisodiy o'sish sur'ati oldingi yillarga nisbatan yanada jadallashdi. Mamlakatning 1964-1973-yillardagi iqtisodiy rivojlanish davri mamlakat iqtisodiyoti tarixida "tez taraqqiyot" davri nomini oldi. Shu yillarda iqtisodiy o'sish yiliga o'rtacha 14 foizni tashkil qildi va "iqtisodiy mo'jiza"ga erishildi. Natijada 1970-yillardan boshlab Yaponiya mamlakati "kunchiqar mamlakat" deb atala boshlandi. Yalpi ichki mahsulot 1955-1973-yillar oralig'ida o'rtacha 10 foiz o'sdi4. Yangi tarmoqlarning rivojlanishiga hukumat tomonidan olib borilgan protektsonizm siyosati ham yordam berdi. Bu siyosat doirasida hukumat moliya institutlarining kreditlari hamda turli imtiyozli soliqlar kabi dastaklardan foydalandi. Eksportni qo'llab-quvvatlash kompleks chora-tadbirlari amalga oshirildi. Xususan, faqat tashqi savdo operatsiyalarini sug'urta qiluvchi va kreditlovchi maxsus tashkilotlar tuzildi. 1950-60-yillarda mamlakatda qattiq valyuta nazorati tizimi amal qilgan bo'lib, bu xususiy milliy kapitalning xorijga "oqib" ketishi va xo'jalikka xorijiy kapitalning kirib kelishiga to'sqinlik qilar edi. O'sha davrda Yaponiya iqtisodiyoti kapital qo'yilmalar darajasi yuqoriligi bilan ajralib turardi. Bu ko'rsatkich bir necha yillar mobaynida yuqorilab borib, 1970-

yillarning birinchi yarmida sanoati rivojlangan mamlakat uchun juda katta ko'rsatkich – 39 foizga chiqdi. Xorijiy kapitalning portfel investitsiyalar, qarzlar va zayomlar shaklida ishlatilishi jamg'arish normasining ko'tarilishiga olib keldi. Lekin 1950-1960- yillar oralig'ida xorijiy valyutadagi qo'yilmalarning yalpi kapital qo'yilmlardagi ulushi 2,5 foiz atrofida bo'ldi. 1950-1975-yillar oralig'ida qariyb 32 mlrd. AQSH dollari miqdorida mablag' jalb etildi. Yangi tarmoqlarning shakllanishi va tez rivojlanishida xorijiy kapital muhim ahamiyat kasb etdi. Qarz va zayomlar Yaponiyaga AQSHning eksport-import banki tomonidan taqdim etildi.

2-bosqich. 1970-yillar Yaponiya iqtisodiyotining rivojlanishida yangi sifat o'zgarishlari bilan tavsiflanadi. 1973 yil va 1978-yildagi neft inqirozlari mamlakatda resurs sig'imi yuqori bo'lgan tarmoqlar uchun qiyin vaziyatni yuzaga keltirdi. 1960-yillar o'rtalarida boshlangan real ish haqi darajasining oshishi mehnat xarajatlarini ko'paytirib, mehnat sig'imi yuqori bo'lgan tarmoqlarning raqobatbardoshligini pasaytirib yubordi. Bularning barchasi yuqori inflyatsiya sharoitida yuz berdi6. 1970-yillarga qadar Yaponiya sanoati rivojlangan mamlakatlar ichida ishchi kuchi arzon bo'lgan yagona davlat edi. Bu davrga kelib mamlakat xo'jaligi energiya va material tejovchi texnologiyalarga o'ta boshladi. Ishlab chiqarishda bunday o'zgarishlar sodir bo'lishiga xizmatlar sohasi rolining ortishi ham sabab bo'ldi. Natijada hukumat sanoat sohasini tubdan isloh qilishga kirishdi: 1983 yilda ayrim tarmoqlarni qayta qurish bo'yicha favqulodda chora-tadbirlar haqida qonun qabul qilindi7. Shu bilan bir vaqtda, mustaqil ilmiy-tadqiqot ishlarining rivojlanishi ham boshlandi. Ham davlat, ham kompaniyalar atom energiyasidan foydalanish, fazoni o'rganish, axborot tizimlarini ishlab chiqish kabi fundamental izlanishlar olib borishda faollasha boshladilar. Xususan, Yaponiyaning ilmiy-tadqiqot tajriba-konstruktorlik ishlariga xarajatlari 1975-yilda 2,1 foizni tashkil etgan bo'lsa, 1985 yilda bu ko'rsatkich 3,1 foizga yetdi.

1973-yilda Yaponiyada suzib yuruvchi valyuta ayirboshlash kursi tizimi joriy etildi. Natijada 22 yil davomida amalda bo'lgan valyuta kursi mexanizmi o'zgarib, yenning dollarga nisbatan qadri osha boshladi (360 yen = 1 dollardan 308 = 1 dollarga). Natijada 1980-yillarning oxiriga kelib sanoati rivojlangan mamlakatlar bilan o'zaro savdo balansidagi defitsit o'sib ketdi. Hukumat islohotlar o'tkazib Yaponiya Milliy Temir Yo'llari (JNR), Nippon Telegraf va Davlat Telefon Korporatsiyasi (TPC)ni davlat tasarrufidan chiqardi, ya'ni xususiylashtirdi. 1970-80-yillarda iqtisodiy o'sish surhatlari avvalgi davrdagidan pastroq bo'ldi; 1970-yillarda o'rtacha 4,5 foiz, 1980-yillarda esa o'rtacha 4,0 foizni tashkil etdi. Lekin bu ko'rsatkichlar o'sha davrda sanoatlashgan mamlakatlarning o'rtacha ko'rsatkichlaridan yuqoriroq hisoblangan. Shu sababli Yaponiyaning iqtisodiy qudrati AQSH va SSSRdan keyingi uchinchi iqtisodiy kuch sifatida baholanardi.

1980-yillarning oxirlariga kelib Yaponiyaning milliy boyligi qiymati 1,363 trln. yenga teng bo'lib, bu ko'rsatkich YaIMning qariyb 5,6 barobarini tashkil etgan.

3-bosqich. 1980-yillarning oxiriga kelib mamlakat iqtisodiyoti barqaror rivojlandi, moliyaviy va kong'yunkturaviy shart-sharoitlar mutaxassislar tomonidan yuqori baholandi. Jumladan, ulgurji savdodagi barqaror narxlar, ishsizlikning past darajasi hamda kompaniyalarning kasodga uchrash ko'rsatkichlari eng past darajalar sifatida ehtirof etildi. Bu davrda yarimo'tkazgichlar ishlab chiqarish sohasiga kapital kiritish, investitsiyalarni mazkur soha korxonalariga yo'naltirish faollashib bordi, shu bilan birga qimmatli qog'ozlar va uy-joylar narxi keskin oshib ketdi. Natijada pul massasining asosiy qismi fond va ko'chmas mulk bozoriga oqib o'tdi. Bu esa, o'z navbatida, iqtisodiyotda "sovun pufagi" holatini keltirib chiqardi. Bu pufaklar 1990-yillarda yorilishi natijasida iqtisodiyot va moliya sohasida inqiroz yuzaga keldi. Oqibatda 1997 yilda boshlangan Osiyodagi moliyaviy inqiroz Yaponiya yirik banklarini ham qiyin va murakkab vaziyatga solib qo'ydi.

1990-95 yillarda jahon iqtisodiyotidagi inqiroz Yaponiyaga ham katta ta'sir o'tkazdi. AQSHdan farqli ravishda Yaponiya iqtisodiyoti uchun bir qator ko'rsatkichlar retsessiya holatidan dalolat berayotgan edi. 1998-1999- yillar oralig'ida YaIM hajmi 2,8 foizga qisqardi. Shu bilan birga, ishlab chiqarishga xususiy kapital qo'yilmalari hajmi 11,7 foizga qisqardi. G'arb iqtisodchilarining fikriga ko'ra, bir necha o'n yillar mobaynida barqaror rivojlanib kelgan Yaponiya iqtisodiyotining ayrim tuzilmalari 1992- 1995-yillarda o'zining "mo'rt" jihatlarini namoyon eta boshladi. Xususan, 1992-yilning o'zida sanoat ishlab chiqarishi hajmi qariyb 8 foizga qisqardi. Yaponiya hukumati 1992-yilning avgust oyida mamlakat tarixidagi eng yirik favqulodda iqtisodiy chora-tadbirlari dasturini qabul qildi. 2000 yilda ishsizlik 1953-yildan keyin birinchi marta eng yuqori – 4,7 foizga yetdi. Real oylik ish haqi 2 foizga qisqardi. Tabiiyki, iste'mol talabi ham 2,2 foiz qisqardi, bu ayniqsa uzoq muddatli iste'mol tovarlari bozorida yaqqol namoyon bo'ldi. 1973-yildagi neft inqirozidan keyin ilk bor sanoat ishlab chiqarishi 6,9 foizga kamaydi. Ishlab chiqarish quvvatlarini ishga tushirish hajmi esa 8,2 foizga pasayib, bu investitsiyalarga talabning qisqarishi, kreditlash hajmining pasayib ketishi va kompaniyalar moliyaviy holatining yomonlashishiga olib keldi. Buning asosiy sababi qilib ekspertlar ichki talabning importga bog'liqligi kamligini, ya'ni 10 foizligini ko'rsatishdi. Bu ko'rsatkich AQSHda 1995-yillarda 20 foizni tashkil etgan. Yaponiyaning eksport salohiyati ham bu yillarda kamaydi, ya'ni eksport hajmi qisqardi. 1998-yilda hukumat tepasiga kelgan yangi kabinet inqirozga qarshi chora-tadbirlar rejasini ishlab chiqib, amalga oshirishga kirishdi. Bu iqtisodiy rivojlanishning istiqbolli dasturlarini ro'yobga chiqarish imkoniyatini berdi. Bu dasturlar o'z ichiga quyidagilarni qamrab oldi: • Yaponiyani elektron davlatga

aylantirish; • yirik shaharlar atrofidagi aglomeratsiyalarning transport tizimlarini rivojlantirish; • ijtimoiy infratuzilma yo'nalishlarini (telekommunikatsiya, ilm-fan va texnologiya, atrof-muhitni himoya qilish tashkilotlari, ijtimoiy tahminot muassasalari) yangi sifat bosqichiga ko'tarish; • bandlik barqaror tizimini ilg'or texnologiyalarga asoslangan holda takomillashtirish. Bu davrda iste'mol talabini rag'batlantirish maqsadida hukumat bir qator noan'anaviy choralardan ham foydalandi.

2014-yil dekabr oyi boshlarida S&P va Moody's Yaponiya iqtisodiyotiga nisbatan ishonchsizlik kayfiyatida ekanliklarini namoyon qildilar. Eng katta muammo Yaponiya davlat qarzlari YaIMga nisbatan hajmining bir bir necha o'n yillar davomida tinmay o'sib borayotganidir. Bu ko'rsatkich bo'yicha Yaponiya "Katta yigirmalik" mamlakatlari orasida birinchi o'rinini egallab oldi. Yaponiya davlat qarzining dinamikasini tahlil qilar ekanmiz, u so'nggi yigirma yil ichida o'sish tendensiyasida tinmay davom etib kelayotganini ko'ramiz.

Foydalanilgan adabiyotlar:

1. Ломакин В. К. Мировая экономика. - М.: РАН, 2006, -бет.
2. Лебедева И.П., Тимонина И.Л. Экономика Японии. «Восточная литература», - М.: 2008, 15-bet.
3. N.To'xliyev "Osiyo taraqqiyot modeli". –T.: "O'zbekiston", 2015. -176b
4. N.To'xliyev "Osiyo taraqqiyot modeli". –T.: "O'zbekiston", 2015. -176b.
5. "Эксперты: "Абэномика" пока не принесла желаемых результатов",

YAPONIYA TURIZM SANOATINING RIVOJLANISHI

Baqoyev Navro‘zjon
Namangan davlat chet tillar instituti o‘qituvchisi
Yuldasheva Shirin Sharifjon qizi
Namangan davlat chet tillar instituti talabasi

Annotatsiya. Ushbu maqolada Yaponiyada turizmi haqida ma’lumot beriladi. Yaponiyadagi turizm sohasining rivojlanish jarayonini tavsiflash uchun birinchi navbatda mamlakat tarixida turizmning ilk qayd qilingan holatlari va bugungi zamonaviy turistik salohoyatga erishgunga qadar bo‘lgan asosiy omillari yoritiladi.

Kalit so‘zlar: Himeji, Shukuba, ichki tuirzm, tashqi turizm, turistik oqimlar, turar joylar, mexmonxonalar tizimi, pandemiya.

Yaponiya 2018-yilda 31,19 million xalqaro sayyohni jalb qildi. Yaponiyada 21 ta Jahon merosi obyektlari, jumladan, Ximeji qal’asi, Qadimgi Kioto va Nara tarixiy yodgorliklari mavjud. Chet elliklarning mashhur diqqatga sazovor joylari orasida Toki ova Xirosima, Fudzi tog‘i, Xokkaydo, Okinavadagi Niseko kabi tog‘-chang‘i kurortlari, shinkansenda sayr qilish va Yaponiyaning mehmonxona va issiq buloq tarmog‘idan foydalanish kiradi. 2017-yilgi Sayohat va turizm raqobatbardoshligi hisobotida Yaponiya 141 mamlakat ichida 4-o‘rinni egalladi. Bu esa Osiyodagi eng yuqori ko‘rsatkichdir. Yaponiya salomatlik va gigiena, xavfsizlik, madaniy resurslar va ish safari kabi deyarli barcha ko‘rsatilgan jihatlar bo‘yicha nisbatan yuqori ball to‘pladi.

Yaponiyada turizmning dastlab faqat ichki yo‘nalishi mavjud edi. Diqqatga sazovor joylarning dastlabki ekskursiyasi 1689-yilda Matsuo Bashoning Yaponiyaning o‘sha paytdagi „uzoq shimoliga“ sayohati bo‘lib, u 1643-yilda Hayashi Razan Yaponiyaning uchta ko‘rinishi ta‘rifini tasniflaganidan ko‘p o‘tmay sodir bo‘lgan. Yaponiyaning Edo davrida, taxminan 1600-yildan 1867-yildagi Meydzi qayta tiklanishigacha, sayohatchilar tegishli hujjatlarni taqdim etishlari kerak bo‘lgan shukuba yoki pochta stansiyalari, shaharlardan foydalanish orqali mamlakat ichida sayohatlar tartibga solindi. Ushbu cheklovlarga qaramay, yaxshi sayohat qilinadigan marshrutlarda porter stansiyalari va otxonalari, shuningdek, turar joy va ovqatlanish joylari mavjud edi. Bu davrda Yaponiya chet elliklar uchun yopiq mamlakat edi, shuning uchun Yaponiyada xorijiy turizm mavjud emas edi.

Meydzi islohotidan keyin va milliy temir yo‘l tarmog‘i barpo etilgandan so‘ng, turizm mahalliy fuqarolar va xorijiy mamlakatlardan tashrif buyuruvchilar uchun Yaponiyaga qonuniy ravishda kirishlari uchun qulayroq vaziyat yuzaga keldi. 1887-yildayoq hukumat amaldorlari xorijlik sayyohlarni jalb qilishning tashkiliy tizimi

zarurligini tan oldilar. Bu o‘sha yili turizmdagi o‘yinchilarni muvofiqlashtirishni maqsad qilgan Kihinkai Bosh vazir Ito Xirobumining tashabbusi bilan tashkil etilgan. Uning dastlabki rahbarlari Shibusava Eichi va Ekida Takashi edi. Yaponiyada turizm industriyasi rivojlanishidagi yana bir muhim bosqich 1907-yilda „Mehmonxonalarni rivojlantirish to‘g‘risida“gi qonunning qabul qilinishi bo‘ldi. Buning natijasida temir yo‘l vazirligi butun Yaponiya bo‘ylab davlat mulki bo‘lgan mehmonxonalar qurishni boshladi.

Ikkinchi jahon urushidan keyingi davrlarda Yaponiya aholisi va YaIM hajmi bo‘yicha rivojlanmagan turistik joy bo‘lib kelgan; 1995-yildan 2014-yilgacha G7 guruhidagi ikkinchi yirik davlat bo‘lishiga qaramay, G7 da eng kam tashrif buyurilgan mamlakat edi va 2013-yil holatiga ko‘ra OECD da aholi jon boshiga eng kam tashrif buyurilgan mamlakatlardan biri bo‘lgan.

Turar joylar va mexmonxonalar

Yaponiya turizm tarixi yapon olimi Hayashi Razanning 1643-yilda yozgan “Yaponiyaning uch manzarasi” nomli asarida ilk bor qayd etilgan deb hisoblash mumkin. 1689-yilda esa yapon shori Matso Basyo Yaponiyaning “uzoq shimoliga” sayohat qilishi ham shular jumlasidandir. Eda davrida 1847-yilga qadar Yaponiya yopiq mamlakat bo‘lib, mamalakat bo‘ylab sayyohlarning harakati uchun “shukuba” nomli tizimli bekatlar tashkil etilgan. Ushbu tizim sayyohlarni hujjatiga muvofiq nazorat qilishdan tashqari, ularga oziq-ovqat va turar joy xizmatlari ko‘rsatilgan va quruqlikdagi ulovlarni sohil portlari bilan bog‘lab kelgan. 1847-yildan keyin mamlakat tashqi sayohatchilar uchun ochilganda, Meiji mehmonxonalar tizimi va ko‘plab temir yo‘l tarmoqlari bunyod etiladi. 1887-yilda Yaponiya hukumati xorijlik turistlarni jalb qilishda alohida tizim ishlab chiqish zaruratini payqay boshlaydi va bosh vazir Ito Hirobumi tashabbusi bilan Kihinkai tizimi yo‘lga qo‘yiladi. 1907-yilda “Mehmonxonalarni Rivojlantirish va obod qilish to‘g‘sida”gi Qonun qabul qilinib, Yaponiya temir yo‘llari vazirligi hamkorligida mamlakat bo‘ylab jamoatchilikka tegishli ko‘plab mehmonxonalar quriladi. Bu davrda Yaponiyaga Yevropa va Amerika qit’asidan turistlar soni keskin ko‘paya boshlaydi. Biroq I va II Jahon urushlari atrofida mamlakatda tuzim sohasining iqtisodiyotdagi ulushi kamayib boradi, chunki Yaponiya harbiy va o‘g‘ir sanoatga katta ustuvorlik beradi. Umuman olganda, mamlakat turizm tarixida soha muntazam rivojlanib kelganligini kuzatish mumkin. Xususan, 1964-yildan boshlab so‘nggi davrlarga qadar Yaponiyaning turizmga oid statistikasi ma’lumotlariga nazar tashlansa, ba’zi favqulodda yillardan tashqari deyarli barcha yillarda mamlakatga xorijiy turistlarning tashrifi ko‘payib kelgan, garchi ularning o‘sish sur’ati turli davrda turlicha bo‘lsa ham.

Ichki turizm Yaponiya iqtisodi va Yapon madaniyatining hayotiy qismi bo‘lib qolmoqda. Ko‘pgina maktablardagi bolalar o‘zlarining eng o‘qish yillarida Tokio

Disneylend yoki Tokio minorasiga tashrif buyurishadi va ko‘plab maktab o‘quvchilari Okinava yoki Xokkaydoga sayohat uyushtirishadi. Keng temir yo‘l tarmog‘i, ichki reyslar bilan birgalikda ba’zan samolyotlardan ham foydalanish sayohatlar uchun nisbatan qisqa masofalar va tez tashish imkonini beradi. Xalqaro turizm boshqa rivojlangan mamlakatlarga nisbatan Yaponiya iqtisodiyotida kichikroq rol o‘ynaydi; 2013 -yilda xalqaro turistik tushumlar Yaponiya yalpi ichki mahsulotining 0,3 % ni tashkil etgan bo‘lsa, bu ko‘rsatkich AQSHda 1,3 % va Fransiyada 2,3 % ni tashkil etdi. 2007-yilda Yaponiya chetdan tashrif buyuruvchi sayohatchilar bo‘yicha dunyoda 28-o‘rinni egallagan. O‘shanda mamlakat yalpi ichki mahsuloti bo‘yicha 2-o‘rinni egallagan edi. 2009-yilda Yomiuri Shimbun taniqli diqqatga sazovor joylarning zamonaviy ro‘yxatini e’lon qildi.

Janubiy Koreadan kelgan sayyohlar hozirgacha Yaponiyada sayyohlar soni bo‘yicha eng ko‘p o‘rinni egallashgan. 2010-yilda ularning 2,4 millioni Yaponiyaga tashrif buyurgan sayyohlarning 27 foizini tashkil qilgan.
Yaponiya sayyohlik agentligi ma’lumotlariga ko‘ra, 2011 -yilda Xitoydan kelgan sayohatchilar Yaponiyada mamlakatlar bo‘yicha eng ko‘p mablag‘ sarflagan bo‘lib, 2001 -yilda taxminan 196.4 milliard iyen (2.4 milliard AQSH dollari) yoki chet ellik sayohatchilar umumiy xarajatlarining deyarli to‘rtdan bir qismini sarflagan.
2017-yilda Yaponiya milliy milliy sayyohlik tashkiloti ma’lumotlariga ko‘ra, sayyohlik agentligi a’zolarining 3 tasi Sharqiy Osiyo, materik Xitoy, tayvan va Gonkongdan kelib chiqqan.

COVID-19 tarqalishidan oldin Yaponiya hukumati 2020-yilga kelib har yili 40 million xorijiy sayyohni qabul qilish ishonch bildirmoqda edi. Pandemiya tufayli mamlakat 4,12 million xorijiy sayyohni qabul qildi.

So‘nggi yillardagi sifat ko‘rsatkichlarga murojaat qilsak, Yaponiyadagi turar joylarda mahalliy turistlardan ko‘ra xorijlik turistlar ulushi ortib borayotganligiga guvoh bo‘lish mumkin. Yaponiyada ichki va tashqi turizm ulushi o‘zgarib borsada, har ikki turdagi turistlarning tashrifi ko‘payib borayotganligi sababli deyarli barqaror trendga ega. Umuman olganda, xorijlik turistlar ulushi ko‘payib bormoqda, jumladan, 2015-yilda 7,5% tashkil etgan bo‘lsa, 2019-yilga kelib ushbu ko‘rsatkich 19,5 foizga yetgan.

Fodalanilgan adabiyotlar

1. Yamamoto, K. (2020). Tourism in Japan: A Comprehensive Overview. Tokyo: Japan Tourism Agency.
2. Smith, M. & Packer, J. (2019). Tourism and Cultural Heritage in Japan. London: Routledge.
3. Kato, T. (2021). The Evolution of Japan's Tourism Industry: Challenges and Opportunities. Journal of Tourism Research, 15(2), 45-60.

INKLYUZIV TA’LIMDA OTA-ONALARNING ROLI

Ruziyeva Nigora Zohidjonovna
Namangan davlat chet tillari instituti mustaqil tadqiqotchisi
ruziyevanigora22@gmail.com +998933540056

Annotatsiya: Ushbu maqolada inklyuziv ta’lim jarayonida ota-onalarning rolini tahlil qilish maqsad qilingan. Tadqiqotda ota-onalarning inklyuziv ta’limga munosabati va bolalarning muvaffaqiyatli integratsiyasi uchun ularning qo‘llab-quvvatlash zarurligi o‘rganilgan. Natijalar ota-onalar ishtiroki va qo‘llab-quvvatlashi inklyuziv ta’limning muvaffaqiyatini ta’minlashda muhim ahamiyatga ega ekanini ko‘rsatadi.

Аннотация: В статье рассматривается роль родителей в инклюзивном образовании. Исследование изучает, как отношение родителей и их поддержка способствует успешной интеграции детей в инклюзивное образовательное пространство. Результаты показывают, что участие родителей имеет важное значение для успешной реализации инклюзивного образования.

Abstract: This article explores the role of parents in inclusive education. The study examines how parents' attitudes and support are essential for the successful integration of children into an inclusive educational setting. Findings reveal that parental involvement and support play a crucial role in ensuring the success of inclusive education.

Inklyuziv ta’lim bugungi kunda nafaqat maxsus ehtiyojli bolalar uchun, balki barcha bolalarning ta'lim olishda teng imkoniyatlaridan foydalanishini ta'minlash uchun zaruriy tizim sifatida ko'rilmoqda (Usmonov, 2018). Bu ta’lim turi jamiyatning barcha qatlamlarini, jumladan ota-onalarni ham jalb qilishni talab etadi, chunki farzandning rivojlanishi va ta’lim olishda muvaffaqiyati oilaning ishtirokiga bog‘liqdir (Karimova va Shamsiyeva, 2020). Shu ma’noda, ota-onalarning ta'lim jarayonidagi faol ishtiroki farzandlari uchun ijobiy ta’sir ko‘rsatadi va inklyuziv jarayonning muvaffaqiyatini oshiradi.

Ushbu tadqiqot uchun sifatli va miqdoriy metodlar birgalikda qo‘llanildi. O‘zbekistonning yirik shaharlari va qishloqlarida yashovchi turli ijtimoiy qatlamlarga mansub 500 nafar ota-ona ishtirokida so‘rovnoma o‘tkazildi. Shuningdek, ular bilan intervyular o‘tkazilib, inklyuziv ta’lim bo‘yicha fikrlari va bu jarayonda duch kelayotgan qiyinchiliklar aniqlandi (Vahobova, 2019). Tadqiqot metodologiyasi sifatli tahlilga asoslangan bo‘lib, statistik natijalar ota-onalarning inklyuziv ta’limdagi ahamiyatini chuqurroq yoritish imkonini berdi.

Tadqiqot natijalariga ko‘ra, ota-onalarning inklyuziv ta'limdagi ishtiroki va qo‘llab-quvvatlashi ularning farzandlari uchun muhim ahamiyat kasb etadi. So‘rovnomada qatnashgan ota-onalarning 85 foizi bolalarining ta’lim jarayonida faol qatnashayotganlarini aytib o‘tishdi. Ularning 70 foizi esa farzandlarining o‘qish va ijtimoiy integratsiyasini kuchaytirish uchun uyda qo‘shimcha faoliyatlar olib borayotganliklarini ta’kidlashdi (Xolmatov, 2022).

Tahlillar shuni ko'rsatadiki, ota-onalarning o‘z farzandlariga nisbatan ijobiy munosabati ularning o‘qishdagi muvaffaqiyatlariga bevosita ta’sir ko‘rsatadi.

Misol uchun, Rasulova va Qodirova (2021) ta’kidlaganidek, ota-onalar tomonidan berilayotgan qo‘llab-quvvatlash va ijtimoiy ko‘mak farzandlarining inklyuziv ta’lim tizimida muvaffaqiyatli integratsiyasini ta’minlashda katta o‘rin tutadi.

Ushbu natijalar ota-onalar tomonidan ta’lim jarayoniga jalb qilinganlik darajasi va inklyuziv ta’limdagi muvaffaqiyat o‘rtasidagi bog‘liqlikni tasdiqlaydi. Ota-onalarning farzandlari uchun ta'lim jarayonida faolligi, shuningdek, ularning jamiyat va davlat tomonidan taqdim etilayotgan qo‘shimcha qo‘llab-quvvatlovchi xizmatlarga murojaat qilishlari farzandlarning inklyuziv ta’limga moslashishida muhim omil sifatida namoyon bo‘ldi (Abduvaliyeva, 2019).

Darhaqiqat, inklyuziv ta'lim jarayonida davlat va nodavlat tashkilotlarining roli bilan bir qatorda ota-onalarning psixologik va ijtimoiy tayyorgarligini oshirish muhimdir. Bu jarayon davomida maktab va ota-onalar o‘rtasidagi hamkorlik muhim ahamiyatga ega bo‘lib, ota-onalar uchun maxsus treninglar va seminarlarga ehtiyoj mavjudligi aniqlangan.

Tadqiqot natijalariga asoslanib xulosa qilishimiz mumkinki, inklyuziv ta'lim jarayonida ota-onalarning ishtiroki va qo‘llab-quvvatlashi ularning farzandlari uchun o‘quv jarayonining muvaffaqiyatli kechishiga katta ta’sir ko‘rsatadi. Kelajakda ota-onalar ishtirokini oshirish uchun davlat tomonidan inklyuziv ta’lim siyosatini qo‘llab-quvvatlovchi dasturlarni kengaytirish va ota-onalar uchun maxsus treninglar tashkil qilish zarur. Inklyuziv ta’limning amaliyotini oshirishda ota-onalarning roli va ularning faol ishtiroki yangi davr talabi ekanligi aniqlandi.

Foydalanilgan adabiyotlar ro‘yxati

1. Usmonov, Z. (2018). *Inklyuziv ta’lim va uning amaliyotlari*. Toshkent: O‘zbekiston Respublikasi Xalq ta’limi vazirligi nashriyoti.
2. Karimova, D., & Shamsiyeva, L. (2020). *O‘zbekistonda inklyuziv ta’limning huquqiy asoslari*. Toshkent: "O‘zbekiston" nashriyoti.

3. Vahobova, G. (2019). *Maxsus pedagogika: Inklyuziv ta'lim tamoyillari va metodikasi*. Samarqand: Samarqand Davlat Universiteti nashriyoti.
4. Rasulova, N., & Qodirova, M. (2021). *Inklyuziv ta'limda ota-onalarning roli va ahamiyati*. Buxoro: "Buxoro" nashriyoti.
5. Xolmatov, S. (2022). *O'zbekistonda maxsus ehtiyojli bolalar bilan ishlash metodikasi*. Toshkent: Innovatsion ta'lim rivoji nashriyoti.
6. Abduvaliyeva, Z. (2019). *Pedagogik psixologiya va inklyuziv ta'lim*. Toshkent: Fan va texnologiya nashriyoti.

ОБРАЗ БАБУРА В КОНТЕКСТЕ НАЦИОНАЛЬНЫХ И МОРАЛЬНЫХ ЦЕННОСТЕЙ, В РОМАНЕ П.КАДЫРОВА «ЗВЕЗДНЫЕ НОЧИ»

Казакова Р.М.
д.ф.ф. (PhD)старший преподаватель кафедры русского языка и литературы
Умурзакова Дарья
студентка 2 курса направления филология и обучение языкам (русский язык) группы RUA BR-23 факультета языка и перевода Наманганского государственного института иностранных языков имени И.Ибрата

Аннотация: в данной статье рассматриваются вопросы творчества и литературного наследия писателя – современника узбекской литературы, Пиримкула Кадырова и его вклад в развитие современной узбекской литературы. Также в статье представлен анализ образа выдающегося представителя классической узбекской литературы З.М.Бабура в произведении Пиримкула Кадырова «Звездные ночи».

Ключевые слова: современник, классическая литература, современная литература, литературное наследие, патриотизм, духовное развитие.

Annotatsiya: ushbu maqolada yozuvchi – o‘zbek adabiyotining zamondoshi Pirimqul Qodirovning ijodi va adabiy merosi va uning zamonaviy o‘zbek adabiyoti rivojiga qo‘shgan hissasi haqida so‘z boradi. Maqolada, shuningdek, Pirimqul Qodirovning “Yulduzli tunlar” asaridagi mumtoz o‘zbek adabiyotining atoqli namoyandasi Z.M.Bobur obrazi tahlili berilgan.

Tayanch so‘zlar: zamondosh, mumtoz adabiyot, zamonaviy adabiyot, adabiy meros, vatanparvarlik, ma’naviy yuksalish.

Abstract: this article deals with the issues of creativity and literary heritage of the writer - contemporary of Uzbek literature, Pirimkul Kadyrov and his contribution to the development of modern Uzbek literature. The article also analyzes the image of an outstanding representative of the classical Uzbek literature Z.M.Babur in Pirimkul Kadyrov's work “Starry Nights”.

Keywords: contemporary, classical literature, modern literature, literary heritage, patriotism, spiritual development.

Пиримкул Кадыров — выдающийся узбекский писатель, историк и общественный деятель, который внес значительный вклад в развитие национальной литературы и культуры. Он посвятил свою жизнь художественному осмыслению исторического наследия Узбекистана, что особенно ярко проявилось в его произведениях, связанных с прошлым и

культурным наследием страны. П.Кадыров был удостоен Государственной премии Узбекистана имени Хамзы за свой роман «Звездные ночи» — произведение, рассказывающее о жизни и судьбе великих предков узбекского народа. Роман неоднократно переиздавался в Москве и Ташкенте, переводился на языки хинди, урду, казахский, киргизский и каракалпакский, получив высокую оценку как в Узбекистане, так и за его пределами.

Литературная и общественная деятельность Кадырова снискала ему высокое признание и многочисленные награды: он был удостоен званий «Народный писатель Узбекистана» а также награжден орденами «Эл-юрт хурмати» и «Буюк хизматлари учун». В последние годы жизни он возглавлял совет по прозе Союза писателей Узбекистана, где уделял особое внимание поддержке молодых литераторов, воспитанию молодежи в духе патриотизма и популяризации национальной идеи.

Его произведения, статьи и публикации, особенно созданные в годы независимости, посвящены как историческому наследию, так и преобразованиям в современной жизни страны. Кадыров стремился запечатлеть самоотверженный труд современников и показать важность духовного и культурного развития. Своей работой он по праву заслужил признание и любовь широкой общественности, став одним из ярчайших представителей узбекской литературы XX века.

В романе «Звездные ночи» Пиримкул Кадыров обращается к образу выдающегося правителя Захириддина Мухаммада Бабура (1483–1530). Бабур - правитель, завоеватель и основатель великой империи Великих Моголов в Индии, знаменитый стратег, выдающийся полководец и вдохновляющий лидер, чья военная тактика и политическая мудрость оставили неизгладимый след в истории. Помимо этого, его также почитают как талантливого писателя и мемуариста, а его произведения не только раскрывают детали эпохи, но и передают его глубокий эстетический вкус, любовь к искусству и стремление к просвещению. Писатель также показывает непростые условия, окружавшие Бабура: внутренние раздоры, раздробленность правящей элиты, рост налогового бремени и экономическую нестабильность, отражая, как эти обстоятельства воздействовали на его внутренний мир и формирование идеалов.

В романе П.Кадырова образ Бабура раскрывается как сочетание противоречивых качеств: он одновременно правитель, воин и поэт, человек с глубокими внутренними конфликтами. Действия происходит в конце XV – начале XVI века, охватывая Мавераннахр и Хорасан.

Бабур изображен как сложная и противоречивая фигура: в нем сочетаются доброта и жесткость, милосердие и строгость. В одной из глав, «Кабул. Бурлящая река ищет себе русло», он размышляет над собственными решениями — как благородными, так и суровыми. В атмосфере суровой реальности Бабур вынужден принимать жесткие меры, чтобы защитить свой народ. Так, он наказывает племя хирилчи за нападения на караваны и устраняет десятки воинов хазаров. В своих мемуарах, «Вакои», он открывает свое стремление защитить сына Хумаюна от жестокости этого мира и вдохновить его на более добросердечное отношение к жизни.

Бабур, как и властный, грозный полководец, так и утонченный человек, почитающий науку, искусство и природу. В основе романа лежат исторические факты, однако автор придает образу Бабура художественную глубину, показывая его как не просто завоевателя, но и как просвещенного правителя, тонкого поэта и творческую личность, полную сложных противоречий.

Отношение к женщинам как отражение характера Бабура и Шейбани-хана. Писатель через отношение к женщинам раскрывает внутренний мир и нравственные убеждения двух правителей — Шейбани-хана и Бабура. Шейбани-хан относится к женщинам как к инструменту своих желаний и политического влияния, безжалостно используя их для укрепления своей власти. В завоеванных землях он беспощаден: манипулирует чувствами Зухры-бегим, пренебрегает переживаниями Хонзоды-бегим, причиняет страдания Хадиче-бегим и, не задумываясь, присваивает замужнюю Каракуз-бегим, лишь бы пополнить свой гарем. Эти поступки раскрывают его как человека без принципов и сострадания, подчеркивая его темные стороны.

В противоположность ему, Бабур проявляет уважительное и бережное отношение к женщинам, руководствуясь высокими нравственными принципами. Он заботится о Айше-бегим, Хонзоде-бегим и Мохим-бегим, а даже к своей сопернице Малике Бейде относится с почтением. Многие поступки, описанные в романе, например, когда он встретил Мохим-бегим у озера Жалоли, он слез с коня и подошёл к ней пешком, демонстрируя своё уважение, а затем он поддержал инициативу по строительству медресе, названного в честь Хонзоды-бегим, и это демонстрируют его честность и внутреннюю силу, выделяя его благородство и честность среди политических интриг.

Таким образом, через этих двух правителей писатель подчеркивает разные стороны власти и личной ответственности. Шейбани-хан изображен как правитель, готовый поступиться моральными нормами ради достижения собственных целей, проявляя безразличие к чувствам окружающих и используя

людей ради собственной выгоды. Бабур, напротив, руководствуется чувством долга и уважением к достоинству каждого, что придает его образу глубину и человечность. Можно подчеркнуть контраст между тиранией и истинной властью, основанной на уважении и моральных принципах, заставляя читателя задуматься о том, как сила и мудрость могут сосуществовать в одном правителе.

Роман «Звездные ночи» является не только историческим произведением, но и глубоким философским размышлением о природе власти, морали и ответственности. Пиримкул Кадыров, противопоставляя образы Бабура и Шейбани-хана, подчёркивает, что подлинная сила правителя заключается не в жестокости, а в способности уважать достоинство и интересы своего народа. Бабур, как герой романа, воплощает высокие нравственные идеалы и национальные ценности, которые служат примером для потомков и символизируют лучшие черты узбекского народа. Через роман автор передаёт важность патриотизма, духовного развития и взаимного уважения, которые составляют основу устойчивого общества.

Список использованной литературы

1. Хамидова М.Ш. Система образов в романе П.Кадырова «Звёздные ночи» // Oriental Renaissance: Innovative educational, natural and social sciences, 3(2), Feb., 2023, 298-303 p.
2. www.livelib.ru

РОЛЬ ЧТЕНИЯ КНИГ В РАЗВИТИИ МОЛОДОГО ПОКОЛЕНИЯ В СОЦИАЛЬНО - НАУЧНОМ РАЗВИТИИ СТРАНЫ

Казакова Р.М
д.ф.ф.н. (PhD), старший преподаватель кафедры русского языка и литературы,
Холматова Гульзира
магистрантка 2 курса направления русский язык и литература факультета языка и перевода Наманганского государственного института иностранных языков имени И.Ибрата

Аннотация: в данной статье раскрывается роль чтения книг в социально-научном развитии страны. Подчеркивается, что интеллектуальное развитие и развитие подрастающего поколения является главным фактором развития общества. Важное значение имеет чтение книг в интеллектуальном аспекте и развитии. Приводятся высказывания философов о книгах. Книга представлена как средство приобретения истинных человеческих качеств. Обсуждаются мнения о роли семьи и образовательных учреждений в организации детского чтения.

Ключевые слова: интеграция науки, сфера общества, международное сотрудничество, научно- технические достижения, технология, книга, образование, развитие, культура, книгоиздание, прогресс.

Annotatsiya: ushbu maqolada kitob mutolaasining mamlakat ijtimoiy-ilmiy rivojlanishidagi o‘rni ochib berilgan. Yosh avlodning intellektual rivojlanishi va kamol topishi jamiyat taraqqiyotining asosiy omili ekani alohida ta’kidlanadi. Kitob o'qish intellektual jihatlar va rivojlanish uchun muhimdir. Faylasuflarning kitoblar haqidagi fikrlari keltirilgan. Kitob haqiqiy insoniy fazilatlarni egallash vositasi sifatida taqdim etilgan. Bolalar kitobxonligini tashkil etishda oila va ta’lim muassasalarining o‘rni haqida fikr-mulohazalar bildirilmoqda.

Kalit so'zlar: fan integratsiyasi, jamiyat sohasi, xalqaro hamkorlik, fan va texnika yutuqlari, texnologiya, kitob, ta'lim, taraqqiyot, madaniyat, kitob nashriyoti, taraqqiyot.

Annotation: This article reveals the role of reading books in the social and scientific development of the Republic of Uzbekistan. It is emphasized that intellectual development and the development of the younger generation is the main factor in the development of society. It is important to read books in the intellectual aspect and development. The statements of philosophers about books are given. The book is presented as a means of acquiring true human qualities. Opinions on the role

of the family and educational institutions in the organization of children's reading are discussed.

Keywords: Integration of science, social sphere, international cooperation, scientific and technical achievements, technology, book, education, development, culture, book publishing, progress.

В нынешний век информационных технологий будущее человечества во многом зависит от культурных, научно-технических достижений, которые происходят в центрах знаний, исследований и культуры, которыми являются учебные заведения. Задача вхождения в мировое образовательное пространство в качестве полноправного участника и партнера стала одной из важнейших для многих университетов. Для интеллектуальной элиты республики осознание этого особенно важно – ведь провозглашение Узбекистана независимым, его стабильное развитие и вхождение в мировое
сообщество означает качественно новый уровень экономических и культурных связей с зарубежными странами, функционирование всех сфер народного хозяйства и духовной жизни.

Наука занимает очень важное место в развитии всех отраслей экономики, в этом вопросе государство опирается, прежде всего, на Академию наук, интеграция науки и производства сегодня, как никогда, имеет очень актуальное значение на исторической встрече с учеными нашей страны. Большое внимание уделяется повышению культуры чтения, интереса к научно-популярной, художественной, научной, учебной литературе в образовательных учреждениях для интеллектуального развития подрастающего поколения в Республике Узбекистан. Указ Президента Ш. М. Мирзиеева от 12 января 2017 года «О развитии системы книгоиздания и распространения, создании книги по культуре чтения и пропаганде культуры и пропаганды литературы» систематически и эффективно организует пропагандистскую работу по книгоизданию и культуре чтения.

Чтение — это ключ к открытию дверей счастья и счастья для людей. Изучение науки, чтение книг, газет и журналов расширяет кругозор человека и придает ему особый вкус. Возвышение своего владельца на академический, культурный и нравственный уровень перед другими. Книга также выступает посредником между взрослыми и младшими. Закон Республики Узбекистан «Об образовании» предоставляет родителям отдельное положение о физическом, духовном и интеллектуальном развитии их детей. Это тоже важно не только в семье, но и в школе. Обязательно в комнатах детей должны быть книжные полки, задача родителей донести до детей, что книга настолько

священна и что к ней нужно относиться с осторожностью. Значима роль книг в формировании высокой духовности студентов. Любить книгу, читать ее, хранить как зеницу ока - значит изучать культуру. Кого-то книга делает «образованным», а для кого-то чтение — это правильное времяпровождение.

Чтение очень полезно. Прежде всего, оно служит человеческим мостом для изучения различных культур и знаний, является основным источником для коррекции языка, развития устной речи и увеличения словарного запаса. Чем больше человек читает, выше его культурный уровень. Чтение книг, и журналов может помочь человеку приобрести самостоятельные способности к обучению.

Важно, чтобы дети любили книгу. Ребенок может общаться со взрослыми еще до того, как научится читать. Когда дети вступают в мир книг, необходимо тщательно выбирать книги, которые им подходят, учитывая возраст детей. В итоге сделан вывод о том, что дальнейшее развитие семейной грамотности является основной задачей современных высших учебных заведений.

Список использованной литературы

1. Мирзиеев Ш. Вместе мы создадим свободное и процветающее демократическое государство Узбекистан. Т.: Узбекистан, 2016. Б. 14.
2. Мирзиеев Ш. М. Указ Президента Республики Узбекистан от 1 января 12 декабря 2017 года «О создании Комиссии по развитию системы книгопечатания и книгораспространения, книжной грамотности и культуре грамотности и пропаганде».
3. Хошимов К., Нишонова С. История педагогики. Учебник. Ташкент, 2005.
4. Каримов И. А. Мечта гармоничного поколения. Узбекистан, 1997 год. Ташкент: Акула, 1998. 51 с.

“QO‘SHIQLAR KITOBI”NING QISQA TARIXI (《诗经》简史)

Martavaliyeva Oygul
Namangan davlat chet tillari instituti talabasi
oygulmartavaliyeva34@gmail.com
Salimova Sohiba
Namangan davlat chet tillari instituti o`qituvchisi
sohiba_samarqand@mail.ru

Annotatsiya. Ushbu maqolada Qo`shiqlar kitobining ibora va o`xshash ma`nolari bo`lgan so`zlarni jamlab, unda qadriyatlar haqida qisqacha yoritilgan. Bu qadimiy asar ko`plab xalqlar hayotinidan hikoya qilishi bilan birga, insoniyatning rivoji va tanazzuli sabablarini ham ko`rsatib bera olgan.

Kalit so‘zlar: Qadimiy she`riy asarlar, nazmiy uslublar, xalqlar hayoti, asarning mohiyati

抽象的: 本文对《诗经》中具有相似意义的短语和词语进行分析，并简要介绍其中的价值观。这部古老的作品讲述了许多民族的生活，也展示了人类发展和衰落的原因.

关键词: 古代诗歌作品, 诗歌风格, 人民生活, 作品本质

Annotation. This article analyzes the phrases and words with similar meanings of the Book of Songs, and briefly covers the values in it. This ancient work tells about the lives of many peoples, and also shows the reasons for the development and decline of humanity.

Keywords: Ancient poetic works, poetic styles, people's life, the essence of the work

Аннотация. В данной статье анализируются близкие по значению фразы и слова Книги Песней, а также кратко рассматриваются значения в ней. Это древнее произведение рассказывает о жизни многих народов, а также показывает причины развития и упадка человечества.

Ключевые слова: Древние поэтические произведения, поэтические стили, быт народа, суть произведения.

《 诗经》”She'rlar” yoki 《诗三百》 "Uch yuz she'r" deb nomlangan asar, qadimgi Xitoy she'riyatining boshlanishi va g'arbiy Chjou sulolasining dastlabki davridan bahor va kuzning o'rtalarigacha bo'lgan she'rlar to'plamidir. Asar miloddan avvalgi 11-asrdan 6-asrgacha Davrni o`z ichiga olgan bo`lib,jami 311 ta she’r mavjuddir. Ulardan 6 tasi Sheng she’ridir, ya’ni ular faqat sarlavhaga ega va mazmuni yo‘q bo‘lib, oltita she’r “Nanmei” 《南陔》, “Baixua” 《白华》 ", "Hua

shu"《华黍》, "Yougeng"《由庚》, "Chongqiu"《崇丘》 va "Youyi" 《由仪》 deb ataladi. "Qo'shiqlar kitobi" ning muallifi noma'lum va uning ko'p qismini In Jifu to'plagan va Konfutsiy tomonidan tuzilgan deb aytiladi. Ushbu asarda mehnat va sevgi, urush va tinchlik, zulm va qarshilik, urf-odatlar va nikoh, ajdodlarga sig'inish va ziyofatlar, hatto samoviy hodisalar, yer shakllari, hayvonlar, o'simliklar tarannum etilgan. Boshqa jihatlar Chjou sulolasining dastlabki davridan to Chjou sulolasining oxirigacha bo'lgan taxminan 500 yillik ijtimoiy dunyoqarashni aks ettirgan buyuk asar hisoblanadi.“Qo‘shiqlar kitobi” Chjou sulolasining yuksalishi va tanazzul davridagi ijtimoiy hayotining tasviri bo‘lib, unda ajdodlar tadbirkorligi, xudolarga sig‘inish va arvohlar haqidagi madhiyalar mavjud zodagonlar, ish va hayot o'rtasidagi o'zaro munosabatlar, shuningdek, mehnat, ovchilik va ko'plab sevgi munosabatlari, nikohlar va ijtimoiy urf-odatlarni aks ettiruvchi ta'sirli boblar mavjud. “Qo‘shiqlar kitobi” jami 305 bobdan iborat bo‘lib, ular asosan uch qismga bo‘lingan: “Shamol” 《风》, “Ya” 《雅》, va “Qo‘shiq”《颂》.

"Shamol" qismida aks etgan asarlaning asl ma'nosi mahalliy urf-odatlar va xalq qo'shiqlari, "shamol" turli joylardan kelgan xalq qo'shiqlaridan kelib chiqqanligini ifodalagani uchun shunday nomlashgan. Shamol "Qo'shiqlar kitobi" ning asosiy mazmunini tashkil etadi chunki u sevgi, mehnat va boshqa go'zal narsalarni o'z ichiga olib shuningdek, vatan, el sog‘inchi, zulmga qarshilik ko‘rsatuvchi qo‘shiqlar ham she’rning har bir bobida berilgan bo`lib, ko‘pincha bir necha xil so‘zlardan iborat edi. Xalq qo‘shiqlariga xos xususiyatlar aks ettirgan "Shamol" o'n beshta hududning xalq qo'shiqlarini o'z ichiga oladi, shu jumladan bugungi Shaanxi, Shanxi, Henan, Xebey, Shandong va boshqa joylardan ularning aksariyati Sariq daryo havzasidagi xalq qo'shiqlarini o`zida jamlagan. Sayqallangan xalq qo‘shiqlarining aksariyati “O‘n besh saltanat uslubi” deb nomlanib, 160 qismdan iborat bo‘lib, ular “Qo‘shiqlar kitobi”ning katta qismini tashkil etgan. O'n besh milliy she`riy uslublar: Chjou Nan 11 bob 周南 11 篇, Chjao Nan 14 bob 召南十四篇, Bei (bèi) Feng 19 bob 邶（bèi）风 19 篇, Yong (yōng) Feng 10 bob 鄘（yōng）风 10 篇, Vey Feng 10 bob 卫风 10 篇, Vang Feng 10 bob 王风 10 篇, Zheng Feng 21 bob 郑风 21 篇, boblar, Vey Feng uchun 7 bob 魏风 7 篇, Tang Feng uchun 12 bob 唐风 12 篇, Qin Feng uchun 10 bob 秦风 10 篇, Chen Feng uchun 10 bob 陈风 10 篇, Huifeng uchun 4 bob 桧风 4 篇 (kào "kài" kuài （桧即“郐”kuài） degan ma'noni anglatadi), Cao Feng uchun 4 bob 曹风 4 篇 va Bin uchun 7 bob. (bīn) Feng 豳（bīn）风 7 篇 shu tarzda berilgan. Chjou Nazhongning "Guan Ju" va "Tao Yao", Vey Fengzhongning "Cu Tan" va "Shuo Shu", Qin Fengzhongning "Jian Jia" barcha taniqli durdona asarlaridir. "Ya" 《雅》,- Chjou sulolasi qiroli Ji Nei 畿内乐 ning kuyi "Daya" 《大雅》 - “Katta Ya” va "Xiaoya" 《小雅》 ”

Kichkina Ya” ga bo'linadi. "Daya"ning aksariyati G'arbiy Chjou sulolasining dastlabki davrida yozilgan va mualliflarning aksariyati zodagonlar bo'lib, ular olijanob, nafis va nozik tabiat deb atalgan. Jiu Xun Ya - bu Zheng, bu she'riyatning solihligiga ishora qiladi, bu asosan Zhou qirollik oilasining ajdodlari va hatto qirol Vu va qirol Xuanning yutuqlarini maqtaydi ularning hukmronligi inqirozi yoki xalqning xohish-istaklarini aks ettiruvchi satirik she'rlardir "Daya" ning asosiy asarlari "Qirol Ven", "Juan A", "Min Lao" va boshqalar hisoblanadi. "Xiaoya" jami 74 bobdan iborat bo'lib, ular G'arbiy Chjou sulolasining boshidan oxirigacha, asosan G'arbiy Chjou sulolasi podshohlari Li, Xuan va You hukmronligi davrida yozilgan. "Xiaoya" dagi ba'zi she'rlar "Guofeng" ga o'xshash va ba'zi xalq qo'shiqlari bor, lekin eng ko'zga ko'ringanlari "Siaoya" ga "Lu Ming", "Wei" va "Urush va mehnat haqidagi asarlar kiradi.

“Oda”[14] talqini ilk bor “She’rlarga muqaddima”da ko‘rsatilgan.

“Oda go‘zallik va fazilatning ta’rifidir, “Oda” podsholarning muvaffaqiyati haqida xudolarga aytuvchidir” ajdodlar ibodatxonasiga jo bo`lgan go`zal maskandir deya ta`riflanadi. “Oda”dagi she’rlar erta tarix, din va jamiyatni o‘rganish uchun katta ahamiyatga ega. “Qo‘shiq aytish va raqsga tushish” ajdodlar ibodatxonasi musiqasiga xos xususiyatdir, shuning uchun “Ode”da 40 ta asar mavjud bo‘lib, ulardan ba’zilari raqs musiqasidir. "Ode"ning mashhur she'rlari asosan "Qing ibodatxonasi", "Vey Tyanning taqdiri", "Ai Si" va boshqalarni o'z ichiga oladi.

Real hayotdan kelib chiqqan ushbu asar mohiyatan haqiqiy his-tuyg‘ular ifodalangan ekspluatatsiya qilinganlarning sinfiy ongining uyg'onishini his qila oladi yoki behuda narsaga ega bo'lgan hukmron sinfga adolatni dadil taklif qilayotgan g'azablangan qullar omon qolish huquqini qo'lga kiritish uchun ishchilarning hukmron sinfga qarshi bevosita kurashini tasvirlaydi. Bu esa xalqning irodasini, go'zallikka intilishini aks ettiradi.

代表性主要名句：Muhabbatni tarannum etgan jumlalar

执子之手，与子偕老。——《诗经·邶风·击鼓》“ Qo'lingizni ushlang va birga qaring. ——"Qo'shiqlar kitobi·Beifeng·Barabanlar"

关关雎鸠，在河之洲，窈窕淑女，君子好逑。——《诗经·国风·周南·关雎》

Guan Guan Jujiu, daryo va quruqlikda, nozlangan xonim, janob isyonnni yaxshi ko'radi. ——"Qo'shiqlar kitobi · Milliy uslub · Chjou Nan · Guan Ju"

蒹葭苍苍，白露为霜。所谓伊人，在水一方。——《诗经·国风·秦风·蒹葭》

Jian Jia Cang Cang, oq shudring esa ayoz. Go'zallik deb ataladigan narsa suv tomonida. ——"Qo'shiqlar kitobi · Guo Feng · Qin Feng · Jian Jia"

桃之夭夭，灼灼其华。——《诗经·国风·周南·桃夭》

[14] **Oda** (yun. aoide — qo‘shiq) — she’riy va musiqiy janr. Yunonistonda paydo bo‘lib, tantanavor, ko‘tarinki ruxda yaratilgan nasihatomuz xor qo‘shig‘iga nisbatan aytilgan

Shaftoli gullari yorqin porlaydi. ——"Qo'shiqlar kitobi · Milliy uslub · Chjou Nan · Taoyao

巧笑倩兮，美目盼兮。——《诗经·国风·卫风· 硕人》Chiroyli tabassum va chiroyli ko'zlar. ——"Qo'shiqlar kitobi·Guo Feng·Vey Feng· Shuo Ren "

知我者谓我心忧，不知我者谓我何求。悠悠苍天,此何人哉? ——《诗经·国风·王风·黍离》Meni taniganlar tashvishlanmang deyishadi, tanimaganlar hech narsa istamagan deyishadi. Bu yiroq osmonda kim?- "Qo'shiqlar kitobi · Guofeng · Vang Feng · Muli"

昔我往矣，杨柳依依。今我来思，雨雪霏霏。——《诗经·小雅·采薇》

O‘tmishni qoldirdim, majnuntol hayron. Endi o‘ylasam, yomg‘ir, qor yog‘adi beomon. ——"Qo'shiqlar kitobi·Xiaoya·Kaivey"

风雨如晦，鸡鸣不已。既见君子，云胡不喜？——《诗经·国风·郑风·风雨》

Shamol va yomg'ir zulmatga o'xshaydi va xo'roz qichqiradi. Endi men bir janobni ko'rsam, Yunxu yoqtirgan emasmi? ——"Qo'shiqlar kitobi · Milliy uslub · Zheng Feng · Shamol va yomg'ir",

青青子衿，悠悠我心。——《诗经·国风·郑风·子衿》

Qingqing Zijin, yuragim tinch. ——"Qo'shiqlar kitobi · Guofeng · Zheng Feng · Zijin"

有匪君子，如切如磋，如琢如磨。——《诗经·国风·卫风·淇奥》Bezori va janoblar bor, ularni muhokama qilish, sayqallashish kabi yaxshi. ——"Qo'shiqlar kitobi · Milliy uslub · Weifeng · Qiao",

言者无罪，闻者足戒。——《诗经·周南·关雎·序》Gapirganlar aybdor emas, eshitganlar ogohlantiriladi. ——"Qo'shiqlar kitobi · Chjou Nan · Guan Ju · Muqaddima",

彼采萧兮，一日不见，如三秋兮。——《诗经·国风·王风·采葛》Boshqa odamning terimi shitirlaydi, bir kun ko‘rmasangiz, uch kuzdek. ——"Qo'shiqlar kitobi · Milliy uslub · Van uslubi · Cai Ge"

Asarlarda ma`no aks etib hozirda ham qo`llanadigan iboralar:

Yurtni fojia to‘ldiradi

"Yovvoyi g'ozlar uchib, ingrab, nola qilmoqda”

哀鸿遍野

“鸿雁于飞，哀鸣嗷嗷。”——《小雅·鸿雁》.

Nochor "Men buni bilardim va Vey Zhongshan uni targ'ib qildi, lekin men bunga yordam berolmayman - "Qo'shiqlar kitobi·Daya·Dangzhishi".

爰莫能助

“我仪图之，维仲山甫举之，爰莫助之。”——《诗经·大雅·荡之什》.

Bayju Konggu
"Yorqin oq ot bo'sh vodiyda" - "Xiaoya · Bai Ma".
白驹空谷
“皎皎白驹，在彼空谷。”——《小雅·白驹》

Tarixiy va folklor qadriyatini tarixiy qiymat nuqtai nazaridan, " Qo'shiqlar kitobi" G'arbiy Chjou va bahor va kuz davrlari tarixini har tomonlama aks ettiradi, u G'arbiy Chjou sulolasidan bahor va kuzgacha bo'lgan tarixiy rivojlanish va voqelikni har tomonlama aks ettiradi. Ko'p qirrali bo'lib, uning qamrovi shunchalik kengki, u jamiyat hayotining barcha jabhalarini - siyosat, iqtisod, harbiy, folklor, madaniyat, adabiyot, san'at va hokazolarni deyarli qamrab oladi. Keyingi avlod tarixchilarining tarix kitoblari ushbu tarixiy bosqichni tasvirlaganda, ular asosan Qo'shiqlar kitobidagi yozuvlarga tayangan. "Daya" dagi "Shengmin" kabi dostonlari dastlab ajdodlarni madh etuvchi she'rlar bo'lib, ajdodlarga sig'inish she'rlari bo'lgan va ular Chjou sulolasining so'nggi matrilineal jamiyatidan Shan sulolasining vayron bo'lishi va Chjou sulolasining tashkil etilishigacha bo'lgan tarixni yozib olgan. .Ular Hou Ji, Gong Liu va Tai Vangni maqtashdi, Vang Ji, Vang Ji, Wen Vang, Vu Vang va boshqalarning ulug'vor yutuqlari kelajak avlodlar uchun qimmatli tarixiy materiallarni qoldirdi.“Qo‘shiqlar kitobi”ning folklor qiymati ham yaqqol ko‘zga tashlanadi, jumladan, muhabbat, nikoh, qurbonlik udumlarini aks ettirish orqali turli tomonlardan va burchaklardan turli xil nikoh holatlarini namoyon etuvchi she'rlar G'arbiy Chjou sulolasining bahor va kuz davridagi xalq urf-odatlarini o`ziga mujassam etgandi. Marosimlar va musiqaning madaniy qadriyati Chjou sulolasi madaniyatining o‘ziga xos xususiyatlaridan biri avvalgi avlodlardan farq qiluvchi va kelajak avlodlarga chuqur ta’sir ko‘rsatuvchi marosim va musiqa madaniyatining yaratilishi edi. Ular orasida marosimlar Chjou sulolasining fikrlari va tizimlarini birlashtiradi, musiqa esa tarbiyaviy funktsiyaga ega edi. Qo'shiqlar kitobi Chjou sulolasining ushbu marosim va musiqa madaniyatini sezilarli darajada aks ettiradi va ifodalaydi va Chjou marosimlarini saqlab qolish uchun qimmatli hujjatlardan biriga aylandi.

Xulosa : “Qo‘shiqlar kitobi” Xitoy adabiyoti tarixida yuksak mavqega ega va keng ko‘lamli ta’sirga ega bo‘lib, xitoy she’riyatining go‘zal an’analarini o‘rnatgan va Xitoy she’riyatining milliy xususiyatlari shundan shakllana boshlagan durdona asar hisoblanadi.

ADABIYOTLAR

1. Bolshaya Sovetskaya ensiklopediya. – 3-ye izd. – T.30. – 467s.
2. Kitaysko-russkiy slovar. – Ispravlennoye izdaniye. – M.: Veche, 2003. – 1281s.
3. Китайско-русский словарь /Сост. Фу Чонг. – Шанхай, 2004. – 1247 с.
4. Ошанин И. М. (ред.) Большой китайско-русский словарь.Т. 1-4. М.:
5. Hayka, 1983-1984. – С.1052.

KOREYS XALQ 민담-MINDAM VA O‘ZBEK XALQ ERTAKLARIDAGI O‘XSHASHLIK VA FARQLAR

Muhammadjonova Madinabonu
Namangan davlat chet tillari instituti talabasi
Xo‘janazarova Nazira
Namangan davlat chet tillari instituti o‘qituvchisi

Annotatsiya: Ushbu maqola orqali Kareys xalq 민담 (mindam) lari va ózbek xalq ertakchiligida uchrab turadigan bir birlariga yaqin óxshashlik hamda farqli jihatlari yoritib berilgan. Kareys xalqining qadimdan va hozirgi kungacha adabiyot shinavandalari hamda boshqa xalqlarning ham diqqatini toritib kelayotgan óziga xos jihatlari va shu kabi jihatlar bilan ózbek xalqi adabiyotchiligida óxshab turadigan bir biriga yaqin badiiy óxshatmalar keltirib ótilgan

Kalit so‘zlar: 민 담 , ertakchilik, hikoyachilik, obroz, siymo, rol, asar, adabiyotchilik

Ma’lum bir xalqining davrlar bo’yicha turmush tarzi, o‘ziga xos milliy urf-odatlarini xalq ertaklari, rivoyat, hikoya, roman, matal, maqol, kabi adabiy asarlar orqali yoritiladi. Xalq og’zaki ijodiga ta’aluqli maqol, ertaklar asrlar o‘tsada bugungi kundagi mavzularni qamrab olgani va hozirgi kun yosh avlodni tarbiyalash xamda ta’lim berishda keng qo’llash mumkin darajada qadrini saqlab qoladigan adabiy janrlar hisoblanadi. Adabiyotning boshlang’ich davrini qamrab oluvchi yozma manbaasi mavjud bo‘lmagan xalq og’zaki ijodi kabi adabiy meros mavjud bo‘lib, og’izdan-og’izga asrlar osha o‘tib kelib makon, millat, irq va yosh tanlamaydi. Shu jihati bilan ham ko‘pchilik adabiyot shinavandalarining diqqatini tortib kelmoqda.

Ushbu maqola orqali koreys xalqning o‘ziga xos bólgan 민담[15] mindam -lari hamda ózbek xalq ertaklaridagi o‘xshashlik xamda farq qiluvchi tomonlari yoritiladi. Xalq og’zaki ijodidagi asosiy janrlaridan biri -ertak hisoblanadi. Ertak[16] ‘xalq og'zaki poetik ijodining asosiy janrlaridan biri bo‘lib, to‘qima va uydirmaga asoslangan sehrli sarguzasht va maishiy harakterdagi epik badiiy asar. Asosan, nasr shaklida yaratilgan bo‘lib, biror voqeani og‘zaki tarzda hikoya qilish ma’nosini bildiradi.

Koreys xalq og’zaki ijodining bolalar uchun muhim ahamiyatga ega bo‘lgan ertak-민담-mindamlari aslida qanday asar hisoblanadi? Xalq og'zaki poetik ijodining

[15] https://stdict.korean.go.kr/main/main.do「명사」 『문학』 예로부터 민간에 전하여 내려오는 이야기. ≒민간 설화.
[16] uz.wikipedia.

asosiy janrlaridan biri; qadim zamonlardan beri xalqqa o'tib kelayotgan hikoya. Hikoyani bolalarga moslashtirilib ertak shakliga keltiriladi. Ertaklarning boshlanishi va tugash qismi bo‘lib, boshlanishi deyarli qaysidir zamonlari aytilib, aniq vaqt yoki makon ko‘rsatilmaydi. Ertaklarning asosiy qismi oxiri yaxshilik va baxtlilik bilan tugasa, 민담-mindamda qahramonlarni qaysidir yovuzlar tomonidan halok qilinishi yoki hayvonlar orqali yeb qo‘yilish kabi baxtli yakunlanishidan ko‘ra g’amgin tugashi xam mavjud. Shuning uchun 민담 lar asosan bolalar uchun aytiladigan to’qilgan qadimiy hikoya bo‘lgani uchun uni bolalarga moslab baxtli va boy, uzoq umr kechirishibdi kabi iboralar bilan ertakka aylantirib, yaxshilik orqali yakunlanadi.

Ma’lumki xar bir millat ertaklarining boshlanish qismi o’ziga xos jumla orqali ifodalanadi.

1. Ertaklar < o‘xshashlik jihati>

#	Koreys	O‘zbek
1	옛날 옛날에	Qadim qadim zamonlarda

Koreys xalq ertaklarida ham ózbek xalq ertaklari singari boshlanishi deyarli bir xil boshlanib, so’ng qahramonlarni tanishtiriladi.

2. 민담-mindam <farqli jihati>

Koreys	O’zbek
호랑기는 담배를 피울때... (yo’lbars sigaret chekib turgan bir zamonlarda…)	Bir bor ekan, bir yo’q ekan qarg`a qaqqimchi ekan,chum-chuq chaqimchi ekan…

Koreys 민담-mindamlari “yo’lbars sigaret chekib turgan bir paytda”.... degan jumla bilan boshlansa, o‘zbek xalq ertaklari “qadim qadim zamonlarda” yoki “ bir bor ekan, bir yo’q ekan qarg`a qaqqimchi ekan…” degan qiziqarli noodatiy bolgan jumlalar yordamida kirish qismidan boshlab mutolaachining e’tiborini o‘ziga jalb qiladi. Bu janrning boshqa janrlarga qaraganda o‘ziga xosligi shundan iboratki, hududga qarab aytilishi jihatidan o‘zgarib, chegara bilmasligi, asosiy sodir bólayotgan joyi, vaqti aniq yoritilmasligi hamda qahramonlarni malika, shahzoda, o‘tinchi, qirol, yoki echki, bo‘ri kabi jonzodlar siymolari yordamida obroz ismlari orqali emas ko‘pincha kasbi, va kimligini umumlashtirib beriladi.

Bundan tashqari, koreys 민담-mindamlarida ham xuddi ózbek xalq ertaklari singari yaxshilik va yomonlik orasida qizg’in kurashuvlar, oqil yoki uning aksi bo‘lgan adolatsiz qirollarning xalq bilan bo’lgan munosabatlari, iqtidorli va hayotda nuqsonga ega bo‘lgan insonlarning hayoti ham rang-barang ko‘rinishda aks ettiriladi.

Yana bir ahamiyatli jihati shundaki, koreys 민 담 -mindamlarida o‘zbek xalq ertaklaridan farqli o‘laroq kichkina aql bilan katta muammolarni hal qiladigan obrozlarni ko‘proq uchratishimiz mumkin.

Sharq va g’arb ertakchiligida xamda koreys 민담-mindamlarida ham asosan boylar yovuz rolda tasvirlangan epizod mavjud bo‘lib, asosan hayvonlar siymosi orqali gavdalanib, xalqning ichki dardlarini ko‘rsatib berishga xarakat qilinadi. Kópincha boy yoki yuqori mansab egalari kuchli hayvon siymosi bilan gavdalanadi. Koreys 민 담 -mindamlarida yo‘lbars obrozi orqali ifodalansa, o‘zbek milliy ertakchiligida esa tulki obrozi orqali yoritib beriladi. Koreyslar yo‘lbarsni kuchli hayvon deb hisoblashgani uchun hayvonlar qiroli sifatida gavdalantiriladi.
kuchli, yovuz bo‘lishiga qaramasdan ko‘pincha yo‘lbars nodon, laqma, timsolida yoki adolatli boshqaruvchi kabi obrozlarni yoritib beriladi. O‘zbek ertakchiligida ayyorlik timsoli bo‘lgan tulki siymosi orqali bugungi kunda va o‘tmishda ham laganbardorlik qilgan insonlar davlat boshqaruvini egallashlari oson bo‘lganini ifodalanadi.

Yana bir koreys xalq og’zaki ijodining o‘ziga xos jihati shundaki, yuqorida aytib o‘tilganidek, kuchli va aqilli davlat amaldorlari koreys 민담 larida y o‘lbars siymosida gavdalanadi, lekin ayrim ijod namunalarida esa yo‘lbars obrozi orqali aldab ketsa ishonadigan laqma odamlar timsoli ham gavdalanadi. Yo‘lbars tabiatan qanchalik q o‘rqinchili hayvon bo‘lmasin asar ichida u shunchalik yoqimtoy hamda mehribon holatda gavdalanadi. Yo‘lbars obrozi orqali u bolalar uchun qo‘shni amaki singari mehribon holatda yoritib beriladi. Yo‘lbarsni mushukka o‘xshash holatda partreti chizilib ko‘rsatilishi sababi ham aynan uning qanchalik mehribon ekanligini yoritib berishning yana bir yóli hisoblanadi. Bu kabi bir- biriga qarama qarshi bo‘lgan g’oyaviy obrozlar oraqli qiziqarli asarlarni yanada kitobxon uchun rang-barang obrazda jozibalashtirilgan.

Sharq adabiyotchiligidan farqli g’arb ertakchiligiga nazar tashlasak, bo‘ri kuchli, aqilli va oqil hayvon hisoblanganligi uchun ham bu hayvon orqali aqil va adolat bilan ish ko’radidagan oqil boshqaruvchi obrozi yoritilib kelinadi. G’arb va sharq adabiyotchiligida o’xshash siymo bu quyon hisoblanib, qo‘rqoq insonlar hayoti yorqin yoritib kelingan. Lekin, koreys 민담-mindamlarining ayrimlarida o‘ziga xos usulda kuchsiz insonlarning omadlari kelib, qandaydir mo‘jiza ro‘y bergani singari kuchsizlikni yengib o‘tib, o‘ziga ishonch tuyg’usi mohirona yoritilib, asarni yanada jozibali ko‘rsatishga harakat qilinadi. Haqiqat bor joyda kuchsizlikni yengib, adolatli tuzum o‘rnatish g’oyasi orqali yosh-u qari xalq uchun haqiqatga tik boqish g’oyasi juda ta’sirli aks ettirilgan.

Ushbu maqolada koreys vao o’zbek xalq og’zaki ijodining asosiy janrlaridan biri bo‘lgan ertaklar, ya’ni to‘qilgan hikoyalarni boshlanish qismining o‘xshashliklari va farqini solishtirib, yakuniy qismida esa ertaklar asosan baxtli voqea bilan yakunlansa, 민 담 -mindamlar esa g’amgin voqea bilan nihoyasiga yetadi. Lekin bularda yotgan tag ma’nolar deyarli bir-biridan farqlanmagan holda hayotda uchratilishi mumkin bo’lgan har xil fazilatlarga ega insonlar va ularning jamiyatga qilayotgan ezgu va qabih amallariorqali atrofdagi insonlarga qanday ta’sir ko’rsatishi haqida ham rangbarang ravishda tasvirlab beriladi. Shu jihati bilan ham bu adabiy meroslar har bir xalqning ajralmas madaniy merosi va qimmatbaho boyligi bo’lib kelmoqda.yosh kitobxonlar uchun ham kelajak hayoti uchun qanday yashash kerek? degan savoli uchun deyarli tayyor javob vazifasini bajarib kelmoqda.

Foydalanilgan adabiyotlar ro’yhati:

1. 세창출판사 "새 한국 문학사"asarining
2. 80-82 sahifalari. 29.01.2021-yil

NUTQNING KONTEKSUAL MOSLASHISHI: INGLIZ VA O‘ZBEK TILLARIDA KONTEKSGA QARAB NUTQNI MOSLASH VA O‘ZGARISHI USULLARI

Mamarasulov Ahmadjon Anvarjon o‘g‘li
University of Business and Science, Ingliz tili o‘qituvchisi
Mamarasulov1771@gmail.com, +998 90 754 07 25
Anvarova Farangis Akmaljon qizi
University of Business and Science, talaba
Dsumatuva@gmail.com, +998 93 705-07-28

Abstract: This study investigates the contextual adaptation of speech in Uzbek and English, examining the pragmatics and sociolinguistic elements specific to each language. Through a comparative analysis, the research highlights both significant differences and notable similarities in how speech is adapted and modified according to context in these languages. Key aspects analyzed include formal and informal speech patterns, expressions of social status and respect, the role of intonation and emotional tone, and the use of slang and taboo words. Findings indicate that, in Uzbek, contextual adaptation is closely tied to expressions of social hierarchy and cultural norms, while in English, adaptation often relies on pragmatics, tonal shifts, and flexibility in formal and informal registers. This research underscores the importance of cultural and contextual awareness in understanding and effectively engaging in multilingual communication across varied social settings.

Keywords: contextual adaptation, pragmatics, sociolinguistics, Uzbek language, English language, formal and informal speech.

Annotatsiya: Ushbu tadqiqot O‘zbek va Ingliz tillarida nutqning kontekstual moslashuvini o‘rganadi va har bir tilning o‘ziga xos pragmatik va sotsiolingvistik unsurlarini tahlil qiladi. Solishtirma tahlil natijasida bu ikki tilda nutqni kontekstga moslash va o‘zgartirish usullari o‘rtasida sezilarli farqlar va o‘xshashliklar aniqlangan. Tahlilda rasmiy va norasmiy nutq uslublari, ijtimoiy mavqe va hurmat ifodalari, intonatsiya va emotsional ohangning o‘rni, shuningdek, sleng va tabu so‘zlarning qo‘llanilishi kabi jihatlar o‘rganildi. Natijalar shuni ko‘rsatadiki, O‘zbek tilida kontekstual moslashuv ijtimoiy hierarxiya va madaniy qadriyatlarga asoslangan holda shakllansa, Ingliz tilida bu moslashuv pragmatika, intonatsion o‘zgarishlar va rasmiy-norasmiy uslublardagi moslashuvchanlikka asoslanadi. Ushbu tadqiqot ko‘p tilli muloqotda madaniy va kontekstual ongli bo‘lishning muhimligini ta’kidlaydi.

Kalit so‘zlar: kontekstual moslashuv, pragmatika, sotsiolingvistika, o‘zbek tili, ingliz tili, rasmiy va norasmiy nutq.

Аннотация: Данное исследование изучает контекстуальную адаптацию речи в узбекском и английском языках, анализируя прагматические и социолингвистические элементы, присущие каждому из них. Сравнительный анализ выявил значительные различия и сходства в способах адаптации и модификации речи в зависимости от контекста в данных языках. Основные аспекты, рассмотренные в работе, включают в себя формальные и неформальные речевые стили, выражение социального статуса и уважения, роль интонации и эмоционального тона, а также использование сленга и табуированных слов. Результаты показывают, что в узбекском языке контекстуальная адаптация тесно связана с социальными и культурными нормами, тогда как в английском языке адаптация часто основана на прагматике, изменениях интонации и гибкости в официальных и неофициальных регистрах. Данное исследование подчеркивает важность культурной и контекстуальной осведомленности для эффективного общения в многоязычной среде.

Ключевые слова: контекстуальная адаптация, прагматика, социолингвистика, узбекский язык, английский язык, формальная и неформальная речь.

Bugungi globallashuv davrida turli tillarning bir-biriga ta’siri ortib borayotgani va ko’p tillilik talablarining kuchaygani muloqotning turli uslublari va kontekstual moslashuviga e’tiborni oshirishga olib kelmoqda. Nutqning kontekstual moslashuvi, ya’ni ijtimoiy, madaniy va tilshunoslik nuqtai nazaridan turli kontekstlarga qarab nutq uslubining o’zgarishi, har bir tilda alohida ifodalanadi. Bu jarayonni o’rganish boshqa tillarni o’rganish jarayonini osonlashtirishi, til o’rganishda pragmatik kompetensiyani rivojlantirishga yordam berishi mumkin. O‘zbek va ingliz tillari – ikki xil til oilasiga mansub bo‘lib, o‘ziga xos grammatik, leksik va fonetik xususiyatlarga ega. Shu bilan birga, bu tillar muloqot jarayonida turli kontekstlarga qarab nutqni qanday moslashtirishi jihatidan qiziqarli solishtiruv imkoniyatlarini taqdim etadi. Masalan, o'zbek tilida ijtimoiy mavqe va hurmat ifodalari muhim o'rin tutadi, Ingliz tilida esa pragmatik jihatdan norasmiy va rasmiy uslublar o'rtasidagi farqlar sezilarli. Har ikki tilning o‘ziga xos madaniy va ijtimoiy xususiyatlari mavjud bo‘lib, bu ularning kontekstual moslashuvini o‘rganishga asos yaratadi. Ushbu maqolada o'zbek va ingliz tillarida nutqning kontekstual moslashuviga ta’sir qiluvchi omillar tahlil qilinadi, ya’ni har ikki tilda rasmiy va norasmiy nutq shakllari, hurmat ifodalari, intonatsiya va emotsional ohanglar, shuningdek, sleng va tabu so‘zlarning o‘rni o‘rganiladi. Mazkur tadqiqot orqali o'zbek va ingliz tillarining pragmatik jihatlarini chuqurroq anglash va ularning o'xshashlik va farqlarini yoritish maqsad qilingan.

O'zbek va ingliz tillarida nutqning kontekstual moslashuvi har bir tilning o'ziga xos pragmatik va sotsiolingvistik unsurlariga bog'liq holda amalga oshadi. Maqolada keltirilgan tahlil natijalari bu ikki tilda nutqni kontekstga moslash va o'zgartirish usullari o'rtasida sezilarli farqlar va o'xshashliklarni namoyish etdi. Quyida muhim jihatlar batafsil muhokama qilinadi.

Rasmiy va Norasmiy Nutq Usullari. Tadqiqotdan ko'rinib turibdiki, o'zbek tilida ijtimoiy mavqe va hurmat tushunchalari rasmiy va norasmiy nutq shakllarini belgilashda asosiy o'rin tutadi. Rasmiy kontekstda "siz" olmoshi va muloyimlik bildiruvchi iboralar ishlatilsa, norasmiy suhbatlarda "sen" shakli qo'llaniladi. Ingliz tilida esa rasmiy va norasmiy uslublar o'rtasidagi farq asosan grammatik tuzilmalar va so'z boyligi orqali yuzaga chiqadi. Masalan, rasmiy suhbatlarda muloyim iboralar ("Could you please...?", "Would you mind...?") qo'llanilib, norasmiy suhbatlarda qisqartmalar ("gonna," "wanna") va sleng iboralari keng qo'llanadi. Bu esa ingliz tilida pragmatik moslashuvga asoslangan uslubiy o'zgarishlarni ifodalaydi. Hurmat ifodalari va ijtimoiy mavqe. O'zbek tilida ijtimoiy mavqe va hurmat ifodalari nutqning kontekstual moslashishiga katta ta'sir ko'rsatadi. Kattalarni hurmatlash, qarindoshlik va ijtimoiy mavqega asoslangan so'zlashuv usullari o'zbek tilida keng tarqalgan bo'lib, ko'pincha ijtimoiy mavqesi yuqori bo'lgan shaxslar bilan rasmiyroq nutq ishlatiladi. Ingliz tilida esa bu masala pragmatik jihatdan kamroq ahamiyatga ega bo'lib, ko'plab ingliz tilida so'zlashuvchi mamlakatlarda katta yoshdagilarni ism bilan chaqirish ham oddiy holat sanaladi. Shu sababli, ingliz tilida shaxslararo muloqot o'zbek tiliga qaraganda rasmiylik jihatdan erkinroqdir. Intonatsiya va Emotsional Ohang. Intonatsiya va emotsional ohang har ikki tilda kontekstual moslashuvning ajralmas qismi hisoblanadi. Ingliz tilida intonatsiya orqali muloqotning maqsadi yoki hissiyati ifodalanadi, masalan, "Really?" iborasi intonatsiyaga qarab savol, hayrat yoki tanqidni ifodalashi mumkin. O'zbek tilida esa bu jihat ohang va tuzilma o'zgarishi orqali sezilarli darajada namoyon bo'ladi, masalan, "Ha-a" yoki "A?" kabi ohanglar muloqotga qo'shimcha ma'no yuklaydi. Bu ikki tilda intonatsiyaning roli muloqot mazmunini tushunishga yordam beruvchi pragmatik ko'nikmalarni rivojlantirishda muhimdir.

Sleng va tabu so'zlarning o'rni. O'zbek va ingliz tillarida tabu so'zlar va slengning o'rni kontekstual moslashuvda farq qiladi. Ingliz tilida sleng ijtimoiy guruhlar va yoshlar orasida keng tarqalgan bo'lsa, rasmiy kontekstlarda senzura qilingan yoki tabu so'zlardan foydalanmaslik odatiy holat hisoblanadi. O'zbek tilida esa tabu so'zlar kamroq qo'llaniladi va odatda norasmiy suhbatlarda ham ishlatilishi cheklangan. Yoshlar o'rtasida ma'lum bir darajada sleng ishlatilsa-da, bu ingliz tiliga qaraganda kamroq kuzatiladi. Bu esa o'zbek jamiyatidagi madaniy hurmat va odob qoidalarining yuqori ahamiyatini ifodalaydi.

Ingliz tilida pragmatik kompetensiya va sotsiolingvistik farqlar ko'proq ahamiyatga ega bo'lib, sleng va intonatsiya orqali muloqotga qo'shimcha rang beriladi. O'zbek tilida esa ijtimoiy mavqe va hurmat tushunchalari tilshunoslikda muhim o'rinni egallab, rasmiy va norasmiy kontekstda qanday ifodalanishni belgilaydi. Bu tahlil natijalariga asoslanib, o'zbek va ingliz tillarida kontekstual moslashuv pragmatik va madaniy xususiyatlarga tayanadi degan xulosa qilish mumkin.

Ingliz va o‘zbek tillarida nutqning kontekstual moslashuvi har bir tilda o‘ziga xos usullar bilan amalga oshadi. Tadqiqot natijalari shuni ko'rsatadiki, o‘zbek tilida nutq kontekstual moslashuvi ijtimoiy mavqe, hurmat ifodalari va madaniy qadriyatlarga asoslanadi, shu bilan birga, turli kontekstlarda rasmiy va norasmiy uslublar orasidagi farqlar aniq namoyon bo'ladi. Ingliz tilida esa pragmatik o‘zgarishlar va ijtimoiy guruhlarga xos slenglarning keng qo‘llanishi nutqning kontekstual moslashuvini shakllantiradi. Har ikkala til muloqot jarayonida turli pragmatik kompetensiyalarni talab qiladi, bu esa o'zbek va ingliz tillarida muloqot qilishda kontekstual nozik jihatlarni tushunishni muhim qiladi. Ingliz tilidagi intonatsiya va qisqartmalardan foydalanish pragmatik o‘zaro anglashuvni osonlashtirsa, o‘zbek tilida mavqe va hurmat asosida nutqni moslashtirish ijtimoiy munosabatlarning muhim qismidir. Mazkur tadqiqot o‘zbek va ingliz tillarida nutqning kontekstual moslashuv jarayonlarini yanada chuqurroq o‘rganish zarurligini ko‘rsatadi.

Ushbu tadqiqot natijalari kelajakdagi ilmiy ishlar uchun asos bo'lib xizmat qiladi va til o'rganish jarayonida pragmatik kompetensiyani rivojlantirishga yordam berishi mumkin. Shu bilan birga, muloqotning turli kontekstlarda samaradorligini oshirish uchun har ikki til foydalanuvchilarining tilning kontekstual xususiyatlariga e’tibor berishlari tavsiya etiladi.

FOYDALANILGAN ADaBIYOTLAR:

1. Crystal, D. (2003). The Cambridge Encyclopedia of the English Language. Cambridge University Press.
2. Foley, W. A. (1997). Anthropological Linguistics: An Introduction. Blackwell.
3. Grice, H. P. (1975). Logic and Conversation. In Cole, P., & Morgan, J. L. (Eds.), Syntax and Semantics, Volume 3: Speech Acts. Academic Press.
4. Hudson, R. A. (1996). Sociolinguistics. Cambridge University Press.
5. Nazarova, G. (2020). O‘zbek tilining sotsiolingvistik o‘ziga xosliklari. Toshkent Davlat Sharqshunoslik Universiteti Nashriyoti.
6. Mey, J. L. (2001). Pragmatics: An Introduction. Blackwell Publishing.

MUQOBILI YO‘Q SO‘ZLARNI TARJIMA QILISH

Jaloliddinova Nigora
Namangan davlat chet tillari instituti talabasi
sshvmr18@gmail.com

Annotatsiya: Ushbu maqolada tarjima jarayonida muammoli hisoblangan muqobili yo‘q so‘zlarning tarjimasi muhokama qilinadi. Bunday so‘zlar ko‘pincha muayyan madaniyat, din yoki mahalliy ijtimoiy kontekst bilan chambarchas bog‘liq bo‘lib, ularni boshqa tilga to‘liq va aniq tarzda o‘girish mushkul. Tadqiqotda madaniy birliklar, diniy atamalar, dialektal so‘zlar va idiomatik iboralar kabi muqobili yo‘q so‘zlar turlari yoritiladi. Shuningdek, transliteratsiya, tavsifiy, izohli va kontekstual tarjima kabi samarali yondashuvlar tahlil qilinadi. Amaliy misollar orqali tarjimada madaniy sezgirlik, ijodkorlik va mantiqiy yondashuvning ahamiyati ko‘rsatib beriladi. Maqola tarjimon zimmasidagi madaniy va ma’naviy mas’uliyatni ham yoritib beradi.

Kalit so‘zlar: tarjima, muqobili yo‘q so‘zlar, madaniy birliklar, iboralar, tarjima strategiyalari.

Annotation: This article examines the issue of translating untranslatable words, which often pose significant challenges for translators due to their deep connection with a specific culture, religion, or local context. The study identifies various types of untranslatable words, including culturally-bound terms, religious expressions, dialect-specific vocabulary, and idiomatic phrases. It also analyzes effective translation strategies such as transliteration, descriptive and explanatory translation, and contextual substitution. Through practical examples, the article emphasizes the importance of cultural sensitivity and creativity in translation. The conclusion highlights the translator’s responsibility not only to convey linguistic meaning but also to preserve the cultural and emotional essence of the original text.

Keywords: translation, untranslatable words, cultural terms, idioms, translation strategies.

Аннотация: В данной статье рассматривается проблема перевода слов, не имеющих прямых эквивалентов в других языках. Такие слова часто тесно связаны с определённой культурой, религией или местным социальным контекстом, что делает их перевод особенно трудным. В исследовании анализируются типы непереводимых слов, включая культурные реалии, религиозные термины, диалектные слова и идиоматические выражения. Также рассматриваются эффективные стратегии перевода, такие как транслитерация, описательный и пояснительный перевод, а также контекстуальная замена. На

основе практических примеров подчёркивается важность культурной чувствительности, креативного подхода и ответственности переводчика за сохранение не только языкового значения, но и культурной сути оригинального текста.

Ключевые слова: перевод, непереводимые слова, культурные реалии, идиомы, стратегии перевода.

KIRISH

Tarjima – bu faqat so‘zlarni bir tildan boshqasiga ko‘chirish emas, balki ikki xalq madaniyati, tarixiy tafakkuri va mentaliteti o‘rtasidagi ko‘prikdir. Tarjimada tarjimon turli xil muammolar bilan to‘qnash keladi. Ularning eng murakkablaridan biri — bu muqobili yo‘q so‘zlarni to‘g‘ri yetkazish muammosidir. Bu kabi so‘zlar ko‘pincha milliy urf-odatlar, diniy tushunchalar yoki mahalliy realliklar bilan bog‘liq bo‘lib, boshqa tilga to‘liq ekvivalent topish qiyin. Ushbu maqolada muqobili yo‘q so‘zlarning turlari, tarjima yondashuvlari va ularni amaliyotda qanday tarzda aks ettirish mumkinligi keng yoritiladi.

Muqobili yo‘q so‘zlar turlari:

1. Madaniy birliklar

Bunday so‘zlar muayyan xalqning madaniy hayoti, urf-odatlari, taomlari yoki kiyim-kechaklariga oid bo‘ladi. Masalan, 'do‘ppi', 'osh', 'navro‘z' kabi tushunchalar ingliz tilida mavjud bo‘lmagan madaniy elementlardir. Tarjimada ularni aynan o‘z holicha yetkazish yoki izoh bilan berish zarur.

2. Diniy va rasmiy tushunchalar

‘Halol’, ‘harom’, ‘sunnat to‘yi’, ‘iftorlik’ kabi so‘zlar Islom diniga xos bo‘lib, boshqa tillarda ularning diniy va madaniy ma’nolarini to‘liq ochib berish oson emas. Bunday hollarda kontekst asosida tavsifiy tarjima qo‘llaniladi.

3. Lahja va shevaga oid so‘zlar

Mahalliy shevalarga xos bo‘lgan so‘zlar, masalan, 'qumqon', 'lo‘lilari', yoki 'shiringina bola', boshqa tillarda ekvivalentga ega emas. Tarjimon bu yerda madaniy anglashni saqlagan holda sinonim yoki izohli yondashuvdan foydalanadi.

4. Idiomatik va obrazli ifodalar

O‘zbek tilida ko‘plab ifodalar mavjudki, ularning tarjimasi nafaqat so‘zma-so‘z, balki ma'no jihatdan ham murakkab. Masalan: 'ko‘ngli og‘ridi', 'tili qursin', 'ko‘z tegdi'. Bunday iboralarni tarjima qilishda mos ekvivalent topish yoki madaniy o‘xshashlikni izlash lozim.

Tarjima yondashuvlari:

1. Transliteratsiya

So‘zni o‘z yozuvi va talaffuzi bilan chet tilga o‘tkazish. Masalan: do‘ppi → doppi, Navro‘z → Navruz. Bu usul ko‘pincha nomlar yoki madaniy atamalar uchun qo‘llaniladi.

2. Tavsifiy tarjima

So‘zning ma'nosi izoh orqali beriladi. Masalan, 'do‘ppi' – 'an’anaviy o‘zbek bosh kiyimi'. Bu usul tushunarlilikni oshiradi.

3. Izohli tarjima

Tarjimada so‘zga qisqacha tushuntirish yoki qo‘shimcha izoh beriladi. Bu usul adabiy matnlar va ilmiy maqolalarda keng qo‘llaniladi.

4. Kontekstual almashtirish

Chet til o‘quvchisiga tanishroq bo‘lgan ekvivalentni topishga urinish. Bunda asl ma'no biroz o‘zgarishi mumkin, ammo tushunarlilik saqlanadi.

Amaliy misollar

Adabiy asarlarda, masalan, 'O‘tkan kunlar'da 'oydek kelinchak' iborasi 'moon-faced bride' tarzida berilishi mumkin. Yoki film subtitrlarida 'palov' so‘zi 'Uzbek plov (pilaf)' shaklida qo‘llaniladi. Rasmiy tarjimalarda esa 'sunnat to‘yi' – 'circumcision ceremony' deb tarjima qilinadi, biroq bu so‘zning ijtimoiy va madaniy qatlamini to‘liq ochmaydi.

Xulosa

Muqobili yo‘q so‘zlar tarjima jarayonida tarjimon oldida katta mas’uliyatli vazifa sifatida turadi. Tarjimon nafaqat tilshunos, balki madaniyatshunos, tarixchi va ijodkor bo‘lishi kerak. Har bir tarjima strategiyasi kontekstga, tinglovchi auditoriyaga va matn turiga bog‘liq holda tanlanadi. Muqobili yo‘q so‘zlarni samarali tarjima qilish orqali til o‘rganuvchilarga nafaqat ma’lumot, balki xalqning madaniy ruhi ham yetkaziladi.

Foydalanilgan adabiyotlar:

1. Baker, M. (2018). In Other Words: A Coursebook on Translation (3rd ed.). London: Routledge.
2. Newmark, P. (1988). A Textbook of Translation. New York: Prentice Hall.
3. Nida, E. A., & Taber, C. R. (2003). The Theory and Practice of Translation. Leiden: Brill Academic Publishers.
4. Bassnett, S. (2014). Translation Studies (4th ed.). Routledge.
5. Hatim, B., & Munday, J. (2019). Translation: An Advanced Resource Book (3rd ed.). London: Routledge.
6. Vinay, J.P., & Darbelnet, J. (1995). Comparative Stylistics of French and English: A Methodology for Translation. Amsterdam: John Benjamins.

7. Karimov, R. (2021). Tarjimaning nazariy asoslari. Toshkent: O‘zbekiston Milliy Universiteti nashriyoti.
8. Nurmonov, A. (2017). O‘zbek tilshunosligida tarjima muammolari. Toshkent: Fan.
9. Jo‘raqulov, M. (2020). Tarjima nazariyasi va amaliyoti. Samarqand: SamDU nashriyoti.
10. Eco, U. (2003). Mouse or Rat? Translation as Negotiation. London: Weidenfeld & Nicolson.
11. Crystal, D. (2003). The Cambridge Encyclopedia of the English Language. Cambridge University Press.
12. Sayfullayeva, D. (2019). “Madaniy realliyalar va ularning tarjimadagi aks ettirilishi”, Filologiya masalalari, №1, 48–52-betlar.

13.00.00 PEDAGOGIKA FANLARI
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

BRIDGING THE DIGITAL DIVIDE: HOW TECHNOLOGY IS TRANSFORMING ORAL COMMUNICATION IN THE MODERN WORLD

Milimo Mundia Ciesler (Mrs.)
PhD candidate: Comparative Linguistics and Translation Studies
Vice Director International Affairs and Scientific Research/Assistant Lecture Foreign Languages Department
Kimyo International University in Tashkent, Namangan Branch
milimomundia89@gmail.com
+998951235759

Abstract: This article explores the transformative impact of technology on oral communication, highlighting how digital advancements have reshaped interaction methods. As communication increasingly shifts from face-to-face interactions to virtual platforms, the article examines benefits like enhanced accessibility and inclusivity, while addressing challenges such as the lack of nonverbal cues and screen fatigue. Additionally, it discusses the role of social media in redefining conversational norms and the influence of emerging technologies like artificial intelligence and voice recognition. By analyzing these dynamics, the article aims to provide a comprehensive understanding of how technology is bridging the digital divide and fostering new connections while emphasizing the importance of authentic human interactions in an increasingly digital landscape.

Introduction

The rapid development of technology has profoundly altered the landscape of oral communication. From the invention of the telephone to the rise of video conferencing and social media, our modes of verbal interaction have advanced dramatically. This article examines how technology is transforming oral communication, focusing on accessibility, inclusivity, and the challenges that arise in this new digital era. Understanding these transformations is crucial for navigating the complexities of communication in a tech-driven world.

The Shift from Traditional to Digital Communication

Historically, oral communication was largely face-to-face, allowing participants to engage directly and gauge reactions through nonverbal cues such as

body language and tone (Smith, 2020). However, Jones (2019) argues that the arrival of the telephone in the late 19th century marked the foundation of a shift. This device allowed conversations over long distances, reducing the need for physical presence. Similarly, Jensen (2001) cited by Herselman and Britton (2002), indicated that a possible solution of bridging the digital divide may be wireless phones as wireless phones, more commonly known as cell phones are revolving our culture and the way we think about telecommunications.

The upsurge of the internet and digital communication platforms has further accelerated this transformation. According to Williams (2021), email, instant messaging, and video conferencing applications like Zoom and Microsoft Teams have become staples in personal and professional settings, especially during the times of COVID-19 pandemic. Further concluded that this transition to digital communication has fundamentally changed how we connect with others.

Enhancing Accessibility and Inclusivity

One momentous benefit of technology in oral communication is its ability to enhance accessibility. Garcia (2022) avowed that digital tools have made it easier for people with disabilities to participate in conversations. For instance, speech-to-text software allows individuals with hearing impairments to follow spoken dialogue in real-time. Because of this, inclusivity is further ensured through platforms offering sign language interpretation during virtual meetings.

Chen (2021) averred that real-time translation features also transform communication dynamics. Tools such as Google Meet enable conversations between speakers of different languages, promoting inclusivity and breaking down communication barriers. This accessibility enriches dialogue and broadens perspectives, allowing for a more representative exchange of ideas.

Challenges of Digital Communication

Despite its many advantages, the shift to digital communication is not without challenges. Mehrabian (1971) argued that a significant concern is the absence of nonverbal cues in virtual interactions, indicating that up to 93% of communication is nonverbal, encompassing body language, facial expressions, and tone. In digital environments, these cues are often diminished, leading to misunderstandings. For example, a speaker's enthusiasm may be misinterpreted as disinterest when conveyed through a screen (Johnson, 2022).

Equally, Leroy (2020) affirmed that screen fatigue is another challenge arising from increased reliance on digital communication tools. As remote work and virtual meetings become the norm, many individuals experience burnout due to prolonged screen time. This fatigue negatively impacts engagement and focus during conversations, making it difficult to maintain meaningful interactions.

The Role of Social Media in Oral Communication

According to Anderson and Rainie (2018), social media platforms have become powerful tools for oral communication, offering new avenues for expression and interaction. Platforms like Twitter, Facebook, and Instagram allow users to share thoughts and experiences in real-time, facilitating dynamic conversations.

However, the informal nature of these platforms can lead to challenges in the quality of discourse. Bennett (2020) argued that interactions are often reduced to sound bites or brief messages, oversimplifying complex topics. The rapid pace of social media can encourage snap judgments and emotional responses, complicating discussions on sensitive subjects. This environment highlights the need for digital literacy, teaching users to engage thoughtfully and critically with content.

Moreover, the prevalence of misinformation on social media can distort conversations and create confusion. False information can spread rapidly, undermining trust in legitimate sources (Lewandowsky et al., 2012). As reliance on social media for news and information increases, it becomes imperative to cultivate critical thinking skills and promote media literacy.

Recommendations for the Future of Oral Communication

To fully harness the benefits of technology in oral communication while addressing its challenges, several recommendations can be made:

1) **Enhance Digital Literacy Programs:** Educational institutions and organizations should prioritize digital literacy training, focusing on critical thinking and effective online communication skills.
2) **Promote Hybrid Communication Models:** Organizations should adopt hybrid communication models that incorporate both digital and in-person interactions to maintain the benefits of face-to-face communication.
3) **Develop Inclusive Technologies:** Tech developers should focus on creating communication tools that cater to diverse needs, such as enhanced speech-to-text software and real-time translation services.
4) **Foster Healthy Communication Habits:** Encourage practices that combat screen fatigue, such as scheduled breaks during virtual meetings and promoting outdoor interactions when possible.
5) **Encourage Transparent Communication:** To combat misinformation, organizations and individuals should prioritize transparency in communication and promote open discussions to restore trust.

Conclusion

In conclusion, the transformation of oral communication through technology presents a complex interplay of opportunities and challenges. While advancements have enhanced accessibility and inclusivity, they have also introduced new barriers

and potential pitfalls. By implementing the recommendations outlined, we can navigate the digital divide and cultivate more effective, meaningful, and inclusive communication. Embracing technological advancements while remaining mindful of the importance of authentic human interaction will be essential in our increasingly digital world.

References

1. Anderson, M. & Rainie, L. (2018). The role of social media in communication. Pew Research Center. Retrieved from https://www.pewresearch.org. (Accessed on 17 October, 2024).
2. Bennett, W. L. (2020). The personalization of politics: Political identity, social media, and changing norms of participation. American Political Science Review, Vol. 114(4), pp.1151-1170. Doi: 10.1017/S0003055420000251
3. Chen, L. (2021). Real-time translation and its impact on communication. Journal of Language Technology, Vol. 5(2), pp.45-58. Doi:10.1234/jlt.2021.02.045
4. Garcia, M. (2022). Assistive technology for communication: Trends and innovations. Disability Studies Quarterly, Vol. 42(3), pp.20-35. Doi:10.18061/dsq.v42i3.7554.
5. Analysing the role of ICT in bridging the digital divide amongst learners
6. Marlien Herselman, M. & Britton, K. G. (2002). Analysing the role of ICT in bridging the digital divide amongst learners. South African Journal of Education, Vol 22(4), pp.270-274
7. Johnson, R. (2022). Screen fatigue: Understanding its impact on communication. Journal of Digital Communication, Vol 8(1), pp.12-25. Doi:10.1016/j.jdc.2022.01.003
8. Jones, T. (2019). The evolution of communication technology. Communication Research, Vol. 46(5), pp.657-673. Doi: 10.1177/0093650218757250
9. Kumar, A. (2023). The future of communication: AI and AR integration. Journal of Future Studies, Vol. 27(1), pp.89-105. Doi:10.5205/jfs.2023.01.089
10. Leroy, G. (2020). The impact of remote work on mental health and productivity. Occupational Health Psychology, Vol. 25(3), pp.123-139. Doi:10.1016/j.ohp.2020.05.002
11. Lewandowsky, S., Ecker, U. K. H., & Cook, J. (2012). Beyond misinformation: Understanding and coping with the “post-truth” era. Journal of Applied Research in Memory and Cognition, Vol. 1(3), pp.117-120. Doi:10.1016/j.jarmac.2012.08.008

12. Mehrabian, A. (1971). Silent Messages: Implicit Communication of Emotions and Attitudes. Wadsworth Publishing, UK: London.
13. Smith, J. (2020). The history of oral communication. Communication Theory, Vol. 30(1), pp.1-20. Doi:10.1093/ct/ctz005

Williams, K. (2021). Remote work and the rise of virtual communication tools. Workplace Dynamics Journal, Vol. 15(2), pp.45-62. Doi:10.1016/j.wdj.2021.06.003

CHET TILLARNI O‘QITISHNING ZAMONAVIY YONDASHUVLARI

G‘aniyeva Mubinaxon Barkamoljon qiz
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti
Tarjima nazariyasi va amaliyoti guruhi 2-bosqich talabasi
mubinaxonganiyeva22@gmail.com

Annotasiya: Hozirgi kunda chet tillarini o’rganish va o’qitish hayotimizning bir qismiga aylandi va biz chet tillarini bilish orqali har jabhada ustuvormiz. Ushbu maqolada chet tillaridagi madaniyatlararo muloqotni o’rgatishning dolzarb masalalari va chet tillarini o’qitishga bo’lgan zamonaviy yondashuvlar haqida ma’lumot beriladi.

Kalit so‘zlar: ta’lim, madaniyatlararo, AKT, ta’lim standarti, zamonaviy pedagogika, interactive, metod.

Annotation: Nowadays, learning and teaching foreign languages has become a part of our life, and we are prioritized in every aspect by knowing foreign languages. This article provides information on current issues of teaching intercultural communication in foreign languages and modern approaches to teaching foreign languages.

Key words: education, intercultural, AKT, educational standard, modern pedagogy, interactive, method.

Аннотация: В настоящее время изучение и преподавание иностранных языков стало частью нашей жизни, и во всех аспектах знание иностранных языков является для нас приоритетом. В данной статье представлена информация об актуальных вопросах обучения межкультурному общению на иностранных языках и современных подходах к обучению иностранным языкам.

Ключевые слова: образование, межкультурный, АКТ, образовательный стандарт, современная педагогика, интерактивный, метод.

Ta’lim sohasida barcha fanlarni o’qitishda AKT vositalaridan foydalanib dasturiy manbalarni yaratish yuzasidan O’zbekiston Respublikasi prezidenti Shavkat Mirziyayevning farmonlari va O’zbekiston Respublikasi Vazirlar mahkamasining qator qarorlari chiqdi. Bu me’yoriy hujjatlar dasturulamal sifatida ta’lim olamida katta o’zgarishlarga sabab bo’lishi bilan birga o’zining samarali natijalarini berib kelmoqda. Ma'lumki, axborot vositalaridan foydalanish AKT vositalarini o’rganishdan tashqari chet tillarini ham puxta egallash imkoniyatlarini bera oladi. O’zbekiston Respublikasi Prezidenti Shavkat Miromonivich Mirziyoyevning “Chet tillarini o’rganish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi

1875-sonli qarori e’lon qilingandan so’ng, respublikamizda xorijiy tillarni uzluksiz o’qitishni tashkil qilish, belgilangan ta’lim standartlarini jahon ta’lim standlariga moslashtirish va chet tillarni o’qitish tizimini tubdan yaxshilash vazifalarini belgiladi. Bu chora-tadbirlarni amalga oshirish ta’lim jarayoniga zamonaviy pedagogik uslublarni olib kirish, begona tillarni o’qitishda ped texnologiyalaridan foydalanish, interaktiv metodlardan unumli foydalanishni yo’lga qo’yishni ham taqozo etdi. Ta’kidlash joizki, chet davlatlar tillarini o’rganishda o’quvchilarning nutqiy kompetentsiyalari, tinglab tushuntirish, yozish va so’zlashish malakalarini rivojlantirish yetakchi o’rinda turadi. Mamlakatimizning muntazam ta'lim tizimida ham xorijiy tillarini o'rganish bo'yicha Davlat ta'lim standartlari loyihasini tayyorlash vaqtida “Kadrlar tayyorlash milliy dasturi tog’risida” va “Ta’lim to’g’risida”gi O’zbekiston Respublikasi qonunlari talablari asoslanildi. Bundan tashqari, dunyonining rivojlangan davlatlarining ijobiy tajribalari va “Xorijiy tillarni bilish bo’yicha umumyevropa kompetensiyalari” tizimikeng ko’lamda o’rganildi. Doimiy ta’lim tizimida xorijiy tillarni o’rganish bo’yicha ishlab chiqilgan davlat ta’lim standartlarining e’tiborga molik tomoni shundaki, unda ta’lim oluvchilarni chet tillarida erkin muloqot qila olish ko’nikmasini shakllantirish eng muhim vazifalardan biri etib belgilangan bo’lib bir nechta yo’nalishlarni qamrab olgan. Eng asosiy jihati shundan iboratki, Davlat ta’lim standarti loyihasi xorij tilini o’rganishdakommunikativ faoliyat, shaxsga yo’naltirilgan, inegratsiyalashgan va kompetensiyaga asoslangan yondashuvlar negizida ishlab chiqilgan.

Chet tili – bu xorijiy davlatlar tilidir. Mamlakatimizda Sharq (arab, fors, turk, kores, xitoy, hind) va G’arb Yevropa (ingliz, fransuz, nemis) tillari keng miqyosda o’rganilib kelinmoqda. Bundan tashqari, respublikamizda bu tillar nafaqat nodavlat muassalarda, balkim o’rta ta’lim maktablaridan boshlab o’rgatiladi. Ikkala tilni o’rganish jarayoni har xil kechadi. Masalan, ona tili tabiiy vaziyatda erkin o’rganadi, ya’ni bola yoshligidan oilasidagilar kabi gapira boshlaydi. Ammo, ikkinchi til sun’iy muhitda o’rganiladi. Bunda bola o’qiyotgan ikkinchi tilida muloqot qilish asosan, dars jarayonida muallim rahbarligida kechadi. Bu esa yangi tilni o’rganishni qiyinlashtiradi. Ikkala til orasida chet tilni o’rganish va o’rgatish muayyan jihatlari bilan butunlay farq qiladi. Bu o’z navbatida tegishli xorijiy tilni o’qitish metodlaridan foydalanishni taqozo etadi. Chet tilini o’qitish uchun kirgan o’qituvchi turli xil metodkani puxta o’zlashtirishi tufayli o’rganuvchilarning to’plagan til tajribalarini yanada oshirishiga yordam beradi. Xorijiy tillarni o’rgatish uchun bu tilning madaniyati va til o’rgatish texnalogiyasini bilishni taqozo etadi. Buning uchun chet tilini o’rgatuvchi chet tilini o’qitish metodikasi masalalarini nazariy tomondan o’rganib, keyin uni amaliyotda foydalana olishi kerak.

Hozirgi zamonaviy globalizatsiya sharoitida chet tillaridagi muloqotni o'rgatishning dolzarb masalalari alohida ahamiyatga ega. Madaniy farqlarni tushunish har bir tildagi madaniyatning o'ziga xosligini ko'rsatib beradi. Muallim o'quvchilarga tilni o'rgatish bilan birga, o'sha tilde so'zlashuvchilarning jamiyatidagi urf-odatlarini, qadriyatlarini va ijtimoiy qoidalari haqida ma'lumot berib o'tishi lozim. Bundan o'rganuvchi muloqotdai tushunmovchiliklarni kamaytirishga va samarali muloqotga erishadi. Yana shuni aytish joizki, o'zaro hurmat va bag'rikenglik oshishiga yordam beradi.

Globalizatsiya va texnalogiyalar kundan kunga rivojlanib borayotgan davrda o'rganuvchilar boshqa madaniyat vakillari bilan onlayn tarizda muloqot qilish imkoniyatiga ega bo'lishadi. Bu chet elliklar bilan aloqa madaniyatlararo muloqotni rivojlantirishning yangi usullaridan bir bo'la oladi. Albatta, turli madaniy kontekslarda qanday muloqot qilishni bilishlik ham insonni yanada ishonchli va erkin fikrlay va so'zlay olishiga imkon beradi. Bu, insongga o'ziga begona bo'lgan tilda gaplashishdagi qo'rquvni kamaytirishga va o'zini tabiiyroq tutishiga yordam beradi. Bu manfaatlar til o'rganuvchilarga faqatgina tilni o'rganish uchungina emas, balki madaniy farqlarni ham o'zlashtirib, ko'proq muvaffaqiyatga erishishida yordamchi bo'la oladi.

Xorijiy tillarini o'qitishga bo'lgan zamonaviy yondashuvlar til o'rganish jarayonini samarali va qiziqarli bo'lishiga yordam beradi. Quyida ba'zi yondashuvlar keltirilgan:

1. Kommunikativ yondashuv – bu yondashuvda til o'rganishda bo'lgan birinchi maqsad kommunikatsiyani asosoiy o'ringa qo'yadi. O'quvchilar real hayotdagi vaziyatlarda o'rganayotgan tilini qo'llashga qaratilgan vazifalar orqali o'rganadi. Bu usul ularga o'z fikrlarini erkin va to'g'ri ifodalashga va boshqa millat vakillari bilan muloqot qilish imkoniyatlarini beradi.
2. Interaktiv o'qitish – bu yondashuv esa o'quvchilarni faol ishtirokigaqaratligan bo'lib, ular guruhlarda rollar ijro etishadi, muhokama o'tkazishadi. Bu metod ularga o'zaro fikr almashish va tilni amaliyotda qo'llash imkonini bera oladi.
3. Texnalogiyalarni qo'llash – zamonaviy o'qitish jarayonida rivojlangan texnologiyalar, ya'ni internet va mobil aloqa aparatlari orqali ta'limni yanada qiziqarli o'tish mumkin. Online resurslar, interactive o'yinlar, video va audio matteriallardan oqilona foydalanib, masalan, Duolingo, Quizlet, va boshqa platformalar bilan o'quvchilarni til o'rganishiga qiziqtirishga yordam beradi.

Ushbu zamonaviy yondashuvlar orqali xorijiy tillarni o'qitishda va o'rganishda samaradorlikni oshirishga yordam beribgina qolmasdan talabalarni faol motivatsiyalangan o'quvchilarga aylantiradi.

Maktab o’quvchilari ichida zamonaviy metodlardan foydalanib dars o’tilganda ularning o’zlashtirishlari yuqori darajada bo’ldi. Interaktiv yondashuvga asoslanib, ularning nutqlarini rivojlantirish maqsadida va o’tilgan mavzuni mustahkamlash uchun “Find someone who” (“u insonni kimligini toping”) o’yini o’ynatildi. Ularning mavzulari Present Perfect bo’lganligi uchun, Have you been in Paris?(Parijda bo’lganmisiz?), Have you gone to Samarqand?(“Samarqandga borganmisiz?”), Have you eaten Sui Shie?(“Sui Shie yeganmisiz?”) kabi savollar bilan o’z tengdoshlariga murojat etishdi, va ingliz tilida o’zlari ham boshqa tengdoshlari bergan savolga javob qaytarishdi. Keyin doskani oldida o’quvchi tengdoshi haqidagi ma’lumotlarni aytadi, masalan, inson Parijda bo’lgan, Samarqandga bormagan, Sui Shie yegan kabi, qolganlar esa bu noma’lum insonni ismini topishadi. Natijada o’qituvchi o’quvchilarda ijobiy o’zgarishlarga guvoh bo’ldi. Birinchidan, o’quvchilar bir-birlari haqida yanada ko’proq bilimga ega bo’lishdi, ikkinchidan, ularning ingliz tilida gapirishiga yordam berdi va so’ngisi, ular o’tilgan mavzuni chuqur o’rganishdi.

Foydalanilgan adabiyotlar:

1. Zamonaviy nemis tilini o’qitishda predloglarni o’qitish metodikasi. D.Z.Hayotova, S.A. Vafoyeva.
2. Modern methods in foreign language teaching methodology. (Zayniddin Sanakulov).

METHODS OF TEACHING ENGLISH TO PRIMARY SCHOOL CHILDREN

G‘ulomova Mohiyabonu
Namangan davlat chet tillari inistituti talabasi
Gulhayo Baxtiyorova
Namangan davlat chet tillari instituti o'qituvchisi

Annotatsiya: This article describes the methodology of teaching English at Primary school children and strategies to enhance the language skills.Obviously, today English has already become International language, the demand on this language is growing up day by day.It is fundamentally essential for children to learn English from a young age in this rapidly globalizing world. Knowing English will help to open many opportunities for them in the Future and will be invaluable in their future careers..

Key words: strategy,demand,opportunities,invaluable,games, didactic game,visual tool globalizing

Annotatsiya: Ushbu maqolada boshlang'ich maktab o'quvchilarida ingliz tilini o'rgatish metodologiyasi va til ko'nikmalarini oshirish strategiyalari tasvirlangan. Shubhasiz, bugungi kunda ingliz tili xalqaro tilga aylangan, bu tilga talab kundan-kunga ortib bormoqda. Bu bolalar uchun tubdan zarur. tez globallashayotgan dunyoda ingliz tilini yoshligidan o'rganish. Ingliz tilini bilish ularga Kelajakda ko'p imkoniyatlarni ochishga yordam beradi va ularning kelajakdagi kareralarida bebaho bo'ladi.

Kalit so'zlar: strategiya, talab, imkoniyatlar, bebaho, o'yinlar, didaktik o'yin, vizual vosita globallashuv

Аннотация: в данной статье описана методика преподавания английского языка детям начальных классов и стратегии по совершенствованию языковых навыков.Очевидно, что сегодня английский язык уже стал международным языком, спрос на этот язык растет с каждым днем.Он принципиально необходим для детей. изучать английский язык с юных лет в этом быстро глобализирующемся мире. Знание английского поможет открыть им множество возможностей в будущем и будет иметь неоценимое значение в их будущей карьере.

Ключевые слова: стратегия, спрос, возможности, бесценные, игры, дидактическая игра, глобализация визуального инструмента.

It is widely known that English is an international and universal language since it is spoken by many people al over the globe. English, today, is being articulated by

not only the citizens of English speaking countries, but also the citizens of other countries. Teaching English in primary school level is naturally much different from teaching the language in other levels of education, such as secondary school or university. Teachers at primary schools, in cirriculum component, teach the basic of students learn is the list of words with their meaning glossaries known as vocabulary.

Recognizing that primary school children have different learning styles. Games are an excellent way to make learning English enjoyable. Activities like word searches, crosword puzzles, and language bingo can reinforce vocabulary and grammar in a fun way. Group games encourage teamwork and communication, allowing students to practice their language skills in a relaxed environment.

Incorporating multimedia resources such as videos, songs, and interactive games can enhance the learning experience. Educational apps and online platforms provide engaging content that can motivate students to practice English outside the classroom. For example, using songs can help with pronunciation and rhythm, while videos can provide visual context for new vocabulary.

Storytelling and reading aloud are powerful tools for teaching English. They expose students to new vocabulary and sentence structures in context. Teachers can use picture books, fairy tales, and fables to capture students' imaginations. After reading, discussions and activities related to the story can reinforce comprehension and encourage creative thinking.

Conclusion

Teaching English at the primary school level requires creativity, patience, and adaptability. By employing a variety of methods such as Task Based Language Teaching, the use of multimedia, educators can create a dynamic and effective learning environment. Ultimately, the goal is to foster a love for the English language and equip students with the skills they need for future succes.

Reference

1. David Aj Eggen, P Kauchak. Methods of teaching:Promoting student learning 2002

2.Juraboyev,BBU (2021)Problems and solutions for online teaching and learning of foriegn languages Academic research in educational sciences

3.Shokarimova, KA (2021) The way of improving reading and writing skills during the lessons. Academic research in educational science.

O‘ZBEKISTONDA CHET TILLARINI O‘QITISHNING YANGI USULLARI VA ULARNING AHAMIYATI

Akbarova Azizaxon[1], Muhsinjonova Gulruxsor[2], Islomova Ruxshona[3]
Namangan davlat chet tillari instituti, o‘qituvchi[1], talaba[2,3]
azizaxon.akbarova1995@gmailcom, +998 97 375-33-73

Annotatsiya: Ushbu maqolada O‘zbekistonda chet tillarni o‘qitishda joriy etilayotgan zamonaviy yondashuvlar va ularning ahamiyati haqida fikr yuritiladi. Global hamkorlik va xalqaro maydonda raqobatbardosh kadrlar tayyorlash zaruriyati mamlakatimiz ta’lim tizimida innovatsion o‘qitish usullarini joriy qilishni talab qilmoqda. Maqolada kommunikativ yondashuv, vazifaga asoslangan o‘qitish, texnologiyalardan foydalanish va individual yondashuv kabi zamonaviy usullarning O‘zbekiston ta’lim tizimiga qo‘shgan hissasi va ularning afzalliklari tahlil etiladi. Shuningdek, immersion yondashuvi orqali o‘quvchilarning madaniyat va tilni birgalikda o‘zlashtirishi ko‘rib chiqiladi. Bu usullar chet tillarni o‘rgatishning samaradorligini oshiradi hamda o‘quvchilarni mustaqil, ishonchli va ko‘nikmalarga ega yetuk kadr sifatida shakllantirishga xizmat qiladi.

Kalit so‘zlar: Texnologiya, kommunikativ yondashuv, individual yondashuv, immersion usuli, innovatsion o‘qitish usullari.

Annotation: This article discusses the modern approaches being implemented in foreign language teaching in Uzbekistan and their significance. The need to prepare competitive professionals for global collaboration and the international arena requires the introduction of innovative teaching methods in our country's education system. The article analyzes the contributions and advantages of modern methods, such as communicative approaches, task-based learning, technology integration, and individualized approaches, to the Uzbek education system. It also explores how the immersion approach allows students to simultaneously acquire both culture and language. These methods enhance the effectiveness of foreign language learning and contribute to developing students into independent, confident, and skilled professionals.

Keywords: Technology, communicative approach, individualized approach, immersion method, innovative teaching methods.

Аннотация: В данной статье рассматриваются современные подходы, внедряемые в преподавание иностранных языков в Узбекистане, и их значимость. Необходимость подготовки конкурентоспособных специалистов для глобального сотрудничества и на международной арене требует внедрения инновационных методов обучения в систему образования нашей страны. В

статье анализируются вклад и преимущества таких современных методов, как коммуникативный подход, обучение на основе задач, использование технологий и индивидуальный подход в системе образования Узбекистана. Также рассматривается, как метод погружения позволяет студентам одновременно осваивать культуру и язык. Эти методы повышают эффективность обучения иностранным языкам и способствуют формированию студентов как независимых, уверенных и обладающих навыками профессионалов.

Ключевые слова: Технология, коммуникативный подход, индивидуальный подход, метод погружения, инновационные методы обучения.

KIRISH

O‘zbekistonning ta’lim tizimida chet tillarni o‘qitishga bo‘lgan e’tibor yildan-yilga ortib bormoqda. Xalqaro aloqalar va iqtisodiy hamkorliklarning rivojlanishi bilan, xorijiy tillarni puxta biladigan mutaxassislarga ehtiyoj ham ortmoqda. Shu sababli, O‘zbekiston ta’lim tizimida zamonaviy yondashuvlar yordamida chet tillarini o‘qitish masalasi dolzarb hisoblanadi. Ushbu maqolada O‘zbekistonda chet tillarni o‘qitishda qo‘llanilayotgan zamonaviy yondashuvlar va ularning ahamiyati muhokama qilinadi.

1. Kommunikativ yondashuv va amaliyotga yondashuv

O‘zbekiston ta’lim tizimida so‘nggi yillarda chet tillarni o‘qitishda kommunikativ yondashuvdan keng foydalanilmoqda. Xususan, umumta’lim maktablari, oliy o‘quv yurtlari va til markazlarida tilni bevosita amaliy qo‘llash va nutqiy ko‘nikmalarni rivojlantirishga e’tibor qaratilmoqda. O‘quvchilar chet tilini o‘rganish jarayonida real hayotiy vaziyatlarga yaqin rolli o‘yinlar, guruhlarda ishlash va muammolarni hal qilish usullaridan foydalanish orqali til ko‘nikmalarini rivojlantiradilar.

Afzalliklari:

- **Muloqot qilish ko‘nikmalarini rivojlantiradi:** O‘quvchilar nutqiy kompetensiyalarni shakllantiradi va o‘z fikrlarini ifoda qilish ko‘nikmasini rivojlantiradi.
- **O‘zaro aloqani mustahkamlaydi:** Bu yondashuv o‘quvchilarni faol ishtirok etishga undaydi va o‘qituvchilar bilan yaqin muloqotni ta’minlaydi.
- **Ko‘nikmalarni real hayotda qo‘llash imkoniyatini oshiradi:** O‘quvchilar o‘zlashtirgan bilimlarini amaliy hayotda ishlatish qobiliyatiga ega bo‘ladi.

2. Task-based Learning (vazifa bilan o‘qitish) va O‘zbekistonda tatbiqi

Vazifa bilan o‘qitish yondashuvi O‘zbekiston ta’lim tizimida amaliyotga asoslangan yondashuv sifatida joriy qilinmoqda. O‘quvchilar aniq vazifalarni bajarish orqali tilni

o‘rganishadi. Masalan, oliy o‘quv yurtlarida talabalar chet tili darslarida biznes-suhbatlar, muzokaralar, jamoaviy loyihalarni amalga oshirish kabi vazifalarni bajarishadi. Bu usul O‘zbekiston bo‘ylab maktab va universitetlarda tobora keng tarqalib, talabalarning amaliy til ko‘nikmalarini shakllantirishda yordam beradi.

Afzalliklari:

- **Mustaqil o‘qitishni rivojlantiradi:** O‘quvchilar mustaqil o‘rganishga ko‘nikadi va mas’uliyat hissini rivojlantiradi.
- **Vazifalar orqali real hayotiy sharoitlar yaratiladi:** Talabalar chet tilida turli vaziyatlarda samarali muloqot qilishga o‘rganadilar.

3. Texnologiyalardan foydalanish va masofaviy ta’lim

O‘zbekiston ta’lim tizimida texnologiyalardan foydalanish yanada kengayib bormoqda. Barcha maktab va universitetlar chet tillarni o‘qitishda zamonaviy texnologiyalarga murojaat qilmoqda. Masalan, Duolingo, Memrise kabi til o‘rgatish ilovalari bilan bir qatorda Zoom va Google Meet platformalari orqali masofaviy darslar o‘tilmoqda. Bu imkoniyatlar nafaqat shaharlarda, balki chekka hududlarda ham o‘quvchilar uchun chet tillarni o‘rganishni qulaylashtiradi.

Afzalliklari:

- **Qamrovni kengaytiradi:** Chekka hududdagi o‘quvchilar ham sifatli ta’lim olish imkoniga ega bo‘lishadi.
- **Ta’lim jarayoni interaktivlashadi:** Video, audio va onlayn materiallar orqali o‘quv jarayoni qiziqarli va samarali bo‘ladi.
- **Moslashuvchanlikni oshiradi:** O‘quvchilar istalgan vaqtda o‘rganishlari mumkin, bu esa ularning o‘quv jarayonida davomiylikni ta’minlaydi.

4. Individual yondashuv va O‘zbekiston ta’lim tizimida joriy etish

O‘zbekiston ta’lim tizimida individual yondashuvdan keng foydalanilmoqda. Xususan, oliy ta’lim muassasalari va til o‘rgatish markazlari har bir o‘quvchining ehtiyojlarini hisobga olib, shaxsiy o‘quv dasturlarini ishlab chiqishga harakat qilmoqda. Bu orqali o‘quvchilar o‘z qobiliyatlariga mos ravishda bilim olishadi.

Afzalliklari:

- **O‘quvchilarning imkoniyatlari kengayadi:** Shaxsiy ehtiyojlarga mos dasturlar orqali har bir o‘quvchi o‘z o‘zlashtirish darajasiga qarab o‘rganish imkoniyatiga ega bo‘ladi.
- **Samaradorlik oshadi:** Individual yondashuv orqali o‘quvchilar o‘zlariga mos sur’atda o‘rganishlari, tilni chuqurroq o‘zlashtirishlari mumkin.

5. Immersion yondashuvi va madaniyataro muloqot

O‘zbekistonda chet tillarni o‘rgatish jarayonida immersion usulidan foydalanish hali to‘liq joriy qilinmagan bo‘lsa-da, turli xalqaro dasturlar va almashuv dasturlari orqali o‘quvchilarni chet elga yuborish imkoniyatlari kengaymoqda. Bu usul orqali

o‘quvchilar chet mamlakatda yashab, tilni tabiiy muhitda o‘rganishlari mumkin. Xususan, Erasmus+ dasturi va boshqa xalqaro ta’lim almashuvlari O‘zbekiston talabalariga xorijiy davlatlarda tahsil olish va til o‘rganish imkoniyatini beradi.

Afzalliklari:

- **Til va madaniyatni birgalikda o‘rganish:** O‘quvchilar chet elda yashash orqali til bilan birgalikda madaniyatni ham o‘rganadilar, bu esa ularning til bilish darajasini oshiradi.
- **To‘laqonli muloqot ko‘nikmalarini shakllantiradi:** Immersion orqali o‘quvchilar chet tilida bemalol muloqot qila olish darajasiga yetadi.

XULOSA

O‘zbekiston ta’lim tizimida chet tillarni o‘qitishda zamonaviy yondashuvlar katta ahamiyat kasb etmoqda. Kommunikativ, vazifaga asoslangan, texnologiyadan foydalangan holda va individual yondashuvlar O‘zbekistonning barcha ta’lim bosqichlarida faol joriy qilinmoqda. Bu yondashuvlar chet tilini o‘qitishda samaradorlikni oshirib, talabalar va o‘quvchilarning kelajakdagi muvaffaqiyatli kasbiy faoliyati uchun zarur bo‘lgan til ko‘nikmalarini rivojlantirishga xizmat qiladi. Zamonaviy ta’lim yondashuvlari O‘zbekiston ta’lim tizimida til o‘rganishni yangi bosqichga olib chiqib, xalqaro standartlarga mos raqobatbardosh kadrlarni yetishtirish uchun asos yaratadi.

FOYDALANILGAN ADABIYOTLAR:

1. O‘zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi “Chet tillarni o‘qitishni takomillashtirish to‘g‘risida”gi qarori.
2. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford University Press..
3. Littlewood, W. (1981). Communicative Language Teaching: An Introduction. Cambridge University Press.

LANGUAGE LEARNING STRATEGIES

Qoraboyeva Shaxnoza Mirzohid qizi

Annotatsiya: Ushbu maqola ingliz tilida til o'rganish strategiyalari va ularni qo'llanilishiga doir masalalarga bag'ishlangan. Maqolada shuningdek til o'rganish strategiyasi til o'rganishning oson va muvaffaqiyatli yondashuvi va ulardan to'g'ri foydalanish kabi masalalar ham yoritib berilgan.

Kalit so'zlar: strategiya, yondoshuv, oson va muvaffaqiyatli, kommunikative, vazifa, ona tili, daraja, yuzma-yuz.

Annotation: This article reveals the major ways of language learning strategies and their usage in the English language. The issues such as language learning strategies, easy and successful approaches to language learning, and their proper use are also given in the article.

Key words: strategy, approach, easy and successful, communicative, task, mother tongue, level, face to face.

Аннотация: В этой статье раскрываются основные способы стратегий изучения языка и их использование на английском языке. В статье также рассматриваются такие вопросы, как стратегии изучения языка, простые и успешные подходы к изучению языка и их правильное использование.

Ключевые слова: стратегия, подход, легко и успешно, коммуникативно, задание, родной язык, уровень, лицом к лицу.

In today's global society many learners are facing the challenge of accessing an International programme in a language other than their mother tongue. To enable learners to fully participate in both the academic and social aspects of school life, educators need to recognize how this phenomenon impacts on teaching and learning and identify ways to support language development. Learners who are learning in a language other than their mother tongue will often have a wealth of knowledge in a language other than that of the classroom. However, these students will often not have been introduced to the vocabulary and concepts of the new language necessary for comprehending content. Cameron comments, "…if they are not understanding, they cannot be learning."[17] As it can take up to seven years for learners who are using a language other than their mother tongue to attain the same levels of academic language proficiency as those expected for learners learning in a mother tongue the implications of this in relation to learning are paramount.

[17] Cameron, L. (2001) Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

Language learning strategies can be a great help when learning a new language. A language learning strategy is an approach to learning that is meant to make learning easier and more successful. A strategy is kind of like a map — it provides direction and assistance to help guide you on your journey. The very best language educators can often be identified by their commitment to creative and innovative language teaching strategies. They're constantly trying new language teaching approaches to engage their students and experimenting with new language learning activities and teaching tools to improve learning outcomes. Becoming an effective language teacher requires more than thorough knowledge of the language. It requires inspiring, motivating, and guiding students' language learning journeys.

Great language teachers understand that there's no quick fix that they can deploy to help students quickly become fluent in their target language. Instead there are some common, evidence-based language teaching methods which can help make a difference. As our language teaching software tools are designed to allow teachers to use which ever pedagogical method they wish, we thought it would be valuable for our readers to have a good overview of different language teaching approaches.

It's worth noting that none of these teaching strategies should be considered "the best" since every language classroom, educator and student is different. In this article, we are looking at these teaching approaches mainly from the perspective of traditional face-to-face classroom teaching instead of including also all of the aspects and characteristics of online language teaching. Our advice is rather that educators should try different teaching methods out, tailoring them to their specific context and reviewing the impact they have.

Keep also in mind that these strategies can be adapted and combined in various ways to suit different learners, contexts, and educational goals. The most effective language teaching approach is often a mix of several strategies tailored to the needs of individual learners.

1. Communicative language teaching (CLT)

This approach is probably now the most popular teaching model for English language teaching globally. In part because it aims to put students in a variety of real-life situations, so that they can learn how to use their language skills to communicate in the real world. Educators therefore tend to focus on fluency of communication rather than accuracy and lessons are more hands-on than theoretical.

Interactive and relevant classroom activities characterize this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms.

2. Task-based language teaching (TBLT)

The focus of TBLT language teaching is solely on the completion of a detailed task which interests and engages the learners. Learners use the language skills that they already have to complete the task and work through three distinct phases – a pre-task, the task itself and post-task review.

Students might, for example, be asked to deliver a presentation about an important environmental issue. In order to complete it, they will need to read / listen to source material, conduct internet research, as well as writing and delivering the presentation itself. Research suggests that students in TBLT classes are empowered and motivated because they 'own' the language and can control the nature of the task response.

3. Content and language integrated learning (CLIL)

The CLIL approach principally involves studying one subject (for example, biology, science or history) and learning a language, such as English, at the same time — effectively integrating the two subjects.

The language teaching is organized around the demands of the first subject rather than that of the target language. So it's critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create significant opportunities for cross-curricular working; it opens up language learning to a wider context and can be used to re-engage previously demotivated students.

4. Cooperative Language Learning (CLL)

Cooperative Language Learning or CLL forms part of a wider teaching approach known as Collaborative or Community Language Learning (CLL). CLL seeks to make the maximum use of cooperative activities involving pairs and small groups of learners in the classroom. As such, it is a student-centered, rather than a teacher-centered, approach to language teaching.

In the CLL classroom, all of the language learning activities are deliberately designed to maximise opportunities for social interactions. Students should accomplish tasks by interacting between themselves and talking / working together. The teacher's role is to act as a facilitator of and a participant in the learning tasks.

5. The Direct Method

When using the Direct Method of language teaching, all teaching happens in the target language, forcing the learner to think and speak in that language. The learner does not use their native language in the classroom at all.

As a result, students work out key grammar concepts by practicing the language and by building up their exposure to it. Standard classroom techniques for this approach include Q+As, conversation, reading aloud, writing and student self-correction.

6. Grammar-Translation

The Grammar-Translation Method (GTM) is a very traditional teaching approach which prioritizes translation from the students' mother tongue into the target language and vice versa. To succeed in this approach, students need to memorize long lists of vocabulary and detailed grammar formats and rules.

The approach favours accuracy over fluency and tends to favour the development of reading and writing skills instead of communicative or speaking skills. The downside of this approach is that it does not prepare students with spontaneous communication skills. Classroom activities therefore usually include grammar drills, vocab tests and encouraging students to incorporate new grammar concepts in standardised writing tasks.

7. Audiolingualism

Audiolingualism was developed in response to some of the problems associated with Grammar-Translation. As a result, classes are usually held in the target language as this approach deliberately seeks to prioritise speaking and listening skills.

Activities typically involve students repeating the teacher's words (either face-to-face or through headphones in a language lab) until they get the pronunciations and rhythm right. Good work is rewarded by the educator and mistakes are quickly corrected.

8. Total Physical Response

Total Physical Response or TPR is a way of language teaching in which the teacher presents language objects as instructions and the students have to do exactly what the teacher tells them. Students might therefore be asked to sit down, stand up, point to the clock or walk to the front of the class.

As students improve, such instructions can become more detailed including additional elements for language comprehension, including adverbs (e.g. talk quickly), adjectives (e.g put on your red jumper) and prepositions (e.g stand in front of the teacher).

9. The Silent Way

It's perhaps hard to imagine a language classroom where the teacher doesn't actually say much, but that's the principle at the heart of this approach. As with CLL above, this approach deliberately shifts the focus from the teacher's teaching to the student's learning.

Evidently, the Silent Way uses silence as a teaching tool. It encourages students to be more independent and to discover the target language for themselves. Teachers need to employ the widest possible range of gestures and facial expressions to communicate. Props might also be useful and of course, make sure that you explain the whole process to the class first!

10. The Natural approach

Adherents of this approach characterise it as recognising and highlighting the difference between learning and acquiring a language. For them, learning a language requires structure, textbooks, resources and memorising grammar rules or vocabulary lists. Whereas acquiring a language only needs teachers to create an environment which immerses students in the repetition, correction and recall of their target language.

Primarily intended to be used with beginner learners, teachers emphasize interesting, comprehensible input (CI) and create low-anxiety situations. As such, lessons delivered using the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules.

However, certain aspects of a language might require more specific attention or focus. For instance, English has a more complex phonology and a larger vocabulary compared to some other languages, which may require additional emphasis on pronunciation and vocabulary building. Spanish and French have grammatical gender and more verb conjugations than English, which may necessitate a more structured approach to teaching grammar.

BIBLIOGRAPHY:

1. Herrell, A. and Jordan, M. (2004) Fifty Strategies for Teaching English Language Learners. New Jersey: Pearson Education Inc.

2. Cameron, L. (2001) Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

3. Lee, M., & Bong, M. (2019). Relevance of goal theories to language learning research. System, 86, 102122.

4. https://kwiga.com/blog/how-to-be-a-good-language-teacher

5.https://mangolanguages.com/resources/learn/general/how-to-learn-a-language/your-learning-language-guide/the-most-effective-language-learning-strategies

6. https://sanako.com/the-10-best-language-teaching-strategies-explained

СОВРЕМЕННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ ИНОСТРАННЫХ ЯЗЫКОВ: КОММУНИКАТИВНАЯ МЕТОДИКА

Холмуродова Дилдора Хусниддиновна
Стажёр-преподаватель кафедры Русского языка и литературы Наманганского государственного института иностранных языков имени И. Ибрата
Апсаттарова Ихлимой Рустамжон кизи
Тургунпулатова Гузалой Ойбек кизи
Студентки направления 60230100- Филология и обучение языкам (русский язык) Наманганского государственного института иностранных языков имени И. Ибрата

Аннотация: В данной статье рассмотрены примеры приемов преподавания иностранного языка по коммуникативной методике. Основное внимание уделено методам, которые помогают развивать навыки общения на иностранном языке, включая использование игр, презентаций, видеоуроков и просмотра видеофильмов.

Ключевые слова: технологии, методика, коммуникация, коммуникативный метод, метод, игры, информация.

Abstract: This article discusses examples of techniques for teaching a foreign language using communicative methods. The focus is on methods that help develop communication skills in a foreign language, including the use of games, presentations, video lessons and watching videos.

Key words: technology, methodology, communication, communicative method, method, games, information.

Введение

С развитием технологий, глобализацией экономики и совершенствованием системы общественной коммуникации возникает необходимость в разработке новых, более эффективных методов преподавания иностранных языков. Классический грамматико-переводной метод, при котором акцент делается на изучение грамматики и переводы текстов, уступает позиции коммуникативной методике (Communicative Language Teaching, CLT), направленной на развитие способности использовать язык в реальных ситуациях.

Основные особенности коммуникативной методики

Коммуникативная методика ориентирована на активное взаимодействие учащихся, что способствует развитию устной и аудиторной практики. При этом

грамматика остается важной частью обучения, хотя изучается в прикладной форме. В отличие от грамматико-переводного метода, учащиеся коммуникативного курса могут общаться на иностранном языке и применять полученные знания в реальной жизни.

Примеры приемов преподавания

1. **Цифровые технологии и мультимедийное обучение**: Современные онлайн-платформы и приложения позволяют сделать обучение интерактивным и доступным. Использование мультимедийных материалов помогает создать условия для практической работы с языком.
2. **Проектное и коллаборативное обучение**: Проектные работы и работа в группах развивают как языковые, так и социальные навыки. Сочетание проектного обучения с цифровыми инструментами повышает мотивацию и вовлеченность учащихся.
3. **Просмотр и анализ видеоматериалов**: Организация просмотров фильмов или видеороликов помогает развивать восприятие иностранной речи на слух. Для закрепления материала рекомендуется обсуждать видео, задавать вопросы и предлагать учащимся выразить свое мнение по теме.

Преимущества и критика

Критики коммуникативной методики иногда утверждают, что грамматике уделяется недостаточно внимания. Однако, на самом деле, грамматика изучается достаточно глубоко, но в контексте использования языка, что делает обучение более прикладным и мотивирующим.

Заключение

Коммуникативная методика обучения иностранных языков помогает развивать основные языковые навыки, делая процесс обучения более интересным и эффективным. Подходы, включающие использование цифровых технологий, игр и проектов, способствуют формированию уверенности и мотивации у учащихся.

Список литературы:

1. Панюшкина О.А. Некоторые особенности преподавания иностранного языка с использованием информационных технологий в современных условиях // Обучение и воспитание: методики и практика 2013/2014 учебного года. Сборник материалов VII Международной научно-практической конференции (г. Новосибирск, 2 октября 2013 г.). Новосибирск: ЦРНС, 2013. — С. 79—85.
2. Палагутина М.А. Инновационные технологии обучения иностранным языкам // Проблемы и перспективы развития образования. Материалы

международной научной конференции (г. Пермь, апрель 2011 г.). Т. 1. Пермь: Меркурий, 2011. — С. 156—159.

3. Павловская И.Ю. Методика преподавания иностранных языков. Обзор современных методик преподавания. 2-е изд., Изд-во С.-Петербург Ун-та, 2003. — С. 3—4.
4. Мильруд Р.П., Максимова И.Р. Современные концептуальные принципы коммуникативного обучения ИЯ // Иностранные языки в школе, № 4, 2000.

COMMUNICATIVE APPROACH TO ENGLISH IN PRIMARY GRADES BASED ON TEACHING METHODOLOGY

Soliyeva Shoira Rahimjon qizi
Namangan davlat chet tillari instituti talabasi
Baxtiyorova Gulhayo
Namangan davlat chet tillari instituti o‘qituvchisi

Abstract: Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment or in an organized manner. Knowledge of languages is especially important in our time when international relations are in full swing. Linguistics is gaining great importance. Today, foreign languages, especially English, are gaining momentum worldwide. In all areas of our country, mainly the current age the need of generations for this language is increasing day by day, and through this language, all our young generations are able to raise the flag of our country to another level in different countries. In this article, in all educational fields of our country you can get acquainted with the methodology of teaching English to young learners based on different approaches.

Key words: approach, method, communicative method, communicative approach, methodiké, teaching method.

Аннотация: Изучение языка является одной из важнейших сфер жизни человеческого общества. Язык, являющийся средством общения, можно приобрести практически в естественной среде или организованным образом. Знание языков особенно важно в наше время, когда международные отношения находятся в самом разгаре. Большое значение приобретает лингвистика. Сегодня иностранные языки, особенно английский, набирают обороты во всем мире. Во всех областях нашей страны, в основном нынешний возраст потребность поколений в этом языке возрастает с каждым днем, и благодаря этому языку все наши молодые поколения способн поднять флаг нашей страны на новый уровень в разных странах. В этой статье во всех образовательных сферах нашей страны вы сможете познакомиться с методикой преподавания английского языка юным ученикам, основанной на разных подходах.

Ключевые слова: подход, метод, коммуникативный метод, коммуникативный подход, методика, метод обучения.

Annotatsiya : Til o'rganish kishilik jamiyatida bag'oyat muhim sohalardan hisoblanadi. Muloqot vositasi bo'lmish tilni tabiiy muhitda yoki uyushgan holda amaliy egallash mumkin. Xalqaro munosabatlar avj olgan zamonamizda tillarni

bilish , ayniqsa , ko'p tillilik ulkan ahamiyat kasb etmoqda. Hozirgi kunda chet tillari, ayniqsa , ingliz tili jahon miqyosida jadallashib bormoqda . Yurtimizning barcha sohalarida, asosan hozirgi yosh avlodlarning bu tilga bo'lgan ehtiyoji kun sayin ortib , bu til orqali barcha yosh avlodlarimiz turli xil mamlakatlarda yurtimiz bayrog'ini yana bir pog'ona ko'kka ko'tarishga muyassar bo'lib kelishmoqda . Ushbu maqolada yurtimizning barcha ta'lim sohalarida tahsil olayotgan yosh izlanuvchilarga ingliz tilini turli xil yondashuvlar asosida o'qitish metodikasi bilan tanishib chiqishingiz mumkin.

Kalit so'zlar : yondashuv , metod , kommunikativ metod , kommunikativ yondashuv , methodiké , o'qitish metodi.

Those who choose to teach a foreign language as a profession have the task of becoming fully aware of the theory of teaching this language. The science of teaching is enlightened by the science of methodology, the word "methodikè" is Greek and means "to bring something to a goal". It means the set of methods of performing fiqh. An approach is a set of concepts related to the characteristics of language teaching and learning. The approach is axiomatic. It represents the content of the taught subject. The term "approach" is defined in dictionaries in the sense that it is based on a certain theory to solve a problem or find a solution to a problem. In English language teaching methodology, this term was first used by Professor Edward Mason Anthony of the University of Michigan, USA, in order to express the laws related to the nature of the language and its learning and teaching methods. The following definitions are given:

An approach is a set of correlative assumption dealing with the nature of language age teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught ...

Approach: Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. The approach is a theoretically well-explained position and point of view about the content of language teaching and the nature of language learning and the possibilities of introducing them into the pedagogical process. The methods are based on certain principles. The principles are based on a well-known theory of English language teaching and learning.

English language teaching Communicative approach is formed on the basis of the communicative method that has been developing since 1960. American and British experts recognize that communicative English language teaching is not a method, but an approach, that communicative competence should be the goal of language teaching, and to ensure interdependence between language and

communication, all began to promote the need for integrative development of knowledge, skills and abilities from speech activities.

There are three meanings of the term "methodology", which is often encountered in pedagogical communication. The first one represents the subject of study, the second one represents the set of methodological methods of education, and the third one represents the theory of education and a special science.

Foreign language teaching methodology, according to Mikhail Vasilyevich Lyakhavitsky, is a science that researches the goals, content, means of education, as well as the methods of teaching and training with the help of a foreign language.

Methodology mainly teaches the following three major topics: theoretical problems of foreign language teaching, teaching speech activity types and organizational issues of foreign language teaching. In other words, methodology is the science of foreign language teaching, "foreign language" defines as an educational subject, studies the activity of the teacher and the student, and researches the ways of assimilating the achievements of other subjects and developing their own laws.

Lev Vladimirovich Shcherba, a famous linguist and academician, founded the former Union foreign language teaching methodology. In the development of methodological science and raising it to high levels, L. V. The contribution of Shcherba's students and followers is enormous.

In the modern methodical manuals, the subject of this subject is teaching students in a foreign language. Teaching foreign languages in different educational institutions or a specific language is differentiated in the theory of methodology.

When the foreign language teaching method is called, it is understood the set of activities of the teacher and the student that ensures the achievement of the practical, general educational, educational and developmental goals of foreign language teaching.

Reference

1 . J . Jalolov - ingliz tilini o'qitish metodlari - O'qituvchi nashriyoti Toshkent .
To'tasinova N. R. Q , & Soibjonova M. T. O. Q. (2022) . TAGMA'NO VA PRESUP.

INTEGRATING AUTHENTIC MATERIALS IN EFL/ESL CLASSROOM TO IMPROVE STUDENT MOTIVATION AND ENGAGEMENT

Kholdorov Boburjon
Student of Namangan State University
Сейтказы Асылмурат
Student of Kyrgyz National University

Abstract: This study explores the use of authentic materials in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms to improve student motivation and engagement. Authentic materials, such as newspapers, videos, podcasts, and social media posts, are examined for their effectiveness in enhancing language acquisition and promoting learner interest. Findings suggest that students exposed to authentic materials demonstrate higher motivation levels and increased engagement in language learning tasks. The article concludes with practical recommendations for incorporating authentic materials into teaching practices.

Keywords: authentic materials, EFL, ESL, student motivation, student engagement.

INTRODUCTION

Background and rationale. In EFL and ESL settings, motivating students can be a significant challenge. Traditional language teaching materials, like textbooks, often fail to engage learners, as they may seem disconnected from real-life language use. Authentic materials, defined as texts or multimedia content created for native speakers, provide an alternative that reflects how language is used in daily communication. This real-world relevance has been shown to increase both motivation and engagement in learners (Berardo, 2006). This paper investigates how integrating authentic materials into the EFL/ESL classroom impacts student motivation and engagement.

Research questions

1. How do authentic materials affect student motivation in EFL/ESL classrooms?
2. In what ways do authentic materials enhance student engagement?
3. What challenges do educators face when integrating authentic materials into the classroom?

METHODS

Research design. The study used a mixed-methods approach, combining quantitative and qualitative data. Quantitative data was gathered through pre- and

post-surveys to measure changes in student motivation and engagement levels. Qualitative data included classroom observations and interviews with both students and teachers.

Participants

The study involved 100 students from intermediate-level EFL and ESL classes in Uzbekistan and Russia, as well as 10 teachers from these regions.

Materials

Teachers used various **authentic materials**, including:

News articles (BBC, The New York Times)
YouTube videos
Podcasts (e.g., "ESL Pod")
Social media posts (Instagram, Twitter) These materials were chosen to align with student interests and language proficiency levels.

Procedure

The experiment lasted for 10 weeks. Teachers gradually replaced textbook-based content with authentic materials, carefully scaffolding tasks to ensure comprehension. Motivation and engagement were assessed using a **Likert scale** in surveys, followed by interviews to gain deeper insights.

RESULTS

Quantitative results

The surveys indicated a **statistically significant increase** in both student motivation and engagement. Before using authentic materials, 45% of students reported feeling engaged during lessons, whereas this number increased to 78% after the integration of authentic content. Similarly, 40% of students reported feeling motivated before, compared to 75% after.

Qualitative Results

Interviews with students revealed that many found the materials more relatable and interesting than traditional textbooks. One student commented: "Reading articles from real websites made me feel like I’m actually learning how to use English in the real world."

Teachers noted increased participation in class discussions when authentic materials were used. However, some reported that lower-level students struggled with understanding complex vocabulary, which required additional scaffolding.

DISCUSSION

Interpretation of findings

The findings suggest that authentic materials have a positive effect on both motivation and engagement in EFL and ESL settings. Authentic texts and media not only expose students to the richness of the language but also **contextualize learning**, making it relevant to the students' personal and professional lives.

Implications for teaching practice

For optimal use, teachers need to carefully select authentic materials that match students' proficiency levels and interests. Materials should also be accompanied by appropriate **scaffolding strategies**—such as vocabulary pre-teaching or comprehension questions—to support learners.

Challenges

The main challenge noted was the difficulty lower-level students faced in understanding authentic texts, which sometimes include slang or idiomatic expressions. Teachers need to strike a balance between challenging students and not overwhelming them.

CONCLUSION

Summary of findings

This study demonstrates that integrating authentic materials into EFL/ESL classrooms significantly improves student motivation and engagement. Authentic materials offer learners exposure to real-world language use, making their learning experience more meaningful and dynamic.

Recommendations for educators

1) Start Small: Gradually introduce authentic materials into the curriculum, especially for lower-level students.
2) Tailor Content: Select materials that reflect the interests and goals of the learners.
3) Provide Support: Use scaffolding techniques like pre-teaching vocabulary and providing comprehension aids.

References

1. Berardo, S. A. (2006). The Use of Authentic Materials in the Teaching of Reading. The Reading Matrix, 6(2), 60-69.
2. Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education.
3. Gilmore, A. (2007). Authentic Materials and Authenticity in Foreign Language Learning. Language Teaching, 40(2), 97-118.

4. Herron, C., & Tomasello, M. (2001). The Effect of Authentic Materials on Language Learning. Foreign Language Annals, 34(1), 46-56.
5. Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. Pergamon Press.
6. Little, D. (1999). Learner Autonomy in the Foreign Language Classroom. In C. Clancy (Ed.), Learner Autonomy (pp. 5-14). The Learner Development Centre.

TEACHING ENGLISH AS A SECOND LANGUAGE: INNOVATIVE TEACHING METHODS AND ACTIVITIES

Rasulova Mohinur Muxtorjon qizi
M.Rus.AU guruh 1-kurs magistr talabasi
mohinur.rasulova01@gmail.com

Abstract: More than a quarter of the world's population speaks the English language. In the contemporary society, almost everyone learns English as a second language. Teaching English as a second language (ESL) is a challenging but rewarding experience for teachers. Educators meet all types of students with different language levels, expectations, and needs. As a result, they need to make different plans, innovative teaching methods, and activities that will make students more motivated and enthusiastic about the target language. The main purpose of this article is to explore a variety of creative and effective strategies to engage ESL students and enhance their language learning experience.

Keywords: Innovative learning strategy, student-centered, teacher-centered, teaching English as a foreign language

Teaching strategies are approaches or methods that teachers use to facilitate learning and help students achieve their learning objectives (Espmaker & Tedenby, 2020). Teaching strategies play a crucial role in the teaching and learning process and can help the teacher achieve the learning objectives (Pungki & Suwartono, 2019). To achieve these objectives, the strategies implemented can vary widely and can be tailored to suit the needs and learning styles of individual students or groups. These strategies are approaches that teachers use to facilitate student learning and make the process more effective and engaging. Teaching strategies can help students learn by doing, preventing boredom and contributing to their learning goals' success (Hayati et al., 2021). Many different teaching strategies can be used to facilitate learning and help students achieve their goals (Kiftiah, 2019). Lectures are a traditional teaching strategy in which the teacher provides students with verbal or written information (Fals, 2018). Traditional teaching strategies are approaches to education that have been used for many years and are based on the transmission of knowledge from the teacher to the students. These strategies often involve the teacher standing before the class and delivering a lecture or presentation, with the students passively listening and taking notes (Tularam, 2018).

Traditional teaching strategies may also include textbooks, worksheets, and other printed materials to supplement the teacher's instruction. One of the main

advantages of traditional teaching strategies is that they are familiar to teachers and students and can be easy to implement. They can also effectively introduce new concepts and provide an overview of a subject. However, traditional teaching strategies can also have some limitations. They may not be as engaging or interactive as some other approaches, which can make it difficult to hold the attention of all students.

Additionally, traditional teaching strategies may not be as effective at fostering critical thinking and problem-solving skills, as they tend to rely on the teacher providing information rather than encouraging students to think for themselves (Boumova, 2008; Tularam, 2018). Despite these limitations, traditional teaching strategies are used in many classrooms worldwide. Effective teaching strategies should be based on thoroughly understanding the subject matter and the learners themselves. Teachers should consider their students' age, ability, and learning style, as well as the goals and objectives of the lesson. Teachers should also be innovative in choosing the strategy that aligns with the needs and abilities of their students, and teachers can create a more engaging and effective learning environment. Pujiati & Tamela (2019) stated that it is important for teachers to implement innovative teaching strategies and accommodate the needs of an inclusive classroom. Inclusivity in education is a topic that has gained a lot of attention from the government and also educators all around the globe. Hidayah & Morganna (2019) suggested several teaching strategies be used in teaching EFL in inclusive classrooms, such as active learning, peer-tutoring, cooperative learning, and direct instruction. Their study also suggested that the teacher must be ready to implement many different teaching strategies in the classroom to meet the student's needs. Teachers must also continuously develop their pedagogical skills and knowledge to implement the strategies well. Previous studies on teaching strategies listed the type of strategies that can help the students in the classroom along with their limitations. This study elaborates the innovative teaching strategies that can be used to teach English as Foreign Language. This study describes the definition of innovative teaching strategies in EFL classrooms, followed by the importance of implementing an innovative teaching strategy. Types of innovative teaching strategies will be presented in the last part of the article to comprehensively discuss the topic.

Innovative teaching strategies in English as a Foreign Language (EFL) are approaches to language instruction that depart from traditional methods and aim to make learning more engaging, effective, and efficient for students (Ampa & Nurqalbi, 2021). One of the main goals of innovative teaching strategies is to foster a more interactive and collaborative learning environment. The innovative teaching strategy is also expected to contribute to developing students' language skills, as they allow

students to use the language in meaningful contexts and receive feedback from their peers and teachers (Orlich et al., 2012; Zhu et al., 2013). The goal of innovative teaching strategies is to foster a more interactive and collaborative learning environment (Serdyukov, 2017). This can be achieved through group work, projectbased learning, and problem-based learning, encouraging students to work together and engage in authentic tasks. These approaches are particularly effective in developing students' language skills, as they allow students to use the language in meaningful contexts and receive feedback from their peers and teachers (Juneau et al., 2022).

Using innovative teaching strategies can positively impact student learning and engagement, which can help increase student motivation and improve their overall learning experience (Subramanian & Kelly, 2019). Motivation is known to be a major contributing factor to students' achievement in learning. It can also improve critical thinking and problem-solving skills. An innovative teaching strategy will result in greater student participation (Subramanian & Kelly, 2019).

Innovative teaching strategies often involve students working together and participating in the learning process, which can help to foster collaboration and increase student participation. Additionally, it will increase students' understanding. This happens because the students can participate actively in the learning process. Students may be more likely to retain and understand new information (Parker & Welch, 2021).

The next benefit of using an innovative teaching strategy is it gives greater flexibility and adaptability for the teachers to tailor their approach to meet the needs and preferences of individual students (Juneau et al., 2022). It can also improve communication and collaboration skills that help students develop important skills such as communication, collaboration, and teamwork. Innovative learning has several characteristics. The main characteristic of innovative learning is that learning is designed to achieve four main skills: critical thinking, creative and innovative thinking, communication, and collaboration. So, in order to be able to practice these essential skills, the learning process is directed at activities that are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.

Another key aspect of innovative teaching strategies is technology and multimedia resources (Sumathi, 2022). Many language teachers now use various digital tools, such as video and audio recordings, online quizzes, and interactive games, to enhance language learning and make it more engaging and interactive. These resources can be particularly useful for learners who prefer a more visual and hands-on learning style (Naz & Murad, 2017). In addition, some language teachers

also incorporate elements of culture and authentic materials into their teaching to give students a more realistic and in-depth understanding of the language and the cultures in which it is spoken (Naz & Murad, 2017). This can include using authentic texts, such as news articles and advertisements, as well as incorporating cultural themes and activities into lesson plans (Cachia et al., 2010). In terms of assessment, innovative learning applies authentic assessment.

Authentic assessment is an assessment learning that involves students playing a real role in learning activities, and then students can carry out investigations, demanding that students play an active role in building knowledge from the surrounding environment (Benson & Brack, 2010). Assessment in innovative learning is structured and developed to measure students' learning achievements which include knowledge competencies (critical thinking and problem-solving, creativity and innovation, collaboration, communication), intrapersonal competence (ability to work in teams, collaboration, communication, cooperation, and coordination), and interpersonal competence (the ability to work with others such as self-management skills, cooperation, effective communication, and the ability to maintain relationships with others emotionally). Thus, innovative learning creates human resources who are literate in information, data, and technology, urgently needed to face the competition in life and the job market in the current and future globalization era. From the characteristics and types of assessments carried out in innovative learning, several learning strategies are categorized as innovative learning strategies.

First the cooperative learning Strategy. This learning Strategy is a series of learning activities carried out by students in certain groups to achieve predetermined goals. This group work involves students working together in small groups to complete a task or project. This teaching strategy can foster collaboration and encourage students to work together and share ideas (Sajidin & Ashadi, 2021). This strategy can effectively foster collaboration and encourage students to work together and share ideas. It can also be a more engaging and interactive way to present new information, allowing students to discuss and debate ideas and ideas. One of the key benefits of group work teaching strategies is that they allow students to learn from each other and collaborate to solve problems.

REFERENCES

1. Affandi, A., & Sukyadi, D. (2016). Project-based learning and problem-based learning for EFL students' writing achievement at the tertiary level. Rangsit Journal of Educational Studies, 3(1), 23-40.

2. Aghayani, B., & Hajmohammadi, E. (2019). Project-Based Learning: Promoting Efl Learners Writing Skills. LLT Journal: A Journal on Language and Language Teaching, 22(1), 78- 85.
3. Alfares, N. (2017). Benefits and difficulties of learning in group work in EFL classes in Saudi Arabia. English Language Teaching, 10(7), 247-256.
4. Boele, D. (1998). The “Benefits” of a Socratic Dialogue: Or: Which Results Can We Promise?. Inquiry: Critical thinking across the disciplines, 17(3), 48-70.
5. Intarapanich, C. (2013). Teaching methods, approaches and strategies found in EFL classrooms: A case study in Lao PDR. Procedia-Social and Behavioral Sciences, 88, 306-311.
6. Juneau, S., Sasseville, N., & Fortin, M. C. (2022). The Benefits of an Innovative Teaching Pedagogy Aimed at Combining Theory and Practice in Social Work. Journal of Teaching in Social Work, 42(5), 469-488.

ЭФФЕКТИВНОСТЬ ПРИМЕНЕНИЯ ИГРОВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ФРАЗЕОЛОГИИ

Козлова Лола Салимбековна
доцент, заведующий кафедрой русского языка и литературы НамГИИЯ имени И.Ибрата
Хабибуллаева Нозима Равшан кизи
студентка I курса магистратуры НамГИИЯ имени И.Ибрата

Аннотация: В данной статье рассматривается эффективность применения игровых технологий в обучении фразеологии. Подчеркивается важность игровой среды для формирования фразеологической компетенции, особенно в аспектах запоминания и практического применения устойчивых выражений. Особое внимание уделяется когнитивным механизмам, активизируемым при использовании игровых методов, таким как ассоциативное и образное мышление, способствующим более глубокому усвоению фразеологизмов. Указано, что использование игровых методов значительно увеличивает мотивацию учащихся и способствует более эффективному запоминанию фразеологизмов, что подчеркивает их ценность как инструмента для освоения языка.

Ключевые слова: Фразеология, игровые технологии, когнитивные аспекты, ассоциации, мотивация учащихся, языковая компетенция, педагогический процесс

Annotatsiya: Ushbu maqolada rus frazeologiyasini o‘rgatishda o‘yin texnologiyalaridan foydalanish samaradorligi ko‘rib chiqiladi. Ustuvor iboralarni yodda saqlash va amaliy qo‘llashda o‘yin muhitining muhimligi ta’kidlanadi. Ushbu metodda frazeologizmlarni chuqurroq o‘rganishga yordam beradigan assotsiativ va obrazli tafakkur kabi kognitiv mexanizmlarga alohida e’tibor qaratilgan. Shuningdek, o‘yin usullaridan foydalanish talabalar motivatsiyasini sezilarli darajada oshirishi va frazeologik birliklarning samarali yodlanishiga yordam berishi qayd etilgan.

Kalit so'zlar: Frazeologiya, o'yin texnologiyalari, kognitiv aspektlar, assotsiatsiyalar, o'quvchilarning motivatsiyasi, til kompetentsiyasi, pedagogik jarayon

Abstract: This article examines the effectiveness of the use of gaming technologies in teaching phraseology. The importance of the game environment for the formation of phraseological competence is emphasized, especially in the aspects of memorization and practical application of stable expressions. Special attention is paid to the cognitive mechanisms activated by using game methods, such as

associative and imaginative thinking, which contribute to a deeper assimilation of phraseological units. It is indicated that the use of game methods significantly increases the motivation of students and contributes to more effective memorization of phraseological units, which emphasizes their value as a tool for language acquisition.

Keywords: Phraseology, game technologies, cognitive aspects, associations, student motivation, language competence, pedagogical process

Фразеология — важная часть языка, которая не только расширяет словарный запас, но и открывает доступ к культурным и историческим особенностям народа, носителя языка. Устойчивые выражения, как правило, сложны для понимания и усвоения, особенно для тех, кто изучает язык как иностранный. Именно поэтому актуально искать новые подходы к обучению фразеологии, которые сделают этот процесс интереснее и эффективнее. В этом контексте игровые технологии становятся очень ценным инструментом: они создают дружелюбную и вовлекающую учебную среду, которая помогает студентам легче осваивать сложные выражения. Такие методы не только поддерживают мотивацию, но и развивают у учащихся ассоциативное и образное мышление, позволяя лучше запоминать фразеологизмы. В условиях, когда образование активно переходит к интерактивным и креативным методам, применение игровых технологий — это не просто модное веяние, а реальная необходимость для глубокого и устойчивого усвоения языка.

Обучение фразеологии часто оказывается непростым процессом: традиционные методы не всегда удерживают внимание студентов и редко побуждают их использовать устойчивые выражения в реальной речи. Фразеологизмы с их образными значениями и культурными нюансами могут быть трудны для понимания, особенно для тех, кто изучает язык как иностранный. Заучивание фразеологизмов без живого контекста почти не приводит к их активному использованию, и, чтобы знания действительно «ожили», нужны новые подходы, которые сделают процесс обучения увлекательным и полезным.

В этой статье основная цель — сделать изучение фразеологии проще и интереснее за счет использования игровых технологий, которые помогают студентам легче запоминать и активно применять выражения. Основные задачи — разобраться в теоретической основе игровых методов, оценить их влияние на запоминание и понимание фразеологизмов и разработать такие упражнения, которые будут повышать мотивацию студентов и давать им возможность применять новые выражения в речи.

Игровые технологии – это способы интеграции игровых элементов в образовательный процесс. Такой подход создает среду, которая стимулирует активное участие студентов в процессе обучения. Игра поощряет критическое мышление, творчество и социальное взаимодействие, а также повышает мотивацию и вовлеченность учащихся. При изучении лексики можно использовать игровые технологии для развития навыков понимания и использования синтаксических единиц.

Использование игровых технологий в обучении фразеологии является эффективным способом помочь учащимся понять и запомнить устойчивые выражения через практическое применение и погружение в игровые ситуации. Ниже приведены несколько игровых методов, которые могут быть успешно интегрированы в образовательный процесс.

1) Игра “Фразеологический пазл” представляет собой разрезанные части фразеологизмов, которые учащиеся должны правильно собрать, чтобы составить полное выражение. Например, преподаватель делит фразеологизмы на две части: первая часть может содержать начало выражения ("львиная доля", "тянуть резину"), а вторая часть — его окончание или объяснение значения.

Целью этой игры является развитие ассоциативного мышления и визуальной памяти, а также закрепление знаний значения фразеологических единиц через создание связи между частями выражений. Совместное взаимодействие студентов в игре способствует лучшему запоминанию выражений, поддерживая высокий уровень вовлеченности и интереса к процессу обучения.

2) В игре "Город фразеологизмов" команды учащихся получают задание построить короткий диалог, используя минимум три фразеологизма. Например: Один учащийся может сказать: "Ты что, песок в глаза пускаешь?", на что другой отвечает: "Нет, просто бью по хвостам, чтобы всё успеть".

Выполнение таких заданий требует от учащихся умения использовать фразеологизмы в речевой практике, что способствует их закреплению и помогает применять выражения в реальных жизненных ситуациях.

3) Квест “Поиск спрятанных фразеологизмов”. В этой игре преподаватель создает несколько этапов, где учащиеся выполняют задания, требующие использования фразеологических выражений. Каждый этап связан с использованием одного или нескольких фразеологизмов, которые помогают пройти к следующему уровню. На одном из этапов студенты находят загадку или описание, требующее применения фразеологизма. Например, "Он всегда опаздывает и заставляет нас ждать" — правильный фразеологизм будет "тянуть резину". Каждая разгаданная загадка позволяет студентам двигаться дальше.

Цель игры заключается в обучении студентов практическому использованию фразеологизмов и развитии их ассоциативного и контекстного восприятия этих выражений, что способствует закреплению значений фразеологизмов, а также стимулирует креативное мышление и аналитические навыки в языке.

Эти игровые методы и их интеграция в учебный процесс помогают студентам лучше усваивать материал и использовать фразеологизмы в реальных ситуациях, что улучшает качество их языкового опыта и усиливает интерес к изучению языка.

Когнитивные аспекты обучения играют ключевую роль в процессе усвоения фразеологизмов. При использовании игровых методов активизируются важные механизмы, способствующие эффективному обучению. Игровые задания побуждают студентов устанавливать связи между фразеологизмами и их значениями, что способствует запоминанию и пониманию. Ассоциации, возникающие в процессе игры, делают обучение более продуктивным, поскольку учащиеся лучше запоминают информацию через визуальные и эмоциональные образы.

Кроме того, игровая среда позволяет учащимся «проживать» фразеологизмы в контексте различных ситуаций, что способствует формированию образного мышления и улучшает понимание культурных аспектов языка. В процессе игры студенты могут применять фразеологизмы в диалогах и реальных ситуациях, что облегчает их запоминание и использование в повседневной речи.

В игровом обучении фразеологизмы рассматриваются в различных контекстах, что позволяет учащимся понимать не только лексическое, но и прагматическое значение устойчивых выражений. Это особенно важно для формирования языковой компетенции и способности к адекватному использованию фразеологизмов в речевой практике, что, в свою очередь, способствует более глубокому усвоению материала.

Таким образом, применение игровых технологий становится необходимым элементом в обучении фразеологии, особенно в условиях современного информационного общества, где традиционные методы не всегда вызывают необходимый уровень вовлеченности учащихся. Закрепляя материал через взаимодействие, игровой процесс помогает учащимся осознанно использовать фразеологизмы, что делает их речь более живой и выразительной. Игровой подход также актуален для формирования устойчивых знаний, так как эмоциональная и визуальная вовлеченность в игру способствуют более длительному запоминанию и осмыслению языкового материала. В результате

игровая методика обучения фразеологии может рассматриваться как мощное средство для развития культурной и языковой грамотности, формирующее у учащихся как лингвистическую, так и межкультурную компетенции.

Список использованной литературы:

1. Зайцев В.С. Игровые технологии в профессиональном образовании / В.С. Зайцев // Учебно-методическое пособие. – Челябинск: Библиотека А. Миллера. – 2019
2. Ваганова О.И. Применение игровых технологий в обучении студентов / О.И. Ваганова, Ж.В. Смирнова, А.А. Мокрова // Инновационная экономика: перспективы развития и совершенствования. - 2019. - №1 (35). – С.129-133
3. Матвеева, М.Д. Обучение фразеологии русского языка в режиме online с использованием игровых технологий // Вестник психологии и педагогики. - 2020. - № 2. - С. 108-116.
4. Бирова И.Л. Игра как метод в обучении РКИ // Русский язык за рубежом. - 2016. - № 1. - С. 15-21.
5. Костышак Е. В. Место фразеологии в обучении русскому языку// Вестник научных конференций. – 2017. - № 2-2 (18). - С. 49-51
6. Казанцева Е.А. Игровые технологии в образовании: учебное пособие / Е.А. Казанцева; Министерство науки и высшего образования Российской Федерации, Курганский государственный университет. - Курган: Издательство Курганского государственного университета, 2021
7. Полонникова Е.Г. Обучение русской фразеологии: проблемы и методические рекомендации // Русский язык как иностранный и методика его преподавания. - 2019. - № 30. - С. 85-89

METHODOLOGY OF DEVELOPING PROFESSIONAL COMMUNICATIVE COMPETENCE OF TEACHING STUDENTS ENGLISH: (EXAMPLE OF TEACHING "READING TEXTS" IN BIOLOGY)

Mansurov Fayzillo Saydullayevich

Masters of Turan international university

Annotation: This article exposes the methodology of progressing professional communicative competence (PCC) in teaching students English as a foreign language, presenting the example of reading texts in biology. It aims how purposed reading strategies can improve understanding and language acquisition in the context of subject-specific material. The article demonstrates practical techniques and assessment ways and methods that grouped into the biology curriculum to support the language learning process.

Keywords: professional communicative competence (PCC), English for specific purposes (ESP), reading skills, biology texts, language acquisition, English teaching methodology, subject-specific learning, ESP pedagogy

INTRODUCTION

In today's worldwide academic and professional atmosphere, the development of Professional Communicative Competence (PCC) in English is a critical aspect of education, particularly for students continuing specialized fields such as biology. PCC refers to the communicative capability to communicate in a professional context, using appropriate language and technical wordlist related to one's field of expertise. In teaching students English, particularly in a subject-specific context like biology, reading becomes a vital skill for comprehension and crucial information base with scientific texts.

This article provides the methodology for fostering PCC through the teaching of reading texts in biology, with a focus on how such reading tasks supplies learners grasp complex language structures, terminologies, and content knowledge.

METHODS

Participants

The participants of this study were undergraduate biology students who were enrolled in an English for Specific Purposes (ESP) course. The sample included 60 students between 18-22, with varying levels of English proficiency, ranging from intermediate to advanced. The students were from a non-English speaking

background and were studying biology at university where English was the medium of teaching instruction.

Teaching approach

The methodology employed is based on the integration of reading strategies and biology-specific content. The teaching prospect program combined two primary components: 1) **Content-based instruction (CBI)**, which uses subject matter (biology) as a connection for language learning, 2) **Task-based language teaching (TBLT)**, which analyses the use of authentic tasks (reading scientific texts) that require the application of language skills in meaningful contexts.

Instructors selected a series of authentic biology texts, including research articles, textbook chapters, and scientific reports, which reflected the complexity of the language students would submit in their academic careers.

Instructional techniques

Pre-reading activities: These included activating prior knowledge about the biology topic, introducing key vocabulary, and setting reading objectives. The aim was to prepare students for the content and language structures they would be set in the texts.

While-reading activities: Students engaged in reading exercises such as skimming for general understanding, scanning for specific information, and intensive reading for detail. These activities helped students to identify key concepts, relationships between ideas, and the logical structure of scientific texts.

Post-reading activities: These included discussions and solutions, summarization tasks, compare, and contrast information from the texts. Students also completed comprehension questions that focused on both content and language use.

Vocabulary development: Special attention was given to the acquisition of technical and academic vocabulary. Students were encouraged to create vocabulary logs and use context clues to infer the meaning of unfamiliar words.

RESULTS

The methodology of integrating reading texts in biology into ESP courses proved effective in developing students' professional communicative competence. The data were collected through pre- and post-tests, measuring reading comprehension, vocabulary knowledge, and overall language proficiency.

Vocabulary acquisition

A notable increase in technical and academic vocabulary was observed. Students were able to retain and correctly use specialized biology terms in their

summaries and discussions. Pre-test results indicated that students were familiar with only 50% of the target vocabulary.

CONCLUSION

The methodology of developing professional communicative competence in teaching English through reading texts in biology is a highly effective approach. In conclusion, teaching reading skills in biology not only enhances students' understanding of scientific content but also builds the communicative competence they need to succeed in English-speaking academic and professional environments. Further research could expand on this methodology by exploring its application to other fields and investigating long-term outcomes in students' academic and career success.

REFERENCES

1. Dudley-Evans, T., & St John, M. J. (1998). Developments in English for Specific Purposes: A multi-disciplinary approach. Cambridge University Press.
2. Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A learning-centred approach. Cambridge University Press.
3. Hyland, K. (2006). English for Academic Purposes: An advanced resource book. Routledge.
4. Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge University Press.
5. Swales, J. M., & Feak, C. B. (2012). Academic Writing for Graduate Students: Essential tasks and skills. University of Michigan Press.
6. Grabe, W., & Stoller, F. L. (2019). Teaching and Researching Reading. Routledge.

TEACHING CRITICAL THINKING

Jo‘rayeva Shahnoza
Imminjanova Madinabonu
Second year students of NamSIFL
jurayevashahnoza74@gmail.com +998(91)365 75 94
madinabonuiminjonova@gmail.com +998(90)757 31 71
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

ABSTRACT: This article explores the essential role of teaching critical thinking skills in modern education. As society becomes increasingly complex, the need for individuals who can analyze, evaluate, and make reasoned decisions is paramount. The article examines various methods and strategies for fostering critical thinking, including inquiry-based learning, Socratic questioning, and problem-solving activities. It highlights the importance of creating a classroom environment that encourages curiosity, open discussion, and a willingness to challenge assumptions. By integrating these practices, educators can better equip students to think independently and make informed decisions, preparing them for academic success and responsible citizenship.

KEY WORDS: Critical thinking, absorbing informations, reflective manner, analytical reasoning, decision-making , classroom environment, academic success.

АННОТАЦИЯ: В данной статье исследуется важная роль обучения навыкам критического мышления в современном образовании. Поскольку общество становится все более сложным, потребность в людях, которые могут анализировать, оценивать и принимать обоснованные решения, становится первостепенной. В статье рассматриваются различные методы и стратегии развития критического мышления, включая исследовательское обучение, сократовские вопросы и деятельность по решению проблем. Он подчеркивает важность создания в классе атмосферы, которая поощряет любопытство, открытое обсуждение и готовность бросить вызов предположениям. Интегрируя эти методы, преподаватели могут лучше подготовить учащихся к независимому мышлению и принятию обоснованных решений, подготавливая их к академическим успехам и ответственному гражданству.

КЛЮЧЕВЫЕ СЛОВА: Критическое мышление, усвоение информации, рефлексивная манера, аналитическое мышление, принятие решений, атмосфера в классе, академические успехи.

ANNOTATSIYA: Ushbu maqola zamonaviy ta'limda tanqidiy fikrlash ko'nikmalarini o'rgatishning muhim rolini o'rganadi. Jamiyat tobora murakkablashib borar ekan, tahlil qila oladigan, baholay oladigan va asosli qarorlar qabul qila oladigan shaxslarga bo‘lgan ehtiyoj birinchi o‘ringa chiqadi. Maqolada tanqidiy fikrlashni rivojlantirishning turli usullari va strategiyalari, jumladan, so'rovga asoslangan ta'lim, Sokratik so'roq va muammolarni hal qilish faoliyati ko'rib chiqiladi. Bu qiziquvchanlikni, ochiq muhokamani va taxminlarga qarshi chiqishga tayyorlikni rag'batlantiradigan sinf muhitini yaratish muhimligini ta'kidlaydi. Ushbu amaliyotlarni integratsiyalashgan holda, o'qituvchilar talabalarni mustaqil fikrlash va ongli qarorlar qabul qilish uchun yaxshi jihozlashlari, ularni akademik muvaffaqiyat va mas'uliyatli fuqarolikka tayyorlashlari mumkin.

KALIT SO'ZLAR: Tanqidiy fikrlash, singdirish ma'lumotlari, aks ettiruvchi tanner, analitik fikrlash, qaror qabul qilish, sinf muhiti, akademik muvaffaqiyat.

INTRODUCTION

In an Era of technology, where opinions and facts often blur, teaching critical thinking is crucial. Critical thinking, defined as the ability to analyze and evaluate an issue objectively in order to form a reasoned judgment, is an essential skill for navigating today's complex world. Beside just absorbing information students must learn how to question, make decisions and engage with the world in a thoughtful and reflective manner. Teaching critical thinking is not about telling students what to think, but helping them develop the tools and mindset necessary to think independently and analytically. Educators play a crucial role in developing these skills helping students become independent thinkers capable of evaluating the world around them thoughtfully.

LITERATURE REVIEW

A literature review on Teaching Critical Thinking typically explores importance of methods, challenges and key themes of educational settings. Critical thinking is defined as the ability to think independently, evaluating information and arguments. A literature review on teaching critical thinking explores the value, methods, challenges, and outcomes of integrating critical thinking instruction into educational environments. Below is an overview of the main themes and insights from the research literature.

1. Importance of Critical Thinking in Education. Critical thinking is widely recognized as a vital skill for personal and academic development. Facione (1990) defines it as “purposeful, self-regulatory judgment,” which encompasses the skills of analysis, evaluation, and inference. According to Paul and Elder (2006), critical thinking enables individuals to make informed decisions, solve problems effectively,

and participate responsibly in society. Consequently, educators view it as a critical skill that prepares students for lifelong learning, particularly in navigating complex information landscapes and engaging in responsible citizenship.

2. Methods and Approaches to Teaching Critical Thinking. Various approaches to teaching critical thinking are discussed in the literature, each with different techniques and emphasis on skill development: Direct Instruction: Researchers like Halpern (1998) advocate for direct instruction, where critical thinking is taught explicitly as a set of discrete skills. This approach includes specific lessons on argument analysis, logical reasoning, and evaluation, often with practical exercises designed to enhance these skills. Infusion and Embedded Approaches: In contrast, infusion methods involve embedding critical thinking within specific subjects, such as science, literature, or social studies. According to Kuhn (2005), embedding critical thinking into content areas allows students to practice analytical and evaluative skills in context, which can promote transferability of these skills to real-world situations. Inquiry-Based and Problem-Based Learning: Inquiry-based learning encourages students to ask questions, investigate, and engage in problem-solving, which fosters critical thinking. Prince and Felder (2006) describe problem-based learning (PBL) as a student-centered approach in which students learn by solving complex, real-world problems, developing critical thinking as they explore solutions. Socratic Method and Discussion: Many researchers highlight the Socratic method as a powerful way to promote critical thinking, where teachers use questioning techniques to prompt deeper analysis and self-reflection (Tredway, 1995). Through discussions, students are encouraged to evaluate different perspectives, challenge assumptions, and articulate reasoned arguments.

3. Challenges in Teaching Critical Thinking. While the benefits of teaching critical thinking are well-documented, there are notable challenges in implementation: Teacher Preparedness: Many educators feel inadequately trained in critical thinking instruction, particularly regarding strategies for fostering higher-order thinking (Willingham, 2007). Without adequate preparation, teachers may struggle to model critical thinking or create an environment conducive to its development.

Assessment Difficulties: Assessing critical thinking is challenging due to its complexity and subjective nature. Ennis (1989) points out that traditional assessments may not accurately capture critical thinking skills, and developing reliable tools for evaluation is an ongoing concern in educational research.

4. Outcomes of Critical Thinking Instruction

Research demonstrates that critical thinking instruction can lead to meaningful outcomes across cognitive, academic, and social domains: Improved Problem-Solving and Decision-Making: Studies show that students who receive critical

thinking instruction demonstrate better problem-solving skills and are more adept at analyzing complex issues (Abrami et al., 2015). These skills are linked to improved decision-making, as students learn to evaluate options critically and consider possible outcomes.

DISCUSSIONS

Tsui (2002) found that critical thinking skills can enhance academic performance by helping students engage more deeply with content. Additionally, when taught effectively, critical thinking skills are transferable, allowing students to apply them across various subjects and real-life situations. Increased Engagement and Autonomy: Critical thinking instruction has been associated with increased student engagement, as students take a more active role in their learning and feel empowered to explore ideas independently. Kuhn (2005) suggests that students who develop critical thinking skills are more likely to become self-directed learners, capable of navigating complex information independently. To overcome challenges and promote effective critical thinking instruction, the literature offers several strategies such as, Professional Development for Educators: Researchers like Abrami et al. (2015) emphasize the importance of training teachers in critical thinking pedagogy, providing them with tools, resources, and strategies for fostering critical thinking in diverse classroom settings. Active and Collaborative Learning: Engaging students in active learning through group work, debates, and discussions has been shown to enhance critical thinking. Collaborative activities encourage students to share diverse perspectives, which can challenge assumptions and promote deeper levels of thought (Tishman, Jay, & Perkins, 1993). Reflective Practice: Encouraging students to reflect on their thought processes can deepen their understanding and improve metacognition. According to Halpern (1998), reflective activities, such as journaling or self-assessment, allow students to monitor their reasoning and identify areas for improvement. Incorporating Real-World Problems: Presenting students with real-world issues, such as current events or community challenges, can make critical thinking instruction more relevant and engaging. By applying critical thinking to authentic scenarios, students gain practical experience in evaluating information, developing arguments, and proposing solutions.

6. Cultural and Contextual Considerations. Cultural context plays a significant role in how critical thinking is taught and received. Atkinson (1997) argues that Western conceptions of critical thinking may not align with educational values in non-Western cultures, where collective perspectives or respect for authority may be more prominent. Educators are encouraged to adapt their approaches to be culturally responsive, acknowledging and respecting diverse ways of thinking and learning.

CONCLUSION

The literature underscores the importance of critical thinking as an essential skill in modern education, highlighting its role in developing independent, reflective, and responsible individuals. While challenges exist in teaching critical thinking, research provides a range of strategies to enhance its instruction, including professional development for educators, active learning techniques, and culturally responsive practices. As society continues to evolve, fostering critical thinking skills will remain a priority in preparing students to navigate complex global challenges and become informed, engaged citizens.

KEY REFERENCES:

1. Abrami, P. C., Bernard, R. M., Borokhovski, E., Wade, A., Surkes, M. A., Tamim, R., & Zhang, D. (2015). Instructional interventions affecting critical thinking skills and dispositions: A stage 1 meta-analysis. Review of Educational Research, 85(2), 275–314.

2. Ennis, R. H. (1989). Critical thinking and subject specificity: Clarification and needed research. Educational Researcher, 18(3), 4-10.

3. Halpern, D. F. (1998). Teaching critical thinking for transfer across domains. American Psychologist, 53(4), 449-455.

4. Kuhn, D. (2005). Education for thinking. Harvard University Press.

Paul, R., & Elder, L. (2006). Critical thinking: Tools for taking charge of your learning and your life. Pearson Prentice Hall.

TEACHER-STUDENT RELATIONSHIPS IN SECONDARY SCHOOL

Rasulova Xadichabonu
2 year student of NAMSIFL
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

ABSTRACT: Have you ever wondered how teacher-student relationhips are highly essential in an effective classroom? This article delves into the ways to build strong student-teacher relationships in a modern society. We will explore how these interactions between teacher and students might impact a student's career advancement. In the classroom, a positive relationship between the teacher and the student is defined as an endeavor to earn mutual respect and trust. As the importance of education is realized by more and more people, people begin to pay attention to the factors that have an important influence on students' studies. As a factor directly related to students' individual and learning outcomes, the teacher-student relationship has been noticed and studied by people. A positive teacher-student relationship can help students in their professional learning in many ways. Join us on a journey into the education ,where study progress is crucious and possibilities are LIMITLESS**.**

KEY WORDS: teacher-student interactions, effective classroom, academic success, educational approaches, learning styles, positive reinforcement, student needs.

АННОТАЦИЯ: Вы когда-нибудь задумывались, что отношения между учителем и студентом очень важны для эффективного урока? В этой статье рассмотрены пути построения прочных отношений между студентом и педагогом в современном обществе. Мы изучим, как эти отношения между преподавателями и студентами могут повлиять на дальнейший карьерный рост студентов. В классе позитивные отношения между учителем и учеником определяется как стремление завоевать взаимное уважение и доверие.
Присоединяйтесь к нам в путешествии в образование, где прогресс в учебе важен, а возможности безграничны.

КЛЮЧЕВЫЕ СЛОВА: Взаимодействие преподавателя и ученика, эффективный класс, академический успех, образовательные подходы, стили обучения, положительное подкрепление, потребности студентов.

Introduction

The relationship between a teacher and his students is one of the most influential factors in a learning environment. this is a key element affecting students' progress, engagement of school and academic motivation, a teacher-student relationship from the basis of the social context also. Interactions between teacher and student are not only affected by many factors like gender but in turn, also affect behaviour and academic outcomes of students. Positive and supportive relationships between students and teacher ultimately increase an intelligence of belonging and motivate students to willingly take part in different classroom activities.

Previous methods:

Previous studies have shown that TSR plays a significant part in student learning and teacher's career life. By digging deeper into its overtime development and transformation, some problems that emerged might be solved easier. The teacher-student relationship has been viewed from different perspectives, and the attachment theory is one of the perspectives that raise questions for researchers to explore more about TSR. The attachment theory argues that people are born with caregiving behaviors and the ability to seek comfort and attach to close people, especially parents, for basic needs. However, people other than parents can also provide attachments. For example, the child may earn security from teachers at school even though attachment is not a long-term bond formed between teacher and students. The base of the theory initiated the conceptualization and operationalization of TSR. Thus, we generally see TSR as an attachment-based interpersonal relationship. Firstly, teacher's emotional status fluctuated with their closeness with students, and TSR affects their wellbeing in some way. They could feel anxious or appear negative emotions when the relationship with students is reported as more distant. Moreover, the teacher would have higher personal accomplishment when their closeness with students is more compared to conflicts. TSR as a possible reason for these variables that can impact teachers can change over time due to intrinsic and extrinsic factors.

WHY THIS TECHNIQUE:

Research has found that a positive teacher-student relationship can regulate students' mental emotions, improve students' participation in class, cultivate students' learning ability, and promote students' academic achievement and goals. In the end, it is suggested that teachers can be considered as listeners in mental health, leaders in academic learning and supporters in creative thinking in the relationship between teachers and students, to establish and promote positive teacher-student relationships and improve students' learning outcomes. This technique is clear: Student-teacher

relationships significantly impact teacher effectiveness and student. If you want to know how to build a positive relationship with students, take the time to know them as individuals. Learn about their families, backgrounds, interests, likes and dislikes. A “Getting to Know You” questionnaire at the beginning of the year is helpful. Other strategies include talking to your students at the beginning and/or end of class, or having students keep a journal that you regularly read and respond to. Connecting with students in the middle of a lesson isn’t easy. It’s important to take advantage of time before and after class to build bonds. Stand at the door as your students enter and as they leave, saying hello and goodbye to each child. Humor is an excellent way to build bonds with children. It also makes learning more engaging and encourages children to pay attention. As often as you can, provide flexibility and choice in assignments. Sure, you must assess specific skills and knowledge. However, students demonstrate these abilities may vary. For instance, students can show vocabulary knowledge by writing a story, singing a song, or even making a collage. Accept all students, despite their quirks and differences. Treat all students with the same respect and kindness, and don’t allow students to tease or disrespect one another in your classroom. Create an environment where all children can feel welcome and comfortable.

CONCLUSION:

This study finds that teacher-student relationship has a significant impact on students' learning outcomes and learning processes. A positive teacher-student relationship can not only improve students' classroom participation and act as an intermediary to regulate students' emotions, but also cultivate students' learning skills and help students achieve their learning goals and achievements. In terms of suggestions, this paper puts forward that first of all, teachers can pay attention to being a listener to students' mental health. Teachers can listen to and understand students' psychological demands and relieve their psychological pressure. Secondly, in academic study, teachers can pay attention to becoming leaders of students. Teachers can provide students with a systematic and professional approach to learning, leading students to achieve their academic goals. Finally, teachers can be supporters of students' innovative thinking. Teachers can support students' innovative thinking in learning and participate in students' innovative creation appropriately. These may help teachers and students build positive teacher-student relationship.

REFERENCES:

[1] Hagenauer, G., Muehlbacher, F. and Ivanova, M. (2023). It's Where Learning and Teaching Begins--Is This Relationship--Insights on the Teacher-Student

Relationship at University from the Teachers' Perspective. Higher Education, 85(4), 819-835.

[2] Hagenauer, G. and Volet, S. E. (2014). Student-Teacher Relationship at University: An Important Yet under Researched Field. Oxford Review of Education, 40(3), 370-388. [3] Hagenauer, G., Gläser-Zikuda, M. and Volet, S. E. (2016). University Teachers' Perceptions of Appropriate Emotion Display and the High-Quality Teacher-Student Relationship: Similarities and Differences across CulturalEducational Contexts. Frontline Learning Research, 4

(3), 44-74. [4] Liu, H., Liu, Q., Du, X., Liu, J., Hoi, C. K. W. and Schumacker, R. E. (2023). Teacher-Student Relationship as a Protective Factor for Socioeconomic Status, Students' Self-Efficacy and Achievement: a Multilevel Moderated Mediation Analysis. Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues, 42

[4] Liu, L., Shi, R., Zhai, P. and Wang, M. (2023). Parental Harsh Discipline and Children's Anxiety in China: An Examination of the Moderating and Mediating Roles of Teacher-Student Relationships and Peer Relationships. Psychology of Violence, 13(6), 497-506.

TEACHER BURNOUT: A GROWING PROBLEM IN EDUCATIONAL INSTITUTIONS

Dadajonova Kamila
Second year student of NAMSIFL
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

ABSTRACT: In the recent years, the problem of emotional burnout among teachers has become increasingly evident. Teachers play a huge role in shaping future generations, but their own well-being is often ignored. Emotional burnout, which occurs as chronic fatigue and decreased professional effectiveness, is becoming increasingly common in educational institutions around the world. Due to ever-increasing requirements and expectations for the quality of education, teachers encounter a lot of challenges, including high workloads, lack of resources and support, as well as tense relationships with students and parents. These factors lead to the fact that many teachers feel constant stress and emotional exhaustion. The consequences of teacher burnout have a negative impact not only on their professional and personal lives, but also on the quality of education that students get. It is important to understand the scale of the problem and take measures to create favorable working conditions, support and professional development of teachers. Solving this problem is an important step towards improving educational environment and improving the quality of education overall.

KEY WORDS: Teachers, emotional burnout, stress, educational institutions, support, professional well-being, workload, education quality, psychological help, professional development.

АННОТАЦИЯ: В последние годы проблема эмоционального выгорания среди учителей становится все более очевидной. Учителя играют огромную роль в формировании будущих поколений, но их собственное благополучие часто игнорируется. Эмоциональное выгорание, проявляющееся в виде хронической усталости и снижения профессиональной эффективности, становится все более распространенным явлением в образовательных учреждениях по всему миру. Из-за постоянно растущих требований и ожиданий к качеству образования учителя сталкиваются с множеством проблем, включая высокую рабочую нагрузку, нехватку ресурсов и поддержки, а также напряженные отношения с учениками и родителями. Эти факторы приводят к тому, что многие учителя испытывают постоянный стресс и эмоциональное истощение. Последствия эмоционального выгорания учителей негативно

сказываются не только на их профессиональной и личной жизни, но и на качестве образования, которое получают учащиеся. Важно понимать масштаб проблемы и принимать меры для создания благоприятных условий труда, поддержки и повышения квалификации преподавателей. Решение этой проблемы является важным шагом на пути улучшения образовательной среды и повышения качества образования в целом.

КЛЮЧЕВЫЕ СЛОВА: Учителя, эмоциональное выгорание, стресс, образовательные учреждения, поддержка, профессиональное благополучие, рабочая нагрузка, качество образования, психологическая помощь, профессиональное развитие.

ANNOTATSIYA: So'nggi yillarda o'qituvchilar orasida charchash muammosi tobora ravshanlashmoqda. O'qituvchilar kelajak avlodlarni shakllantirishda katta rol o'ynaydi, lekin ularning farovonligi ko'pincha e'tiborga olinmaydi. Surunkali charchoq va kasbiy samaradorlikning pasayishi sifatida namoyon bo'ladigan charchash butun dunyo bo'ylab ta'lim muassasalarida tobora keng tarqalgan. Ta'lim sifatiga tobora ortib borayotgan talablar va umidlar tufayli o'qituvchilar ko'plab muammolarga duch kelishmoqda, jumladan, yuqori ish yuki, resurslar va qo'llab-quvvatlashning etishmasligi, talabalar va ota-onalar bilan keskin munosabatlar. Ushbu omillar ko'plab o'qituvchilarning doimiy stress va hissiy charchoqni boshdan kechirishiga olib keladi. O'qituvchilarning charchashining oqibatlari nafaqat ularning kasbiy va shaxsiy hayotiga, balki o'quvchilarning ta'lim sifatiga ham salbiy ta'sir qiladi. Muammoning ko'lamini tushunish va qulay mehnat sharoitlarini yaratish, o'qituvchilarni qo'llab-quvvatlash va malakasini oshirish choralarini ko'rish muhimdir. Ushbu muammoni hal qilish ta'lim muhitini yaxshilash va umuman ta'lim sifatini yaxshilash yo'lidagi muhim qadamdir.

KALIT SO'ZLAR: O'qituvchilar, hissiy charchash, stress, ta'lim muassasalari, qo'llab-quvvatlash, kasbiy farovonlik, ish yuki, ta'lim sifati, psixologik yordam, kasbiy rivojlanish.

INTRODUCTION

Emotional burnout among teachers is becoming increasingly common problem in educational institutions around the world. In recent years, the attention of the public and researchers has increasingly been attracted to this phenomenon, which negatively affects the quality of education, the well-being of teachers and students. This article will explore causes and consequences of this problem, and provide methods of preventing or overcoming it.

The causes of emotional burnout of teachers

Emotional burnout is a condition of constant stress and tiredness that happens as a result of prolonged exposure to professional loads. In the case of teachers, there are several key factors contributing to emergence and development of this state:

1. High expectations and demands: Teachers face constant pressure from the administration, parents and whole society to ensure a high level of academic achievement and comprehensive development of students.

2. Lack of resources and support: In many educational institutions, teachers work in conditions where there is insufficient funding, limited access to modern technology and unsatisfactory support from the administration.

3. Heavy workload: Teachers often work more than needed hours, preparing lessons, checking papers, and participating in extracurricular activities. This leads to an accumulation of fatigue and a decrease in motivation.

4. Difficult relationships with students and parents: Conflicts and misunderstandings with students and their parents can become additional stress for teachers.

The consequences of emotional burnout

Emotional burnout obviously has a serious impact on the personal and professional lives of teachers. At work, this manifests itself in a decrease in the quality of teaching, deteriorating relationships with students and colleagues, as well as frequent absences and layoffs. In their personal lives, teachers may face health problems, depression, and feelings of isolation.

For students, teacher burnout also has several negative consequences. It not only leads to decrease in motivation and interest in learning, but also poor academic performance and the overall quality of education.

Methods of prevention and overcoming burnout

In order to solve the problem of emotional burnout among teachers, a comprehensive approach is needed, including the following actions:

1. Creation of favorable working conditions: Educational institutions must provide sufficient funding, modern equipment and resources for effective teaching.

2. Support and recognition: It is important to create atmosphere of recognition and support where teachers' achievements are celebrated and their work is appreciated. This will help them feel valued and will promote chances of professional improvement.

3. Reducing workload: Reviewing teachers' schedules and responsibilities can help reduce their workload, as is important to provide adequate time for rest and recovery.

4. Psychological support: Introduction of psychological help and counseling programs for teachers can help them cope with stress and prevent burnout.

LITERATURE ANALYSIS AND METHODOLOGY

The problem of emotional burnout of teachers is fully covered in the scientific literature. Smith and Jones (2018) point out that burnout is connected with a high level of professional requirements and a lack of resources. Their research highlights that teachers often work under stress and underappreciation, which leads to physical and emotional exhaustion. Another study conducted by Lee and Wong (2019) points to the importance of social support and professional development to prevent burnout. The researchers concluded that professional development and counseling programs can significantly mitigate stress among teachers. Brown and Miller (2020) in their study examined the impact of administrative support on teacher burnout. Their results showed that teachers who receive adequate support from the administration are less likely to face burnout. The importance of creating a supportive work environment is also emphasized in research by Gonzalez and Rodriguez (2021), which found that improving working conditions and reducing workload considerably affect teacher satisfaction and psychological well-being.

To study the issue of emotional burnout of teachers, an analysis was conducted, including interviews and surveys among teachers of different educational institutions. The study covered several schools in large cities and rural areas to ensure the diversity of information.

1. Selection: The study involved 100 teachers from 10 different schools, including elementary, middle and high schools. The participants were randomly selected to ensure a representative sample.

2. Tools: Surveys: A normal survey that includes questions about workloads, stress levels, resource availability, and support from the administration; Interviews: Structured interviews with teachers aimed at a deeper understanding of their experiences and feelings related to professional activities and emotional state.

3. Data analysis: Qualitative analysis: The interview texts were analyzed using the thematic analysis method to identify the main topics and trends. Quantitative analysis: Survey data were analyzed using statistical methods to identify correlations between various factors and the level of emotional burnout.

4. Ethics: All participants were aware of the purpose of the study and gave written consent to participate. The confidentiality of collected data has been ensured.

RESULTS AND DISCUSSION

The results of the study confirmed that emotional burnout among teachers is a significant problem that needs attention and comprehensive measures. The main findings include the following:

1. High stress levels: More than 70% of participants said that they were experiencing high levels of stress at work, main reasons of which were excessive workload and constant pressure from the administration and parents.

2. Lack of resources: About 65% of teachers reported a lack of educational materials and modern equipment, which makes the learning process more difficult and only increases their workload.

3. Lack of support: More than 60% of participants indicated that they did not receive sufficient support from the administration. Teachers who receive regular support and recognition showed a lower burnout rate.

4. Impact on the quality of education: Teachers' burnout negatively affects the quality of their work. Teachers with high levels of burnout are more likely to complain about bad relationships with students and reduced motivation to teach.

5. Psychological well-being: Study participants had frequent health problems such as insomnia, headaches, and general tiredness. Some of them also pointed to depressive states and feelings of isolation.

CONCLUSION

Emotional burnout of teachers is a serious problem that requires attention and comprehensive measures to solve it. Supporting teachers, creating favorable working conditions and professional development are crucial steps towards improving the situation. Taking care of the well-being of teachers will improve the quality of education, as well as create a healthier and more productive educational environment for all participants in the process.

ADABIYOTLAR RO`YXATI (REFERENCES)

1. Smith, J., & Jones, A. (2018). The Impact of High Professional Demands on Teacher Burnout. Journal of Education and Learning, pages 123-135.

2. Lee, H., & Wong, T. (2019). Social Support and Professional Development as Factors in Teacher Burnout Prevention. International Journal of Educational Research, pages 45-58.

3. Brown, K., & Miller, R. (2020). Administrative Support and its Effect on Teacher Burnout. Educational Leadership Review, pages 78-92.

4. Gonzalez, M., & Rodriguez, L. (2021). Improving Working Conditions to Combat Teacher Burnout. Journal of School Health, pages 210-223.

5. Maslach, C., & Jackson, S. (1981). The Measurement of Experienced Burnout. Journal of Occupational Behavior, pages 99-113.

6. Hobfoll, S. E. (1989). Conservation of Resources: A New Attempt at Conceptualizing Stress. American Psychologist, pages 513-524.

7. De Hoorn, V., & Bakker, A. B. (2003). The Job Demands-Resources Model. Journal of Managerial Psychology, pages 309-328.

8. Larson, L. (2017). Teacher Burnout and the Role of Social Support. Teaching and Teacher Education, pages 21-28.

NEW METHODS OF TEACHING ENGLISH BASED ON FINLAND'S BEST TEACHING APPROACHES

Abdulhamidova Muhlisa Zafarbek qizi
Student of Namangan State Institute of Foreign languages
Ayturayev Majid Mavlanxanovich
Senior teacher of Namangan States Institute of Foreign Languages
Menglieva Elyanora
Teacher of Namangan State Institute of Foreign languages

Abstract: This article describes how to improve children's L2 by introducing new strategies of Teaching English. It gives beneficial information about best teaching approaches popular in other developed countries such as Finland. The article emphasizes the importance and effectiveness of using various teaching approaches.

Keywords: visual diagrams, mnemonic devices, gamification methods, Total Physical Response (TPR), interactive methods, standardized testing

Finland' best teaching practices

Admittedly, Finland's teaching system is known as the best around the world. This is because it is being introduced in Uzbekistan as in most countries. Many people might wonder why Finnish education style is better and what practices are available in Finland's education system. Below are some of the most useful practices that could be also incorporated to the Uzbekistan's schools.

1. No standardizing testing

Schools in Finland do not use any kind of standardized tests. There is only the National Matriculation Exam which is voluntary for students at the end of an upper-secondary (American high school). They are graded on an individualized basis and a grading system set. When it comes to Uzbekistan, there are couple of tests according to their subject, mostly control works, monitoring test for assessing students' knowledge by percentage and final exams. But now, most schools are getting used to using this new style by accomplishing online grading on kundalik.com.

2. Accountability for teachers

According to Passi Sahlberg (Director of the Finish Ministry of Education and writer of Finish lessons): "There is no word for accountability in Finish... Accountability is something that is left when the responsibility has been sub-structed". Indeed, in my opinion, teachers should not be much disturbed with various

other tasks, instead they should spend more time to prepare for their lessons and teach students in an effective way.

3. Cooperation not competition

As Samuli Paronen quotes "Real winners do not compete", teachers and parents should highlight the importance of cooperation rather than competition. When students cooperate with each other, they learn more and improve their soft skills.

4. A more relaxed atmosphere

Finland's schools are so famous for causing less stress and less unneeded regimentations and more caring. Students have several times to eat food, enjoy recreational activities and generally just relax. Throughout the day there are 15 to 20-minutes intervals where children can get up and stretch, grab some fresh air and decompress. Actually, our primary schools in Uzbekistan have this kind of comfortabilities for children. It would be great if these were available at all schools.

5. Less homework and outside work required

Finland students' homework and outwork is the least regard as other students in the world. They spend only half an hour a night working on stuff from school. Finish students also do not have any tutors, while in our country university students have tutors. Yet they are outperforming cultures that have a toxic school-to- life balances without any unneeded or unnecessary stress. Moreover, in some countries the majority of students do not have to do their homework at home in light of the opportunity to do it after the lesson at school. They can do home tasks with their teachers' help and classmates as well. According to World Economic Forum, getting rid of homework is becoming usual from Essex, Mass., to Los Angeles, Calif. Although the no-homework trend may sound alarming, especially to parents dreaming of their child’s acceptance to prestigious universities, there is mounting evidence that eliminating homework in schools may actually have great benefits, especially with regard to educational equity.

In fact, while the push to eliminate homework may come as a surprise to many adults, the debate is not new. Parents and educators have been talking about this subject for the last century, so that the educational pendulum continues to swing back and forth between the need for homework and the need to eliminate homework. To help students find the right balance and succeed, teachers and educators must start the homework conversation, both internally at their school and with parents. But in order to successfully advocate on behalf of students, teachers must be well educated on the subject, fully understanding the research and the outcomes that can be achieved by eliminating or reducing the homework burden. There is a plethora of research and writing on the subject for those interested in self-study.

Teaching methodology is based on knowledge of the psychological characteristics of each age group. This is because we need to be more flexible for today's young generation rather than before. English language classes are usually held in groups. This is true for children aged 3 to 5 years, that is, pre-school children. But it is equally so for schoolchildren, both for those attending lower grades as well as those in higher grades. It is imperative that the teachers adapt to the curriculum so that it matches the students' age and abilities. For example, the youngest students will most likely master English through various games and singing, which shouldn't come as a surprise given that young children best acquire a foreign language when it's presented to them in a familiar way. Older students can use much more sophisticated learning methods.

Different methods in teaching English

Teaching is one of the main components in educational planning. Teaching English is the most important and serious part of studying in present global world. There are obviously many teaching methods and approaches. For example, Novakid online English school highlights the use of innovative teaching approaches such as task/project-based approaches, Gamification methods, Total Physical Response (TPR) methods, and interactive methods.

These methods can be used to teach preschool children. However, teaching them can be more complex than older ones because children's attention and memory are at the developmental stage and their attention spans are different. For instance,

2 years olds' average attention: 4-6 minutes
3 years olds' average attention: 6-8 minutes
4 years olds' average attention: 8-12 minutes
5-6 years olds' average attention: 12-18 minutes
7-8 years olds' average attention: 16-24 minutes.

So, teaching them requires knowing how to implement special techniques during this time and what they need to learn.

There so many new methods that can be used in teaching English to children. We should only choose suitable ones for their age and just organize them during the teaching. Here are some modern methods that we can also use:

1. Turn lessons into songs

We cannot imagine teaching kindergarten children without songs. Every English learner, both native and not, is familiar with, at the very least, one classic jingle. Yes, the ABCs are what we turn to for a reminder of what letter comes after Q. So, the song is offers English speakers a comfortable reference point for all their alphabetical needs. There are other benefits of using songs as pedogogical tools. According to Neil T. Mellington (2011), songs are so beneficial for improving

speaking and listening skills, pronunciation and santance structure as well. Moreover, they can reflect culture and increase students ' enjoyment of learning a second language. Anyway, songs' advantages depend on how and what tipes of songs are used and what kind of reasons are available from using them. For instance, they can be used as an activity or a task.

2. Create visual diagrams to illustrate new vocabulary

Head, shoulders, knees and toes are a whole lot easier to point out on a smiling stick man than to write out in a vocabulary list. Due to these visual devices, students can enjoy coloring or even adding on to pictures, while also absorbing what the new words they are learning look like.

3. Encourage mnemonic devices for memorizing grammar rules

Good Afternoon My Dear Aunt Mary, or GAMDAM, is one of popular mnemonic devices for recalling the order operations in the math. When it comes in teaching English to children, memory aids make it easier to remember spelling difficult words or grammar rules. For example, learning " d-the third letter, before - e, after - c" can be more effective to memorize their order and difference.

Conclusion

The first purpose in presenting this paper is to share new methods of teaching in order to be successful teacher according to today's demand. The second purpose is to explore and explain how the Finland's teaching system is and its benefits for our education. We need to pay attention to students' interests and consider their age and abilities as well. Admittedly, the world is changing very fast and that's why the younger generation should learn more things than before but there will couple of challenges to teach them if do not fix some "traditional" mistakes. Today teachers should be flexible, explorable, knowledgable, experienced.... in one word SUCCESSFUL. For instance, in our case, we are also doing research to use these new methods that were given above, by practicum in order to become a successful teacher. All in all, we should transform our teaching style more quickly because it depends on every teacher who is responsible for children's future as well as parents. I hope this article will be helpful and beneficial for everyone.

References:

1. inlibrary.uz
2. WORLD ECONOMIC FORUM
3. Novakid schools
4. Shane Schools(n.d)
5. Millington, N. T. (2011). Using songs effectively to teach English to young learners. Language education in Asia, 2(1), 134-141.

GIVING INSTRUCTIONS IS A GOOD WAY TO ENGAGE STUDENTS TO LESSONS

Durdona Azimjonova
Student of Namangan States Institute of Foreign Languages
Ayturayev Majid Mavlanxanovich
Senior teacher of Namangan States Institute of Foreign Languages

Abstract: This article shares the research findings on providing instructions as a way to engage students in lessons. The author, a third-year student in foreign language education, conducted exploratory action research during her practicum to understand why students might not pay attention when instructions are given. Observing that some students were distracted and unresponsive, the author became interested in improving student listening and engagement. The paper emphasizes that effective instruction is essential for guiding students and helping them focus on tasks. Through this research, the author seeks to enhance teaching practices by creating a supportive, inclusive environment with the help of better instruction-giving as a must-have skills for successful teachers.

Key words: Exploratory action research, teacher confidence, giving instructions, time management, listening abilities, classroom engagement, environment, methods.

Introduction

This paper provides the information about the findings of exploratory action research. Exploratory action research is the type of practitioner research that helps teachers learn about their teaching and find better solutions to their teaching concerns. I have also conducted exploratory action research while studying the module Classroom Investigation. My research project focused on exploring why students do not want to listen to their teachers while they are giving instructions.

I decided to conduct research on this topic in order to find out some several clues how to improve giving instructions to students. This topic was a big teaching concern for me during my practicum. To be honest, from my practicum I had not learnt much. This is because, we taught 11 grade students who were not much interested in any kind of topic which was hold by their teacher. That is why, we could not manage them and teach them in a perfect way. After conducting only one lesson, my tension was disappointed. Despite getting knowledge from well-qualified teacher, they don't want to listen to them.

After that, I am really keen on to explore students listening abilities while in lessons. I would like to know what the problem with them is, why they do not want to listen, and questions depend on listening. I observed some learners during the

activity, they did not pay attention to the tasks instead of that they were busy with another thing which is not even school subject or tasks.

My views of teaching

During my practicum, I was initially enthusiastic about teaching at school. Teaching, for me, is more than just sharing information; it's about guiding and inspiring learners to discover their potential. It's about creating an environment where students feel motivated, engaged, and supported in their journey. Teaching is also a two-way process, where I learn from my students as much as they learn from me, making it a dynamic and evolving practice.

This research can enhance my teaching by providing insights and evidence-based strategies to improve my instructional methods. It can help me understand different learning styles, identify effective ways to communicate complex ideas, and develop skills to create a more inclusive and responsive classroom. Additionally, this research can help me reflect on my teaching practice, allowing me to continuously refine and adapt my approach to better meet my students' needs and help them succeed.

Why is giving instructions important?

Giving good instructions is an essential skill that teachers should have. According to Sowell (2017), giving instructions is vital because it provides students with clear, structured guidance on what they need to do. Effective instructions help minimize confusion, set expectations, and ensure everyone understands the goals and steps involved in a task or activity. When instructions are clear, students can focus on the actual learning, rather than feeling uncertain about what’s expected of them.

Good instructions also help students develop confidence, as they know how to proceed and can work independently. Additionally, well-structured instructions allow for smoother transitions between activities, maximize classroom time, and help maintain an organized learning environment. In essence, clear instructions are a foundation for effective learning and productive classroom management.

Research methodology

In this research, I used exploratory action research which is a form of teacher research. This type of research has been introduced to Namangan State Institute of Foreign Languages. It allows future teachers to learn about classroom challenges, explores teacher beliefs and improves future teachers’ skills and knowledge. Exploratory action research has two stages: exploration and action. This paper provides the findings of the exploratory stage.

In my research, I focused on my practicum experience that took place in a secondary public school in Turakurgan District, Namangan Region. I taught secondary school students whose age was around 17. They studied English but, were

not really keen on to study. The biggest challenge I faced while teaching them was they were not attentive while I was giving instructions.

In this research, I decided to look at these following research questions:

1. Why do I think I need their attention while giving instruction for tasks?
2. What do students feel when I provide instructions to tasks?
3. How do I give instructions?

To answer my first research question, I used **my own reflective notes.** To answer my second research question, I used a q**uestionnaire from fellow students**. And for the last research question, I conducted an i**nformal conversation with students.**

Discussion of findings

For the first question "Why do I think I need their attention while giving instruction for tasks?", I found that my instructions were easy for my students, however, I needed to increase my tone of voice because my voice was low for them to hear. I think this is important to speak in the way that students can hear the instructions clearly. I should also use less English language in class so that my students can understand the tasks I give. According to Eleanor Carson and Hidenori Kashihara (2012), using a mother tongue can help lower-level students feel more confident and comfortable in the classroom, which in turn reduces anxiety and fosters a supportive learning environment.

Another interesting finding I learned is that I needed to look confident while explaining and make full sentences. Obviously, teacher confidence is important as teacher beliefs shape teaching abilities. Moments of self-doubt, like when students challenge their knowledge, can impact this confidence. According to Oxford University Press ELT blog (2023), effective classroom management skills can make you feel more in control and confident. Therefore, I should practice various strategies to handle disruptions and engage students effectively.

For the second question "What do students feel when I provide instructions to tasks? ", based on the questionnaire results, students had mixed feedback regarding my voice projection: 7 students found my voice loud enough, while the other 7 struggled to hear me clearly. However, students generally found my instructions easy to understand. Additionally, some suggested incorporating new teaching methods to enhance the learning experience.

The image below shows the results of four survey questions related to communication and instruction clarity, each with pie charts displaying responses.

1. "Is my tone of voice high enough when I give instruction?"

This question has a pie chart divided equally, with 50% for "yes" and 50% for "no," suggesting mixed feedback on whether the tone was sufficiently high.

2. "Is my instructions easy for you to understand?"
This question's pie chart shows 100% "yes," indicating that all respondents found the instructions easy to understand.
3. "Rate my pronunciation while explaining instruction?"
The pie chart for this question has 93% for "very good" and 7% for "should be improved," showing that most respondents rate the pronunciation positively, with only a small suggestion for improvement.
4. "Are my words clear enough to understand my instructions?"

The final pie chart shows 100% "yes," indicating unanimous agreement that the words are clear and understandable.

Overall, the feedback suggests strengths in clarity and pronunciation, with some mixed opinions about the tone of voice.

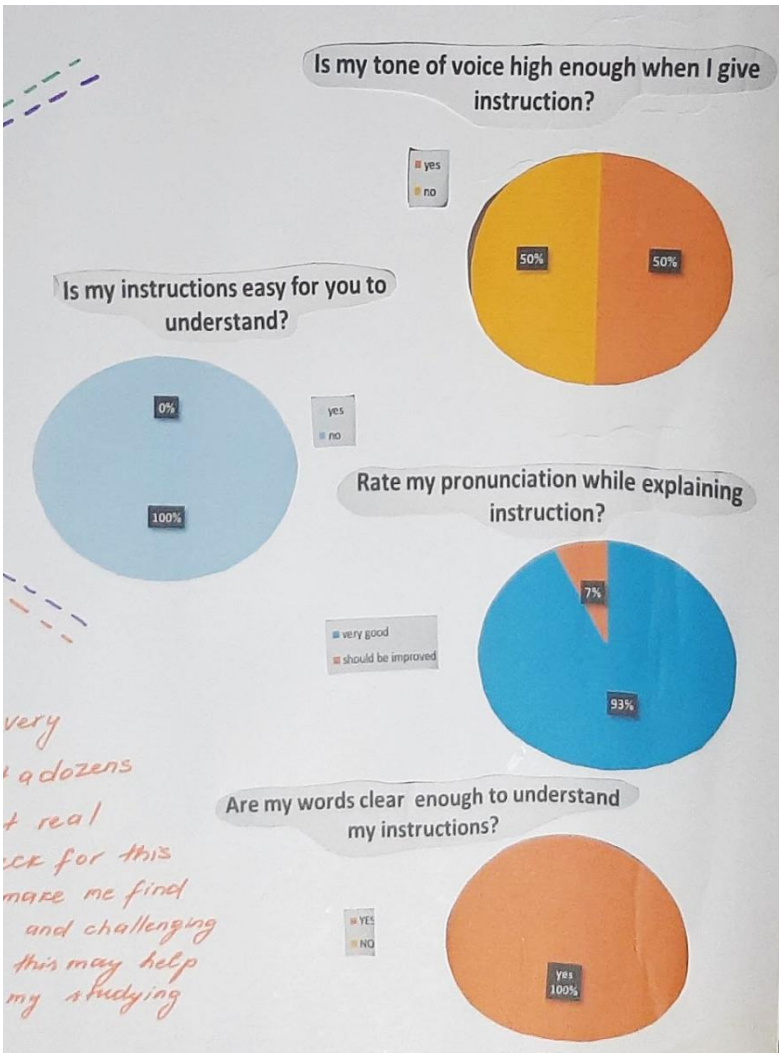


Image 1. Excerpt from my poster presentation

In order to answer the third research question “How do I give instructions?”, I conducted an informal conversation with my fellow students. It was an insightful conversation that helped me understand what I needed to do to give better instructions. As my fellow groupmates mentioned, when I give my instructions, I

should be mindful of the classroom environment and each student's needs. Hearing what students need and identifying their learning state are core skills of a good teacher. Besides, I was also recommended to focus on better time management in my lessons. Another important suggestion was to incorporate various videos and musical activities to my lessons. Incorporating these has a potential to make lessons more engaging for students so that they can listen to my instructions carefully.

Conclusion

I find this research useful because I got a dozen of information about real research and how to handle it. My purpose of doing research I have a neck for this kind of things which place me in an interesting and challenging situation. I can truly write this may assist me a lot during my studying and working period as well. Furthermore, my future career will require this type of project, at that time I can take some further steps to engage learners to my interactive lessons.

References:

1. Carson, E., & Kashihara, H. (2012). Using the L1 in the L2 classroom: The students speak. The Language Teacher, 36(4), 41-48.
2. Oxford University Press ELT (January 10, 2023). 4 Tips for Developing Teacher Confidence In The Classroom. Retrieved from https://teachingenglishwithoxford.oup.com/2023/01/10/tips-teacher-confidence/
3. Sowell, J. (2017). Good Instruction-Giving in the Second-Language Classroom. In English Teaching Forum (Vol. 55, No. 3, pp. 10-19). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.

ИСПОЛЬЗОВАНИЕ ИГРОВЫХ ТЕХНОЛОГИЙ ПРИ ИЗУЧЕНИИ БИОГРАФИИ ПИСАТЕЛЕЙ

Козлова Лола Салимбековна
доцент, заведующий кафедрой русского языка и литературы НамГИИЯ имени И.Ибрата
Алютина Татьяна Максимовна
студентка I курса магистратуры НамГИИЯ имени И.Ибрата

Аннотация: Данная статья рассматривает значение использования игровых методик при изучении биографии писателей на уроках литературы. В современном обучении игровые технологии являются неотъемлемой частью эффективного усвоения информации, развития критического мышления, активизации мотивации учащихся. В статье описываются различные виды игровых технологий: ролевые игры, квесты, интерактивные задания, интерактивные презентации и викторины. В заключении акцентируется значимость использования игровых методик при изучении биографии писателей.

Ключевые слова: интерактивные технологии обучения, игровые методики, биография, игра, креативность, мышление, ролевые игры, квест, интерактивные задания, интерактивные презентации, викторина

Annotatsiya: Ushbu maqolada adabiyot darslarida yozuvchilarning tarjimai holini o'rganishda o'yin usullaridan foydalanishning ahamiyati ko'rib chiqiladi. Zamonaviy ta'limda o'yin texnologiyalari axborotni samarali o'zlashtirish, tanqidiy fikrlashni rivojlantirish, o'quvchilarning motivatsiyasini faollashtirishning ajralmas qismidir. Maqolada o'yin texnologiyalarining har xil turlari tasvirlangan: rolli o'yinlar, kvestlar, interaktiv topshiriqlar, interaktiv taqdimotlar va viktorinalar. Xulosa qilib aytganda, yozuvchilarning tarjimai holini o'rganishda o'yin usullaridan foydalanishning ahamiyati ta'kidlangan.

Kalit so'zlar: interfaol o'qitish texnologiyalari, o'yin texnikasi, Biografiya, o'yin, ijodkorlik, fikrlash, rol o'ynash o'yinlari, kvest, interaktiv topshiriqlar, interaktiv taqdimotlar, viktorina

Abstract: This article examines the importance of using game techniques in studying the biographies of writers in literature lessons. In modern education, game technologies are an integral part of the effective assimilation of information, the development of critical thinking, and the activation of student motivation. The article describes various types of gaming technologies: role-playing games, quests,

interactive tasks, interactive presentations and quizzes. In conclusion, the importance of using game techniques in studying the biographies of writers is emphasized.

Key words: interactive learning technologies, game techniques, biography, game, creativity, thinking, role-playing games, quest, interactive tasks, interactive presentations, quiz

В настоящее время система образования требует от учителя широкого применения активных, а также интерактивных технологий обучения, которые способствуют лёгкому восприятию информации учащимися. Основной целью современного образования является не только предоставление базовых знаний ученику, но и создание комфортных условий для развития мотивации к самообразованию и личностному росту.

Одной из основных задач преподавателя в последние годы стало создание увлекательного, интенсивного, целенаправленного процесса обучения. Для реализации данной задачи на помощь современному преподавателю приходят интерактивные технологии, включающие в себя искусственный интеллект, интерактивные доски, различные образовательные платформы, мультимедийные презентации, мобильные приложения, социальные сети, а также игровые технологии.

Наиболее популярными в современном процессе обучения являются игровые технологии, способствующие упрощённому и эффективному усвоению информации, созданию активного процесса обучения, повышению интереса и мотивации к изучению предмета. Особенно широко игровые технологии применяются на уроках литературы. Они помогают обогатить процесс обучения, сделать его интересным и доступным для каждого учащегося, повысить интерес к чтению произведений и изучению жизни и творчества писателей.

Игровые технологии имеют колоссальное влияние на активность, мотивацию и втянутость учащегося в занятие. Включение в процесс обучения таких игровых элементов, как баллы, награды, призы, вызывают у учащихся интерес и желание участвовать в процессе урока. Это помогает учащимся сконцентрироваться на задании и глубже изучить материал.

Игра на уроках литературы – это не просто потеха и удовольствие, а эффективное средство развития всевозможных умений, включая креативность, творческий подход, критическое мышление. Критическое мышление на уроках литературы подразумеваем умение делать обоснованные выводы, проанализировав информацию. При помощи игры у учащихся развивается способность предугадывать последствия своих решений и действий. Кроме

того многие игры развивают у учащихся навыки логического мышления и предложения собственных выводов и решений. В отличие от этого, креативность помогает находить и предлагать нестандартные, инновационные решения, позволяет выражать собственные идеи и чувства.

Наиболее эффективной игрой, способствующей развитию всех навыков и умений на уроках литературы является «ролевая игра». Данная игра подразумевает деление учащихся на конкретных персонажей, воспроизведение их действий. Учащиеся примеряют на себя образы своих героев. Так например, для изучения биографии писателей и поэтов на уроках литературы можно использовать ролевую игру «За круглым столом». Целью этой игры является углубление знаний учащихся о жизни и творчестве определённого писателя. Ученики заранее получают задание: «Изучить личность, жизнь и творчество писателя». Класс делится на героев: главный герой (сам писатель), литературовед, критик, корреспонденты. Корреспонденты газет по очереди задают вопросы о жизни и творческой деятельности писателя, и главный герой на них отвечает. Такой вид деятельности учащихся на уроке помогает углубленно изучить информацию о конкретном писателе или поэте.

Другим примером эффективного изучения биографии писателей являются квесты и интерактивные задания, интерактивные презентации и викторины. Рассмотрим использование вышеприведённых методов на примере урока на тему: «Антон Павлович Чехов. Жизнь и творчество». Ученики получают предварительное задание – самостоятельно познакомиться с биографией писателя. Учитель подготавливает презентацию, урок проходит в виде демонстрации слайдов. На экране появляются вопросы, на которые должны ответить учащиеся. Например:

Где и когда родился А.П.Чехов?

Какое образование получил писатель?

Как он начал свой творческий путь?

Какие псевдонимы писателя вы знаете?

Также учитель даёт дополнительную информацию и задания. Ученики могут работать как в группах, так и в парах, зарабатывая определённые баллы. Такое небольшое соревнование стимулирует учащихся быть активными во время урока.

Таким образом, использование игровых технологий является современной формой обучения, которая способствует созданию интерактивной среды, в которой учащиеся могут не просто прочитать и изучить жизнь писателя, но и поучаствовать в его биографии. Также игровые технологии активизируют учащихся повышать интерес к чтению литературы, анализу

информацию, развитию критическое мышление и творческих способностей. Использование игровых технологий для изучения биографии писателей открывает новые горизонты для процесса обучения, делая его интересным, интерактивным и качественным.

Список использованной литературы:

1. Колокольникова З.У. Игровые технологии. Учебное пособие – Красноярск – Лесосибирск, 2021.
2. Прохорова Т.С. Игровые технологии в обучении // Теория и практика современной науки. № 1(31), 2018.
3. Буранова Н.Ш. Интерактивные методы при изучении творчества русских писателей на уроках внеклассного чтения в школе // Academic Research in Educational Sciences, 2022.
4. Камалова К.Ф., Замилова Р. Р., Козлова Л. С. Методика преподавания специальных дисциплин: учебник / К.Ф.Камалова, Р.Р.Замилова, Л.С.Козлова. – Наманган: Издатель ство «USMON NOSIR MEDIA», 2023 г. – 232 с.
5. Игровые технологии на уроках литературы - https://nsportal.ru, 2020.
6. Уминова Н.В «Игровые технологии на уроках литературы в старших классах» - Cyberleninka.ru
7. Смирнова О.В. Методы активного обучения в литературном образовании: от теории к практике – Москва, 2021
8. Кузнецова Е.А. Интерактивные методы обучения в изучении литературы: опыт и практика. – Екатеринбург, 2019
9. Герасимова Н.А. Игровые методы в преподавании литературы в школе. – Санкт-Петербург, 2020
10. Левина Т.С. Использование ролевых игр в образовательном процессе. – Казань, 2017

ВОЗМОЖНОСТИ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В РАЗВИТИИ У СТУДЕНТОВ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ

Козлова Лола Салимбековна
доцент, заведующий кафедрой русского языка и литературы НамГИИЯ имени И.Ибрата
Азимова Камила Муйдинжоновна
студентка I курса магистратуры НамГИИЯ имени И.Ибрата

Аннотация: В данной статье анализируется использование искусственного интеллекта (ИИ) для развития коммуникативных навыков студентов, которые играют важную роль в современной системе образования. В условиях цифровизации и увеличения объема данных ИИ предлагает уникальные возможности для развития и совершенствования навыков межличностного общения, межкультурного обмена и адаптации к современным требованиям рынка труда. В статье рассматриваются основные преимущества ИИ, включая персонализацию обучения, доступ к интерактивным учебным материалам, возможности для языкового и культурного обмена, а также развитие критического мышления и навыков обработки информации.

В заключении подчеркивается важность комплексного подхода к интеграции ИИ в образовательный процесс, чтобы студенты не только развивали профессиональные навыки, но и сохраняли ключевые черты живого общения, необходимые для будущей профессиональной деятельности.

Ключевые слова: искусственный интеллект, интеграция, персонализация, генерация, персонализированные услуги, автоматизация знаний, продуктивность, доступность.

Annotatsiya: Ushbu maqolada zamonaviy ta'lim tizimida muhim o'rin tutadigan talabalarning muloqot qobiliyatlarini rivojlantirish uchun sun'iy intellektdan (SI) foydalanish tahlil qilinadi. Raqamlashtirish va ma'lumotlar hajmini oshirish sharoitida AI shaxslararo muloqot ko'nikmalarini rivojlantirish va takomillashtirish, madaniyatlararo almashinuv va zamonaviy mehnat bozori talablariga moslashish uchun noyob imkoniyatlarni taqdim etadi. Maqolada sun'iy intellektning asosiy afzalliklari, jumladan o'rganishni shaxsiylashtirish, interfaol o'quv materiallaridan foydalanish, til va madaniy almashinuv imkoniyatlari, tanqidiy fikrlash va axborotni qayta ishlash ko'nikmalarini rivojlantirish muhokama qilinadi.

Xulosa qilib aytganda, AIni ta'lim jarayoniga integratsiyalashda kompleks yondashuv muhimligi ta'kidlangan, bunda talabalar nafaqat kasbiy ko'nikmalarni

rivojlantiradilar, balki kelajakdagi kasbiy faoliyati uchun zarur bo'lgan jonli muloqotning asosiy xususiyatlarini saqlab qolishadi.

Kalit so'zlar: sun'iy intellekt, integratsiya, shaxsiylashtirish, ishlab chiqarish, shaxsiylashtirilgan xizmatlar, bilimlarni avtomatlashtirish, mahsuldorlik, foydalanish imkoniyati.

Abstract: This article analyzes the use of artificial intelligence (AI) to develop students' communication skills, which play an important role in the modern education system. In the context of digitalization and increasing data volumes, AI offers unique opportunities to develop and improve interpersonal communication skills, intercultural exchange and adaptation to modern labor market requirements. The article discusses the main advantages of AI, including personalization of learning, access to interactive learning materials, opportunities for language and cultural exchange, as well as the development of critical thinking and information processing skills.

The conclusion emphasizes the importance of a comprehensive approach to integrating AI into the educational process so that students not only develop professional skills but also retain the key features of live communication necessary for future professional activity.

Keywords: artificial intelligence, integration, personalization, generation, personalized services, automation of knowledge, productivity, accessibility.

В последние десятилетия искусственный интеллект (ИИ) стал одной из ключевых технологий, проникающих практически во все сферы нашей жизни- от быта и развлечений до медицины, науки, бизнеса и образования. Важность использования искусственного интеллекта заключается в его способности решать сложные задачи, автоматизировать рутинные процессы и находить оптимальные решения в условиях больших данных. Далее мы рассмотрим основные причины, по которым искусственный интеллект стал важной и распространенной технологией.

Искусственный интеллект значительно ускорил решение проблем в промышленности и сфере услуг и повысил эффективность процессов. В производстве искусственный интеллект помогает автоматизировать сборочные линии и анализировать качество продукции, сокращая количество бракованных изделий и ускоряя выпуск готовой продукции. В сфере услуг, особенно в крупных компаниях и государственных ведомствах, искусственный интеллект позволяет обрабатывать большие объемы запросов, быстро реагировать на потребности клиентов и сокращать время ожидания.

Современное общество генерирует большие объемы данных, которые невозможно обработать вручную. Искусственный интеллект может помочь проанализировать эти данные, выявить скрытые закономерности и предложить решения, основанные на данных, для улучшения процессов управления, маркетинга и персонализации услуг.

Одним из главных преимуществ искусственного интеллекта является его способность создавать персонализированные услуги и продукты. В сфере образования искусственный интеллект может подбирать учебные материалы в соответствии с уровнем знаний и стилем обучения каждого студента, повышая тем самым его энтузиазм и успеваемость.

Искусственный интеллект значительно облегчает повседневную работу в различных областях. Например, в области бухгалтерского учета искусственный интеллект может автоматически рассчитывать и анализировать финансовые документы. В области юриспруденции искусственный интеллект может исследовать и составлять большое количество текстов и документов. Это позволяет сотрудникам сосредоточиться на более сложных и творческих задачах, повышая производительность и улучшая качество услуг.

Важность использования искусственного интеллекта заключается в том, что он позволяет решить многие проблемы, которые раньше казались трудно разрешимыми или требовали много времени и человеческих ресурсов. Искусственный интеллект меняет многие сферы деятельности, делая их более эффективными, безопасными и персонализированными. Интеллектуальные технологии открывают новые перспективы для повышения качества жизни и устойчивого социального развития в самостоятельном обучении.

Самостоятельная работа играет ключевую роль в образовании и способствует развитию у учащихся самоорганизации, ответственности и критического мышления. Он предполагает выполнение учебных задач без непосредственного участия преподавателя и может реализовываться в различных формах: чтение литературы, написание рефератов и дипломных работ, решение задач, исследовательских проектов, подготовка к экзаменам. Такая работа помогает студентам глубже усваивать материал, учит находить и анализировать информацию, раскрывает их творческий потенциал. Успех в самостоятельной работе требует умения планировать время, ставить цели и находить дополнительные ресурсы, особенно в условиях дистанционного и гибридного форматов обучения.

Использование искусственного интеллекта (ИИ) в развитии коммуникативных компетенций у студентов может быть весьма эффективным

методом, если его грамотно внедрить в учебный процесс. Рассмотрим несколько подходов:

Использование искусственного интеллекта (ИИ) в развитии коммуникативных компетенций у студентов может быть весьма эффективным методом, если его грамотно внедрить в учебный процесс. Вот несколько подходов:

1. Диалоговые симуляторы и чат-боты: ИИ может быть использован для создания виртуальных собеседников, с которыми студенты могут практиковать разговорные навыки. Такие чат-боты могут вести диалог на заданные темы, поддерживая студентов в освоении новых слов и грамматических конструкций.

Например, использование чат-ботов, таких как ChatGPT, для практики разговорной речи. Студенты могут выбирать темы для диалога и задавать вопросы, получая ответы и развивая навыки общения на иностранном языке. Это особенно полезно для тех, кто изучает языки и нуждается в частой практике.

2. Анализ устной и письменной речи: Современные ИИ-программы могут анализировать тексты, составленные студентами, давая обратную связь по лексике, грамматике, стилю и структуре. Это помогает учащимся улучшать свои навыки письма и получать более детальное представление о возможных ошибках.

Платформы вроде Grammarly или LanguageTool используют ИИ для анализа текста, предоставляя рекомендации по улучшению структуры и лексики. Это позволяет студентам оттачивать свои письменные навыки и избегать распространенных ошибок.

3. Персонализированные задания и обратная связь: ИИ способен адаптироваться к уровню знаний каждого студента, предлагая персонализированные упражнения и задания. Такой подход помогает развивать индивидуальные коммуникативные способности в зависимости от сильных и слабых сторон учащегося.

Например, приложение Duolingo использует ИИ для адаптации уровня сложности заданий к каждому студенту. Оно подбирает такие упражнения, которые помогут студенту быстрее достичь прогресса, благодаря чему развивается не только коммуникативная компетенция, но и уверенность в себе.

4. Виртуальные учебные среды для групповых обсуждений: На базе ИИ можно создавать виртуальные классы, где студенты могут взаимодействовать друг с другом и преподавателем, обсуждая заданные темы, решая проблемы или совместно выполняя проекты. Это способствует развитию командной работы и коммуникативных навыков.

К примеру, использование платформ вроде Zoom с ИИ-инструментами, которые отслеживают активность студентов, могут фиксировать их вопросы и предлагать темы для обсуждения. Это позволяет проводить дискуссии в виртуальном пространстве, где каждый студент может участвовать и развивать навыки группового взаимодействия.

5. Анализ и улучшение произношения: ИИ может помочь в развитии устной речи и произношения, анализируя аудиозаписи речи студентов и предоставляя рекомендации по улучшению произношения, интонации и ритма.

Например, приложения, такие как ELSA Speak, анализируют произношение пользователей, предоставляя обратную связь по каждому звуку. Студенты могут слышать свои ошибки, сравнивать своё произношение с образцом и улучшать фонетическую грамотность.

6. Обучение через игровые ситуации и имитации: Виртуальные игры и симуляции на базе ИИ позволяют создать ситуации, приближенные к реальной жизни, где студенты могут отрабатывать навыки общения, например, моделируя интервью или деловую встречу.

В образовательных симуляторах, таких как Mondly, используются виртуальные ситуации, например, разговоры в кафе или на вокзале, где студент должен правильно ответить на вопросы, чтобы пройти уровень. Такая игровая среда помогает погружаться в языковую ситуацию и учиться реагировать быстро и уверенно.

7. Обратная связь и мотивация: ИИ может отслеживать прогресс студентов и предоставлять мотивационную обратную связь, что помогает улучшить уровень вовлеченности и укрепить уверенность студентов в своих коммуникативных навыках.

Платформы вроде Khan Academy или Coursera используют ИИ, чтобы отслеживать прогресс и мотивировать студентов. Система выдаёт похвалы за достижения, предоставляет статистику успехов и советы по улучшению, что помогает студентам сохранять мотивацию к изучению и развивать навыки.

Использование этих методов способствует всестороннему развитию коммуникативных компетенций, делая процесс обучения более интерактивным, персонализированным и мотивирующим. Искусственный интеллект меняет способ выполнения самостоятельной работы, делая ее более продуктивной и доступной. Благодаря искусственному интеллекту студенты получают персональные рекомендации, а их ответы автоматически проверяются и анализируются. Например, онлайн-платформы искусственного интеллекта предоставляют материалы, которые учитывают уровень знаний каждого студента и помогают ему лучше понять предмет.

ИИ также упрощает поиск и структуру информации, ускоряет ответы на сложные вопросы и помогает эффективно управлять временем. Интерактивные помощники и чат-боты оказывают поддержку в режиме реального времени, а автоматический анализ текста улучшает навыки письма и критического мышления. Искусственный интеллект облегчает процесс обучения и развивает важные навыки для будущего: способность обрабатывать данные, критически мыслить и осваивать технологии.

Как и любая вещь в современном мире ИИ имеет положительные и отрицательные стороны в самостоятельной работе студентов. К положительным сторонам можно отнести следующее:

1. Искусственный интеллект имеет свойство «адаптировать» любой учебный материал под потребности студента, учитывая индивидуальные потребности студента: уровень знания, стиль обучения, предпочтения и характер обучающего. Данные подход помогает каждому студенту осваивать материал в комфортном для него темпе.
2. Студенты имеют возможность использовать ИИ для быстрого поиска нужной и важной информации, учебным материалам, такие как: видео-аудио уроки, статьи, онлайн-курсы, онлайн-тесты, огромное количество других разнообразных интерактивных платформ, которые расширяют их образовательные горизонты и возможности к знаниям.
3. ИИ имеет возможность автоматизировать проверку заданий и предоставляет обратную связь, что позволяет студентам сосредоточиться на более сложных и творческих аспектах обучения, а также экономить время. А так же помогает анализировать свои знания.
4. Виртуальные помощники и чат-боты предоставляют мгновенную помощь по учебным вопросам, помогая студентам получать пояснения, поработать над своими ошибками самостоятельно и дает рекомендации в реальном времени.
5. Использование в обучении ИИ помогает способствовать развитию у студентов навыков критического анализа информации и работы с данными, что является важным в условиях современного информационного общества.

К отрицательным сторонам ИИ в самостоятельном обучении студентов стоит отнести следующее:

1. Слишком частое использование ИИ студентами может привести к зависимости от технологий, тем самым снижая уровень самостоятельности и самодисциплины у студентов, которые в дальнейшем начнут полагаться на автоматические решения вместо активного поиска информации.

2. Обучение с помощью ИИ ограничивает возможности взаимодействия студентов с преподавателями и сверстниками, ограничивая его в развитии социальных навыков и командной работы.

3. ИИ предоставляет доступ к широкому спектру данных, но не все источники надежны. Поэтому студентам необходимо уметь критически подходить к вопросу и выявлять качественную информацию.

4. Эффективное использование ИИ требует определенных технических навыков, что может стать препятствием для студентов, не имеющих опыта работы с современными технологиями.

5. Использование ИИ в образовании может вызвать озабоченность по поводу защиты личных данных учащихся и этичности алгоритмов, которые могут повлиять на образовательный процесс.

Внедрение искусственного интеллекта в самостоятельное обучение студентов имеет как преимущества, так и недостатки. Успех использования искусственного интеллекта в образовании зависит от баланса между его возможностями и осознанием потенциальных рисков, что позволит оптимизировать процесс обучения и подготовить учащихся к вызовам современного мира.

Искусственный интеллект становится мощным инструментом развития коммуникативных навыков учащихся, помогая улучшить их коммуникативные навыки, эмоциональный интеллект и языковую грамотность. Применение искусственного интеллекта в образовании стимулирует активное и содержательное общение и готовит студентов к успешной профессиональной и социальной интеграции. Хотя ИИ — это технология, он помогает развивать.

Список использованной литературы:

1. Алешковский И.А., Гаспаришвили А.Т., Нарбут Н.П., Крухмалева О.В., Савина Н.Е. Российские студенты о возможностях и ограничениях использования искусственного интеллекта в обучении // Вестник РУДН. Серия: СОЦИОЛОГИЯ. – М.: РУДН. - 2024, 24 (2). – С. 335–353.
2. Андреева Л.В. Социальные и культурные аспекты внедрения искусственного интеллекта в межкультурную коммуникацию. - Вопросы философии, 2021. - № 1. - С. 22-35.
3. Иванов А.В. Искусственный интеллект в контексте межкультурной коммуникации: от теории к практике. - М: Научная книга, 2020.
4. Иванов В.М. Интеллектуальные системы: учеб. пособие для среднего профессионального образования / под науч. ред. А.Н. Сесекина. - М., 2021

5. Искусственный интеллект в образовании: Изменение темпов обучения. Аналитическая записка ИИТО ЮНЕСКО / Стивен Даггэн; ред. С.Ю. Князева; пер. с англ.: А.В. Паршакова. - Москва: Институт ЮНЕСКО по информационным технологиям в образовании, 2020.
6. Штурмин С.М. Искусственный интеллект и межкультурная коммуникация: новые возможности, вызовы, риски // Молодой ученый. - 2024. - № 32 (531). - С. 26-29.

ENHANCING ACADEMIC VOCABULARY WITH CONTEXTUAL, MORPHOLOGICAL, AND SEMANTIC FIELD APPROACHES

Ergashev Rasulbek Sohib o‘g‘li
Namangan davlat chet tillari instituti Phd talabasi
Turan Xalqaro Universiteti ingliz tili o‘qituvchisi
r.ergashev@tiu-edu.uz, +998 90 218 67 32

Annotatsiya: Ushbu maqola akademik lug‘at boyligini o‘rganishning ahamiyatini va samarali o‘qitish metodlarini o‘rganishga qaratilgan. Tadqiqotda kontekstual o‘rgatish, morfologik tahlil va semantik maydon usullarining samaradorligi solishtirilgan. 150 nafar o‘qituvchi va 300 nafar talabadan so‘rovnoma orqali ma’lumotlar yig‘ilib, uch usulning o‘ziga xos xususiyatlari tahlil qilingan. Tadqiqot natijalari morfologik tahlilning akademik lug‘atni o‘zlashtirishda eng samarali usul ekanligini ko‘rsatadi. Bunda talabalarning so‘z ma’nolarini chuqurroq tushunishlari va yangi so‘zlarni mustaqil o‘rganishlari imkoniyati oshadi.

Kalit so‘zlar: akademik lug‘at, kontekstual o‘rgatish, morfologik tahlil, semantik maydon, samaradorlik, talaba anglash, mustaqil o‘rganish, tadqiqot natijalari.

Аннотация: В статье рассматривается важность изучения академической лексики и оцениваются эффективные методы ее преподавания. Исследование сравнивает эффективность контекстного обучения, морфологического анализа и подхода семантического поля. Данные были собраны с помощью опросов 150 преподавателей и 300 студентов, что позволило провести всесторонний анализ особенностей каждого метода. Результаты показывают, что морфологический анализ является наиболее эффективным подходом для освоения академической лексики, способствуя более глубокому пониманию значений слов и стимулируя самостоятельное изучение новой лексики студентами.

Ключевые слова: академическая лексика, контекстное обучение, морфологический анализ, семантическое поле, эффективность, понимание студентами, самостоятельное изучение, результаты исследования.

Abstract: This article examines the importance of academic vocabulary acquisition and evaluates effective teaching methods. The study compares the effectiveness of contextual learning, morphological analysis, and semantic field approaches. Data was collected from 150 educators and 300 students via surveys, providing a comprehensive analysis of the unique characteristics of each method. The findings reveal that morphological analysis is the most effective approach for

academic vocabulary acquisition, enhancing students' understanding of word meanings and promoting independent learning of new vocabulary.

Keywords: academic vocabulary, contextual learning, morphological analysis, semantic field, effectiveness, student comprehension, independent learning, research findings.

INTRODUCTION

Academic vocabulary is a crucial component in students' comprehension of scholarly texts and overall academic success. At every level of education, particularly in upper grades and higher education institutions, having a rich academic vocabulary equips students to read, understand, and gain knowledge from texts more effectively. Research demonstrates that students with a robust academic vocabulary achieve greater success in academic reading and writing (Masrai & Milton, 2021). Mastery of academic vocabulary extends beyond mere memorization, encompassing grammatical and morphological analysis that provides deeper understanding of word meanings and uses.

However, there is still significant debate regarding the most effective methods for teaching academic vocabulary. Some researchers advocate for contextual learning, where vocabulary is taught through texts and in context (Carlisle, 2000), while others emphasize developing morphological skills—analyzing words by breaking them down into meaningful components—as an effective approach (Bowers & Kirby, 2010). Additionally, understanding semantic fields of vocabulary and learning words within their usage contexts also play a crucial role in vocabulary enrichment. This article aims to analyze various methods of teaching academic vocabulary and evaluate their effectiveness in enhancing students' understanding and engagement with academic language.

The main objectives of this research are as follows: first, to identify key challenges in teaching academic vocabulary; second, to examine effective methods through existing research; and third, to propose strategies that can be implemented in teaching academic vocabulary based on both theoretical and practical analysis. The findings of this research provide a foundation for developing new methods in vocabulary instruction that can be applied in educational settings to support students in achieving academic success.

LITERATURE REVIEW AND METHODS

The literature on teaching academic vocabulary highlights a variety of approaches aimed at enhancing students' lexical skills in academic contexts. Research has established that academic vocabulary plays a vital role in

comprehension, critical thinking, and academic achievement, especially for students learning English as a second language (Nagy & Townsend, 2012). Scholars like Coxhead (2000) emphasize the importance of targeting specific academic word lists, while others, such as Graves (2006), advocate for methods that go beyond word lists, encouraging deeper morphological and contextual understanding. This section will review key methods in academic vocabulary instruction and present a detailed description of the research methodology employed in this study to assess the effectiveness of these approaches.

This study employed **a mixed-methods approach** to assess the effectiveness of different academic vocabulary teaching methods. First, a systematic literature review was conducted to synthesize findings from existing studies on vocabulary instruction techniques, particularly contextual learning, morphological analysis, and semantic field approaches. Following this, a quantitative survey gathered data from 150 educators and 300 students on their perceptions of vocabulary teaching methods.

In addition, an eight-week classroom experiment was conducted with 60 students, focusing on three methods: contextual learning, where vocabulary was learned within reading passages; morphological analysis, involving the breakdown of words into roots, prefixes, and suffixes; and the semantic field approach, where related words were taught in thematic groups. Pre- and post-tests were administered to measure vocabulary acquisition, and observational data and quiz scores were collected after each session.

Finally, qualitative interviews with 10 educators and 15 students provided in-depth insights into their experiences with the vocabulary activities. The combination of quantitative and qualitative data offered a comprehensive view of the strengths and challenges of each teaching approach, enhancing understanding of effective academic vocabulary instruction.

RESULTS AND DISCUSSION

The results from the study reveal distinct differences in effectiveness among the three vocabulary teaching methods: contextual learning, morphological analysis, and the semantic field approach. These findings are presented in tables to illustrate the quantitative outcomes from pre- and post-tests, as well as feedback on student engagement and perceived effectiveness of each method.

Table 1: Vocabulary Acquisition - Pre- and Post-Test Scores by Teaching Method

Teaching Method	Average Pre-Test Score (%)	Average Post-Test Score (%)	Improvement (%)

Contextual Learning	52	72	20
Morphological Analysis	49	78	29
Semantic Field Approach	51	68	17

As shown in Table 1, morphological analysis demonstrated the highest improvement rate of 29%, followed by contextual learning at 20%, and the semantic field approach at 17%. This suggests that breaking down words into their morphological components may provide students with stronger tools for understanding and retaining complex vocabulary.

Table 2: Student Engagement and Perceived Effectiveness by Teaching Method

Teaching Method	**Student Engagement (1-5)**	**Perceived Effectiveness (1-5)**
Contextual Learning	3.8	4.0
Morphological Analysis	4.1	4.3
Semantic Field Approach	3.5	3.9

According to Table 2, morphological analysis was rated highest in both student engagement (4.1) and perceived effectiveness (4.3), indicating that students not only found it engaging but also felt it was an effective way to learn vocabulary. Contextual learning was close in effectiveness, suggesting it is also a valuable approach, while the semantic field approach scored lowest in both categories.

During the classroom sessions, it was noted that students were highly engaged in activities involving morphological analysis, such as breaking down complex academic words into their roots and affixes. They reported that this method helped them understand unfamiliar vocabulary better, as they could infer meanings even for words they hadn't encountered before. In contrast, while the semantic field approach was beneficial in helping students recognize thematic connections between words, it appeared less effective in aiding comprehension of individual words' meanings.

Teachers noted that morphological analysis seemed particularly helpful for students encountering technical or specialized academic vocabulary. One teacher highlighted that "students were able to tackle new words confidently after learning to dissect them into meaningful parts." On the other hand, students expressed that contextual learning made reading activities more enjoyable and practical, as they

could see vocabulary in use, though it sometimes made individual word meanings harder to isolate.

Overall, the findings suggest that morphological analysis may offer the most significant benefits in academic vocabulary learning, especially for complex terms, while contextual learning can enhance engagement and practical usage. The semantic field approach, although valuable, appears to be most effective when used as a supplementary method to reinforce thematic understanding of vocabulary.

CONCLUSION

This study emphasizes the importance of effective methods for teaching academic vocabulary, with **morphological analysis** emerging as the most impactful approach. This method helps students decode complex words by breaking them down into meaningful parts, significantly improving vocabulary comprehension and retention. **Contextual learning** enhances engagement by presenting vocabulary within natural reading contexts, while the **semantic field approach** reinforces thematic connections between words. Based on these findings, it is recommended to use morphological analysis as the primary method, supported by contextual learning for engagement and the semantic field approach for thematic reinforcement.

Future research could further explore the long-term impact of combining these methods and the potential of digital tools to enhance vocabulary learning. This study highlights morpheme awareness and contextual integration as key components in fostering academic language mastery, supporting students' comprehension and independent learning.

References:

1. Bowers, P. N., & Kirby, J. R. (2010). Effects of morphological instruction on vocabulary acquisition. Review of Educational Research, 80(3), 373-400. https://doi.org/10.3102/0034654310377080
2. Carlisle, J. F. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. Reading and Writing: An Interdisciplinary Journal, 12(3), 169-190. https://doi.org/10.1023/A:1008131926604
3. Coxhead, A. (2000). A new academic word list. TESOL Quarterly, 34(2), 213-238. https://doi.org/10.2307/3587951
4. Graves, M. F. (2006). The vocabulary book: Learning and instruction. New York, NY: Teachers College Press.
5. Masrai, A., & Milton, J. (2021). Vocabulary knowledge and academic success: A review of research on vocabulary knowledge as a predictor of success.

Journal of English for Academic Purposes, 52, 100866. https://doi.org/10.1016/j.jeap.2021.100866

6. Nagy, W. E., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. Reading Research Quarterly, 47(1), 91-108. https://doi.org/10.1002/RRQ.011
7. Fromkin, V., Rodman, R., & Hyams, N. (2021). An Introduction to Language (10th ed.). Cengage Learning.

THE ROLE OF TECHNOLOGY IN IMPROVING VOCABULARY IN EFL/ESL CLASSROOMS

Andrea Greco
Student of University of Pisa

Abstract: This article explores the impact of technology on vocabulary acquisition in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms. It discusses various technological tools, their benefits, and practical applications in enhancing students' vocabulary learning experiences.

Keywords: technology, vocabulary acquisition, EFL, ESL, educational technology.

INTRODUCTION

In today's globalized world, effective communication in English is essential. Vocabulary is a critical component of language learning, influencing reading comprehension, writing, and speaking skills. Traditional teaching methods often struggle to engage students and enhance vocabulary retention. This article examines the role of technology in improving vocabulary acquisition in EFL/ESL classrooms, offering insights into how digital tools can transform the learning process.

METHODS

Research design

This study employs a qualitative approach, reviewing existing literature on the use of technology in language learning. Key themes include the types of technology utilized, the benefits of these tools, and practical strategies for implementation in the classroom.

Data collection

Data were collected from various sources, including academic journals, books, and case studies. The focus was on peer-reviewed articles that discuss the effectiveness of technology in vocabulary learning.

RESULTS

Types of technology used

1. Mobile Applications: Apps like Quizlet and Duolingo provide interactive vocabulary exercises that cater to different learning styles.
2. Online Resources: Websites such as Vocabulary.com and Memrise offer extensive word banks and practice activities, promoting independent learning.

3. Multimedia Tools: Videos, podcasts, and interactive games engage students and make vocabulary learning more dynamic.
4. Social Media: Platforms like Twitter and Facebook encourage students to use new vocabulary in context, fostering real-world applications.
5. Benefits of Technology in Vocabulary Acquisition
6. Engagement: Technology enhances student motivation through interactive and enjoyable learning experiences.
7. Personalization: Learners can work at their own pace, revisiting challenging vocabulary as needed.
8. Access to Resources: Students have access to a wealth of vocabulary resources beyond the classroom, enabling continuous learning.
9. Immediate Feedback: Digital tools often provide instant feedback, helping students identify and correct mistakes promptly.

DISCUSSION

The integration of technology in EFL/ESL classrooms has demonstrated significant potential in enhancing vocabulary acquisition. By utilizing mobile apps, online resources, multimedia tools, and social media, educators can create engaging and effective learning environments. However, it is essential for teachers to receive training on how to incorporate these tools effectively. Additionally, while technology can enhance learning, it should not replace traditional methods entirely but rather complement them.

CONCLUSION

Incorporating technology into vocabulary instruction can significantly improve EFL/ESL students' learning outcomes. Educators should embrace digital tools, ensuring that they are integrated thoughtfully into the curriculum. Future research should explore the long-term effects of technology on vocabulary retention and overall language proficiency.

REFERENCES

1. Warschauer, M. (2010). Technology and Language Learning. The Cambridge Handbook of Language Learning. Cambridge University Press.
2. Godwin-Jones, R. (2018). Emerging Technologies: Mobile-Assisted Language Learning. Language Learning & Technology, 22(2), 1-19.
3. Stockwell, G. (2012). Computer-Assisted Language Learning: A Comprehensive Overview. The Routledge Handbook of Language Learning and Technology. Routledge.

THE SECRET LANGUAGE OF GREAT TEACHERS: HOW NON-ACADEMIC SKILLS TRANSFORM THE CLASSROOM

Sayfiddinov Izzatullaxon Bahodirxon o‘g‘li
English instructor and master’s degree student
Turan International University
izzatullakhons@gmail.com +998(90) 111-30-02

Abstract: In today’s educational landscape, an effective teacher’s role goes far beyond the transmission of academic content; it also requires a variety of non-academic skills that significantly shape the classroom environment, cultivate student engagement, and improve educational outcomes. This article delves into the multifaceted responsibilities of teachers as entertainers, guides, and rapport-builders, underscoring the transformative power of non-verbal communication, adaptability, and emotional intelligence in creating dynamic and inclusive classrooms. Through storytelling, deliberate body language, mobility within the classroom, voice modulation, and strategic role-shifting, teachers are able to build meaningful connections that support both cognitive growth and emotional well-being in students. Additionally, the article highlights essential aspects of fostering a positive classroom atmosphere, such as balancing constructive feedback with respect, avoiding sarcasm, and ensuring that all students have equal opportunities to participate. Drawing on comprehensive educational research, this article reveals that by refining these often-overlooked skills, teachers can significantly influence student motivation, sustained engagement, and overall academic success, ultimately cultivating a learning environment that is both intellectually stimulating and emotionally supportive.

Keywords: non-verbal communication, teacher adaptability, student engagement, classroom dynamics, emotional intelligence, inclusive teaching, rapport-building.

INTRODUCTION

In contemporary classrooms, effective teaching encompasses far more than the mere delivery of academic content. It involves a nuanced blend of expertise, interpersonal skills, and mastery over non-verbal communication that together cultivate an engaging and supportive learning environment. Teachers today are not only expected to impart subject knowledge but also to engage, inspire, and motivate students through a variety of techniques that meet both academic and non-academic needs. This shift from a solely academic focus to a multifaceted approach

underscores that teaching is as much about building connections and fostering an inclusive atmosphere as it is about conveying content.

A foundational quality for teachers is **having something interesting to say**. An effective teacher recognizes that simply relaying information is insufficient; lessons must be engaging and meaningful. Students respond better to content that feels relevant and relatable, and teachers can achieve this by connecting material to real-world applications or incorporating anecdotes that help students grasp abstract concepts. This approach aligns with educational research, which shows that relevance is crucial in motivating students. Reeve (2006) highlights that when students perceive the value in what they are learning, they become more engaged and retain information more effectively.

Another crucial skill for teachers is **adaptability** to varying classroom situations. Classrooms are dynamic spaces where unexpected situations frequently arise, necessitating a flexible approach. Whether managing a disruptive student, adjusting lesson plans due to time constraints, or simplifying a complex idea, adaptability is key. McLaughlin and Talbert (2001) note that adaptable teachers are better equipped to address diverse learning needs, fostering a supportive atmosphere that accommodates a range of learning styles and paces.

Effective teaching also involves the **capacity to shift roles** depending on the stage of the lesson. In certain parts of a lesson, such as during grammar explanations, teachers might need to act as controllers to maintain focus and guide students closely through structured exercises. This role helps maintain order and ensures that students follow along attentively. In contrast, during feedback sessions, taking on the role of a **prompter** encourages students to think critically and engage more deeply with the material. By asking open-ended questions or providing hints, teachers foster independent thinking and problem-solving skills (Brookfield, 2013).

As the lesson progresses into the evaluation phase, teachers often shift to the role of an **assessor**, providing grades and constructive feedback. Feedback is most effective when it is specific, balanced, and constructive, as emphasized by Hattie and Timperley (2007). Focusing on specific skills or behaviors allows teachers to give students actionable steps for improvement. Additionally, playing the role of a **tutor** helps teachers offer practical, individualized advice, addressing each student's unique challenges and strengths. These roles are fluid, allowing effective teachers to adjust their approach as needed, ultimately enhancing the learning experience.

Building rapport with students is another essential component of effective teaching. Positive relationships between teachers and students contribute to a respectful and trusting classroom atmosphere. One practical method for building rapport is learning students' names and using name tags or cards, especially at the

beginning of the term. By addressing students by name, teachers demonstrate attentiveness and respect, which can break initial barriers and foster connection. However, it is important to approach this subtly. While it may be helpful to remember that a student wears glasses or is notably tall, directly referencing these attributes may feel impolite or overly personal, potentially compromising student comfort.

Creating a supportive learning environment where all students feel valued requires **respecting students**. Teachers who are excessively critical risk demotivating students, making them hesitant to participate or take risks. On the other hand, teachers who constantly praise students can unintentionally foster dependence on external validation. This "praise junkie" effect can lead students to rely on approval rather than developing intrinsic motivation. A balanced approach is ideal; by recognizing effort and progress without excessive praise, teachers support students' self-reliance and confidence (Deci & Ryan, 2000).

Additionally, **avoiding sarcasm and mockery** is crucial in maintaining a respectful classroom atmosphere. While sarcasm may be intended as humor, it is often misinterpreted or taken personally, particularly by younger or more sensitive students. Lawrence (2008) highlights that sarcasm and mockery can generate feelings of anxiety and exclusion, which can stifle student participation and engagement. By fostering mutual respect, teachers create a safe space where students feel comfortable expressing themselves, asking questions, and making mistakes without fear of ridicule.

The **teacher as an entertainer** represents a dynamic aspect of teaching, capturing students' attention through engaging and lively methods. Teachers who incorporate storytelling, humor, and role-playing into their lessons make learning relatable and enjoyable. For instance, a history teacher discussing the Renaissance might captivate students with an anecdote about Leonardo da Vinci's inventions, bridging historical content with students' imaginations. Barton and Hamilton (2005) suggest that storytelling enhances information retention and fosters a deeper connection to the material by embedding it within a narrative framework. Humor, too, is a powerful tool, reducing tension and creating rapport, which makes students more receptive to learning (Martin, 2007).

Non-verbal communication, especially body language and posture, plays an equally important role in shaping students' perceptions of their teacher. A teacher standing confidently with a relaxed posture projects authority and openness, signaling that they are approachable yet knowledgeable. This non-verbal communication helps build trust and create an inclusive environment, as it demonstrates both control and accessibility. Mehrabian (1971) emphasized that non-

verbal cues can convey attitudes and emotions more effectively than words, shaping students' perceptions and influencing their engagement. Regular eye contact while responding to questions, for instance, conveys attentiveness and respect, which reinforces students' confidence in the teacher.

Classroom **mobility** also supports engagement by allowing teachers to interact dynamically with students. Moving around the classroom instead of staying fixed at the front allows teachers to connect with all students, demonstrating inclusivity and attentiveness. A teacher might walk to different desks to provide personalized feedback or assess students' understanding. Marzano et al. (2003) highlight that such mobility not only gauges engagement but also aids in classroom management, as students who feel observed are less likely to become distracted. This approach communicates that the teacher values each student's participation, fostering a sense of belonging.

Maintaining appropriate distance is another critical aspect of non-verbal communication. Teachers who strike the right balance between proximity and space create a comfortable environment that encourages student interaction. Hall's (1966) study on proxemics reveals that people feel more at ease when their personal space is respected. In a classroom, moving closer to a student who appears confused can provide reassurance without creating discomfort, promoting a respectful and approachable atmosphere.

Voice projection is fundamental to student engagement and clarity in communication. Teachers who project their voices effectively can capture attention, minimize misunderstandings, and maintain student focus. For instance, a teacher addressing a large lecture hall must use a clear, resonant voice to ensure all students can follow. Hattie and Yates (2014) note that voice projection reflects a teacher's confidence, which is vital for establishing authority. Additionally, adjusting volume and tone as needed—whether for clarity or to signal shifts in lesson content—helps sustain student interest, making lessons more engaging.

Using different tones and vocal variation allows teachers to convey emotional nuances and emphasize key points, enriching the learning experience. A teacher explaining a challenging concept might adopt a calm, steady tone to emphasize logic and clarity, while switching to a lively tone when discussing real-world applications of the concept. Kuh et al. (2005) emphasize that vocal intonation significantly influences student engagement by signaling the importance of specific ideas, aiding in comprehension and retention.

Professional attire and appearance also contribute to a teacher's effectiveness by projecting respect for the role and the students. A teacher's neat and professional appearance can enhance credibility, as students often perceive

professionally dressed teachers as more competent and credible. Holloman et al. (2010) found that professional dress positively impacts the learning atmosphere, reinforcing the teacher's role as a respected figure and setting a standard for students.

Facial expressions and gestures serve as powerful non-verbal tools, supporting understanding and engagement. Smiling at the beginning of class sets a welcoming tone, while a confused expression can prompt students to clarify questions. Ekman and Friesen (1969) highlight that facial cues help convey emotions and intentions, establishing rapport and building trust. Gestures such as pointing or miming actions can also reinforce verbal explanations, making complex ideas more accessible.

Strategic **use of gestures** further enhances communication by adding visual context, simplifying abstract concepts. A teacher discussing historical timelines, for example, might use hand movements to illustrate event progression, helping students visualize time relationships without lengthy explanations. Mayer (2009) found that gestures reduce cognitive load, while Pease and Pease (2004) confirm that they enhance the communicative impact, making learning more engaging.

Encouraging active participation creates a classroom where all students feel their contributions are valued. Drawing quieter students into discussions and moderating vocal students fosters an inclusive atmosphere that appreciates diverse perspectives. Marzano et al. (2003) emphasize that such inclusive practices boost student confidence, promoting positive academic outcomes.

Finally, **treating all students equitably** fosters a balanced classroom. Teachers who encourage quieter students to share while guiding more vocal students to listen promote a collaborative learning space. Marzano et al. (2003) confirm that inclusive classrooms enhance student engagement and self-esteem, as students feel respected and involved in the learning process.

In conclusion, effective teaching combines structured content delivery with adaptable classroom management and strong interpersonal skills. Ideal teachers balance expertise with empathy, adaptability, and communication skills, creating a classroom that is both academically rigorous and emotionally supportive. By mastering these qualities, teachers can inspire student growth, motivation, and engagement, resulting in a richer educational experience.

REFERENCES:

1. Barton, D., & Hamilton, M. (2005). Literacy, reification and the dynamics of social interaction. Cambridge University Press.
2. Brookfield, S. D. (2013). Teaching for critical thinking: Tools and techniques to help students question their assumptions. Jossey-Bass.

3. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268.
4. Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. Language Teaching Research, 2(3), 203-229.
5. Ekman, P., & Friesen, W. V. (1969). The repertoire of nonverbal behavior: Categories, origins, usage, and coding. Semiotica.
6. Hall, E. T. (1966). The hidden dimension. Anchor Books.
7. Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81-112.
8. Hattie, J., & Yates, G. (2014). Visible learning and the science of how we learn. Routledge.
9. Holloman, H. L., LaPoint, V., Alleyne, S., Palmer, R., & Mucherah, W. (2010). Dressing for success: The effect of faculty attire on student perceptions of faculty credibility and approachability. Journal of College Teaching.
10. Kuh, G. D., et al. (2005). Student success in college: Creating conditions that matter. Jossey-Bass.
11. Lawrence, R. S. (2008). The impact of sarcasm on classroom relationships. Journal of Social and Educational Research.
12. MacPherson, R. (2008). The impact of teachers' speech rate on students' comprehension. Journal of Language Teaching.
13. Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD.
14. Martin, R. A. (2007). The psychology of humor: An integrative approach. Elsevier.
15. Mayer, R. E. (2009). Multimedia learning. Cambridge University Press.
16. McLaughlin, M. W., & Talbert, J. E. (2001). Professional communities and the work of high school teaching. University of Chicago Press.
17. Mehrabian, A. (1971). Silent messages: Implicit communication of emotions and attitudes. Wadsworth Publishing Company.
18. Pease, A., & Pease, B. (2004). The definitive book of body language. Bantam Books.
19. Rasulbek, E. (2024). BRIDGING THEORY AND PRACTICE: UNDERSTANDING THE DYNAMICS OF LEARNING THEORIES AND TEACHING APPROACHES. WORLD OF SCIENCE, 7(1), 32-39.
20. Rasulbek, E. (2024). INTERSECTING LEARNING THEORIES AND TEACHING APPROACHES IN UZBEKISTAN'S LANGUAGE

CLASSROOMS: A HOLISTIC EXPLORATION. American Journal Of Social Sciences And Humanity Research, 4(01), 94-109.

21. Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. The Elementary School Journal, 106(3), 225-236.

NEW AND EFFECTIVE APPROACHES FOR LEARNING VOCABULARY AND WAYS OF MEMORISING

Turg‘inova Mohinur
Student of NamSIFL
djdjhsvedidoxhvef@gmail.com

Abstract: This article focuses on using new tips and methods that can be useful for EFL students to learn new words and ways of retaining them in memory for a long time. This article discusses the role of new technologies, methodical games, and interactive activities in the learning process, which can be more effective than traditional methods

Key words: EFL students, new technologies, methodical games, visual assistance, interactive activities.

Annotatsiya: Ushbu maqola so’z o’rganishda EFL talabalari uchun foydali bo’ladigan yangi tip va metodlardan foydalanishga va yangi so’zlarni qanday uzoq muddat yodda saqlash yo’llariga qaratilgan. Ushbu maqolada yangi texnologiyalar, metodik o’yinlar va interaktiv mashg‘ulotlarning an’anaviy metodlarga qaragan samarasi haqida so’z boradi

Kalit so‘zlar: EFL talabalari, yangi texnologiyalar, metodik o’yinlar, ko’rgazmali yordam, interaktiv mashg‘ulotlar.

Аннотация: Эта статья сосредоточена на использовании новых советов и методов, которые могут быть полезны для студентов, изучающих английский как иностранный (EFL), чтобы выучить новые слова и удерживать их в памяти на длительное время. В статье обсуждается роль новых технологий, методических игр и интерактивных занятий в учебном процессе, которые могут быть более эффективными, чем традиционные методы.

Ключевые слова: Студенты:изучающие английский как иностранный (EFL), новые технологии, методические игры, визуальная поддержка, интерактивные заняти.

Introduction

Vocabulary plays a great role in language learning, as learners would face difficulties in language learning if they had insufficient vocabulary knowledge. Vocabulary is important because it is the basis of all languages. It is a raw building block that we can use to express our ideas and thoughts, understand others, and share information. Many ways to teach or learn vocabulary have been created, improved, and will continue to be created, all with the goal of helping students use English well

for many purposes: reading, listening, and communicating. In the modern era, traditional vocabulary learning methods have become increasingly challenging, as many pupils and students find them tedious and struggle to retain words over time. Consequently, there is a need for more engaging and effective approaches that promote long-term retention and motivate learners.

Methodology

One effective way to teach vocabulary is by using handout or flashcards rather than relying on a complicated dictionary. Educators can use online flashcard apps to engage students during lessons and incorporate vocabulary exercises, such as puzzles, online quizzes, and other activities. Some students find it easier to learn words if they study them in groups and with the help of images. Words can be grouped by topic, grammatical feature, word root, or other categories.

A useful method for teaching vocabulary is a group-based activity called a "team project." For example, in an interactive project called "Word Erase," students are split into two teams. Start by writing two lists of unit words on the board, one list for each team. Each team then forms a line of three to four students leading up to the blackboard. When given a signal, the first student on each team goes up to the board and reads aloud the words in their team's column. If the student reads a word correctly, they erase it and move to the back of their line. If they make a mistake, they return to the back of the line without erasing the word. This process continues until one team has successfully erased all the words on their list; that team is declared the winner. As David Nunan states in his book Collaborative Language Learning and Teaching, "**Collaboration encourages learners to participate actively in the learning process, creating opportunities for meaningful communication and deeper engagement with vocabulary**".

Another way to teach vocabulary is by using online methodical games through specialized websites like Bamboozle, Scattergories, or Scribble.io. For example, a game called "Bingo" is an easy and effective method for learners to practice new vocabulary, and it can be organized quickly in class. To set up the game, you'll need a list of vocabulary words. Ask students to create a grid, either four-by-four or five-by-five, and fill each box with a vocabulary word from the list. To play, provide each student (or pair or small group) with one of these Bingo grids. In each round, students will choose words from the grid to match words you call out. If they get one word in each box, they can have a maximum of nine words in play. The goal is for students to make a line with their words by matching them to your prompts.

Another new approach for learning vocabulary is to use real objects or pictures related to the topic words. When presented with visual assistance, the word retained more by learners. When learners see real objects or pictures, it creates a stronger

connection between the word and its meaning. This approach makes vocabulary more memorable by engaging both visual and verbal memory pathways. Moreover, seeing the object or picture can make the learning experience more interactive and enjoyable, which can enhance motivation and encourage retention. For instance, if the lesson is about "fruits" showing pictures or real fruits helps learners quickly match each word with the fruit. This way, they're more likely to remember the words when they see these items in real life.

The following types of strategies for memorizing vocabulary are highly recommended:

Creating a good learning environment

The environment which study in is important. If there is many distractions, it can be very difficult to concentrate. A well organised learning environment provides many opportunities to encounter new words repeatedly in various contexts.

Using method of mnemonic

Mnemonic way is memory tricks to help remember new information by connecting it to something familiar. It will be useful for vocabulary learning by creating a memorable link between the word and it is meaning. In this method, the first step is to identify a familiar word in own language that sounds like the new word. The second step is to generate a visual image of some relationship between the new word and a familiar one.

Repeating new words

As MarcusTullius Cicero mentioned—"Repetition is the mother of learning". When you first encounter a new word, you usually just recognize it, but you might not retain it after a single exposure. Repeatedly reviewing the word over intervals—such as a few minutes later, then hours, days, or weeks—takes advantage of the brain's ability to strengthen connections over time.

Make a sentence for each word

Making sentences not only help to learn new words and it will be help improve speaking and writing skills. Practicing sentence construction allows learners to explore different ways of expressing ideas, reinforcing vocabulary and grammar in a meaningful context. This practice leads to greater confidence and fluency in both speaking and writing.

Using flashcards or notes

Make cards on your own style or use stickers to write new words and you may carry on with yourself or may stick them on wall of your room. Make flashcards in your own unique style or use colorful stickers to write down new words and phrases. Creating your own cards allows you to personalize the learning experience—using colors, drawings, or fonts that appeal to you can make it more enjoyable. These cards

can serve as portable vocabulary aids that you carry around with you, helping you review words during your free time or whenever you're on the go. Alternatively, you can stick them on the wall of your room, where you'll see them daily. This constant exposure reinforces memory through repetition, making it easier to remember new words over time. It's a simple yet effective method for gradually expanding your vocabulary.

Conclusion

Vocabulary acquisition plays a vital role in mastering a new language, using fun methods like flashcards, games, and visual aids can help students remember words better and enjoy the process. By trying these modern techniques, students can make vocabulary learning easier and more memorable, helping them communicate more confidently in real life.

References:

1. David Nunan "Collaborative Language Learning and Teaching".
2. Michael McCarthy "English vocabulary in use".
3. Bamboozle website
4. Modern Journal of Language Teaching Methods (MJLTM) "An Effective Vocabulary Teaching Method".

METHODS OF DEVELOPING LEXICAL COMPETENCE OF STUDENTS IN NATURAL SCIENCES THROUGH INNOVATIVE TECHNOLOGIES

Kamalova Nilufar Dilshod qizi
Namangan State University
PhD student of 2nd course
E-mail: nilufarkamalova51@gmail.com

Abstract: This article explores the application of innovative technologies to develop the lexical competence of students in natural sciences. With a focus on various methods such as mobile apps, online platforms and immersive technologies like AR/VR, the paper highlights the effectiveness of these tools in enhancing vocabulary acquisition. The study emphasizes that contextual and interactive learning through technology provides a practical and engaging way for students to master subject-specific vocabulary, facilitating their understanding of complex scientific concepts.

Key words: innovative technologies, online platforms, interactive simulations, immersive technologies, traditional approaches, mobile applications.

Abstract: Ushbu maqolada tabiiy fanlar bo‘yicha talabalarning leksik kompetensiyasini rivojlantirish uchun innovatsion texnologiyalarni qo‘llash haqida gap boradi. Mobil ilovalar, onlayn platformalar va AR/VR kabi innovatsion texnologiyalarga e’tibor qaratgan holda, so‘z boyligini oshirishda ushbu vositalarning samaradorligi ta’kidlangan. Tadqiqotimizda, texnologiya orqali kontekstli va interaktiv o‘rganish tabiiy yo‘nalish talabalariga murakkab ilmiy tushunchalarni tushunishni osonlashtiradigan mavzularga oid so‘z boyligini o‘zlashtirishning amaliy va qiziqarli usulini taqdim etadi.

Kalit so‘zlar: innovatsion texnologiyalar, onlayn platformalar, interaktiv simulyatsiyalar, immersiv texnologiyalar, an'anaviy yondashuvlar, mobil ilovalar.

Аннотация: В этой статье рассматривается применение инновационных технологий для развития лексической компетентности студентов в области естественных наук. Сфокусировавшись на различных методах, таких как мобильные приложения, онлайн-платформы, такие как AR / VR, в статье подчеркивается эффективность этих инструментов в повышении уровня словарного запаса. Исследование подчеркивает, что контекстуальное и интерактивное обучение с помощью технологий обеспечивает практический и увлекательный способ для студентов овладеть предметной лексикой, облегчая их понимание сложных научных концепций.

Ключевые слова: инновационные технологии, онлайн-платформы, интерактивные симуляции, традиционные подходы, мобильные приложения.

Introduction

Lexical competence is fundamental to mastering scientific discourse, particularly for students in natural sciences who must grasp specialized vocabulary to fully engage with their fields of study. However, traditional approaches to vocabulary learning may not effectively cater to the unique needs of science students. The increasing integration of technology into education offers promising solutions to enhance students' lexical competence, especially through tools that promote active and contextual learning.

This article investigates the use of innovative technologies to develop the lexical competence of natural science students. By examining various methods and tools such as mobile applications, online learning platforms, interactive simulations, and immersive technologies this study aims to demonstrate how these resources can be effectively applied to improve vocabulary acquisition in natural sciences.

Methods

The methods used in this research involved a review of educational tools and technologies designed to support vocabulary learning, specifically for students in natural sciences. Several categories of technological tools were analyzed, including:

- **Mobile Applications:** Apps like Quizlet and Memrise, which use flashcards and spaced repetition to reinforce vocabulary learning.
- **Online Learning Platforms:** MOOCs such as Coursera and edX that offer natural science courses, blending subject knowledge with language learning.
- **Interactive Simulations:** Software like Phet and Labster, which provide practical, science-related simulations integrated with vocabulary terms.
- **Gamification Platforms:** Educational games like Kahoot! and Socrative, promoting student engagement with scientific vocabulary.
- **AR and VR Technologies:** Tools like Google Lens and immersive VR environments for contextual and interactive vocabulary learning.
- **Corpus Linguistics Tools:** Sketch Engine, which provides examples of vocabulary usage in authentic scientific texts.
- **Collaborative Learning Platforms:** Google Classroom and Microsoft Teams, facilitating group work and discussions that involve scientific vocabulary usage.

Data was collected by analyzing case studies, user feedback, and academic research on the effectiveness of these tools in enhancing lexical competence.

Results

The findings indicate that the integration of innovative technologies significantly improves the development of lexical competence among students in natural sciences. Key results include:

1. **Mobile Applications:** Students using mobile apps for spaced repetition and interactive learning showed marked improvement in vocabulary retention.
2. **Online Learning Platforms:** MOOCs proved beneficial in exposing students to authentic scientific texts, helping them grasp the context in which terms are used.
3. **Interactive Software and Simulations:** These tools provided students with the opportunity to engage with vocabulary in real-time, improving both understanding and retention.
4. **Gamification:** Students reported higher engagement and motivation through gamified learning activities, leading to better recall of scientific terms.
5. **AR/VR Technologies:** Immersive learning through AR and VR enabled students to connect vocabulary with real-world applications, deepening their understanding.
6. **Corpus Linguistics Tools:** The use of corpus tools helped students understand the collocations and authentic usage of scientific vocabulary.
7. **Collaborative Platforms:** Group work and discussions fostered practical usage of scientific vocabulary, improving fluency and comprehension.

Discussion

The results of the study suggest that innovative technologies can significantly enhance lexical competence in students of natural sciences. Mobile apps and gamification, for example, offer flexible and engaging ways for students to learn scientific terminology. Interactive simulations and AR/VR technologies, by immersing students in contextual learning environments, help bridge the gap between theoretical knowledge and practical application.

One limitation of the study is the dependence on student motivation to consistently engage with these technologies. Further research could explore strategies to integrate these tools more seamlessly into natural science curricula, ensuring sustained usage and maximizing the potential for vocabulary acquisition.

Conclusion

Innovative technologies play a crucial role in the development of lexical competence for students in natural sciences. By offering interactive, engaging, and context-rich learning experiences, tools like mobile apps, online platforms,

simulations, and AR/VR have proven effective in enhancing vocabulary retention and usage. Educators should consider incorporating these technologies into their teaching practices to provide students with a more dynamic and effective approach to mastering scientific terminology.

References

1. Cambridge English. (2019). Developing lexical competence in scientific contexts. Cambridge University Press. Retrieved from https://www.cambridgeenglish.org/.
2. Chinnery, G. M. (2006). Going to the MALL: Mobile Assisted Language Learning. Language Learning & Technology, 10(1), 9-16. Available at http://llt.msu.edu/vol10num1/emerging/.
3. Godwin-Jones, R. (2015). Emerging technologies: Vocabulary learning through mobile devices. Language Learning & Technology, 19(2), 5-10. Available at http://llt.msu.edu/issues/october2015/emerging.pdf.
4. Labster. (2022). Virtual Labs for Science Education. Labster. Retrieved from https://www.labster.com/.
5. Pachler, N., Bachmair, B., & Cook, J. (2010). Mobile learning: Structures, agency, practices. Springer.
6. Phet Interactive Simulations. (2021). Science and Math Simulations. University of Colorado Boulder. Retrieved from https://phet.colorado.edu/.
7. Prensky, M. (2007). Digital Game-Based Learning: Practical Strategies for Interactive Learning. McGraw-Hill.
8. Skehan, P. (2003). Task-based learning and lexical development. Language Teaching, 36(1), 1-14. https://doi.org/10.1017/S026144480200188X.
9. Stockwell, G. (2013). Technology and language learning: Integrating innovative tools in vocabulary development. Computer Assisted Language Learning, 26(1), 1-17. doi:10.1080/09588221.2012.700315.
10. Yang, S., & Chen, Y. (2007). Technology-enhanced vocabulary learning for science students. Journal of Educational Technology & Society, 10(2), 37-49. Retrieved from https://www.jstor.org/stable/jeductechsoci.10.2.37.
11. Khakimjonovna, B. P. (2024). COHERENT SPEECH CLASSIFICATION IN ENGLISH LESSONS IN ESP CLASSES: https://doi. org/10.5281/zenodo. 11198320. PEDAGOGICAL REFORMS AND THEIR SOLUTIONS, 1(1), 508-511.
12. Xakimjonovna, B. P. (2024). TIL VA MADANIYAT: TIL VA MADANIYAT.

INNOVATSION TEXNOLOGIYALARNING TA'LIMDAGI O'RNI

Tojimatova Durdonaxon Iftixorjon qizi
Namangan davlat chet tillari instituti 2-bosqich talabasi
Qodirov Adhamjon
Namangan davlat chet tillari instituti o'qituvchisi

Annotatsiya: Hozirgi kunda kompyuter texnologiyalar hayotimizning ajralmas qismiga aylanib ulgurdi va biz ularni hayotimizning deyarli har jabhasida foydalanmoqdamiz hattoki ta'lim sohasida ham. Ushbu maqolada innovatsion texnologiyalarning hozirgi ta'lim jarayonidagi o'rni va u bilan erishilgan yutuqlar haqida ma'lumot beriladi.

Kalit so'zlar: ta'lim,texnologiya,innovatsion,kundalik.com,proyektor,hemis

Annotation: Today, computers have become indispensable part of our lives, and they are used in all walks of life even in the field of education. In this article, information about the role of computer technologies in education and the achievements that are achieved by using those technologies.

Key words: education, technology, innovation, kundalik.com, projector, hemis

Аннотация: В настоящее время компьютерные технологии стали неотъемлемой частью нашей жизни, и мы используем их практически во всех аспектах нашей жизни. даже в сфере образования. В этой статье будет представлена информация о роли инновационных технологий в современном образовательном процессе и достигнутых с их помощью достижениях.

Ключевые слова:образование, технологии, инновации, kundalik.com, проектор, Hemis

Kirish

Ta'lim -bilim berish, malaka va ko'nikmalar hosil qilish jarayoni kishini hayotga va mehnatga tayyorlashning asosiy vositasi. Ta'lim jarayonida ma'lumot olinadi va tarbiya amalga oshiriladi. Ta'lim tor ma'noda o'qitish tushunchasini anglatadi, lekin u faqat turli tipdagi o'quv yurtlarida o'qitish jarayonini emas, oila, ishlab chiqarish va boshqa sohalarda ma'lumot berish jarayonini ham bildiradi, qisqa qilib aytadigan bo'lsak, ta'limning hayotimizdagi o'rni beqiyos. Ta'lim jarayonimizga innovatsion texnologiyalar kirib kelmaguncha, biz bizga berilgan imkoniyatlar bilan cheklanib qolgandik,undan ortiq ma'lumotlarga ega emas edik. Texnologiyalar ta'lim sohasini tubdan o'zgartirib yubordi, ular ta'limning samaradorligini oshirish, o'quvchilarga yangi imkoniyatlar ochish va umuman o'quv jarayonini yaxshilash imkonini berdi.

Texnologiyalar bilan erishilgan yutuqlar:

Kundalik.com sayti.

Barchamizga ma'lumki davlatimizda 2 yillik muqaddam ham qog'ozbozlik juda ham avj olgan palla edi va bu ko'p muammolar keltirib ham chiqarar edi va buning yechimi ya'ni kundalik.com sayt yaratildi. Bu maktab xodimlarning eng mayda ishlari hisoblagan:jurnal to'ldirish,uni doimo nazorat qilish, maxsus xonada saqlash,unga muxr urdirish va shu kabi bir qancha muammolardan forig' bo'ldilar.

2. Proyektorlar

Proyektorlar hozirgi ta'lim jarayoning eng asosiy qurollaridan biri hisoblanadi chunki u ko'p odamlarni bir vaqtning o'zida ma'lumot bilan ta'minlash imkonini beradi, bu esa uni taqdimotlar, konferentsiyalar va seminarlar uchun ideal vositaga aylantiradi. Shu jumladan ular ekranlarda tasvirlarni to'laqonli koʻrsatish va tinglovchilarga ma'lumotlarni aniq va tushunarli tarzda yetib borish kabi qulayliklarni yaratdi.

3.Hemis dasturi.

Hemis platformasi oʻquv jarayonini yaxshilash uchun yaratilgan innovatsion yondashuvlarning biridir va u intuitiv interfeysga ega bo'lib, oʻquvchilar va oʻqituvchilar foydalanish uchun qulaydir. Keling ularda qanday yordam bera olashini koʼrib chiqamiz:

Oʻqituvchilarga:

• Oʻquv resurslarini boshqarish: Hemis platformasi oʻqituvchilarga oʻquv materiallarini osongina boshqarish va o'zgartirish imkonini beradi. Platformaning turli xil vositalari orqali oʻqituvchilar oʻquv jarayonini samaraliroq boshqara olish imkoniyatini beradi.

• Oʻquvchilarni baholash: Hemis platformasi oʻqituvchilarga oʻquvchilarning progressini kuzatish va baholamalarni taqdim etish va bu oʻqituvchilarga oʻquvchilarning o'rganish samaradorligini aniqlash va kerakli yordamni taqdim etishga imkon beradi.

• Oʻquvchilar bilan aloqa qilish: Hemis platformasi oʻqituvchilarga oʻquvchilar bilan osongina aloqa qilish imkonini beradi. Platformaning xabarlashtirish tizimi orqali oʻqituvchilar oʻquvchilarga topshiriqlarni berish, savollari bo'lsa javob berish va oʻquv jarayonini boshqarish mumkin.

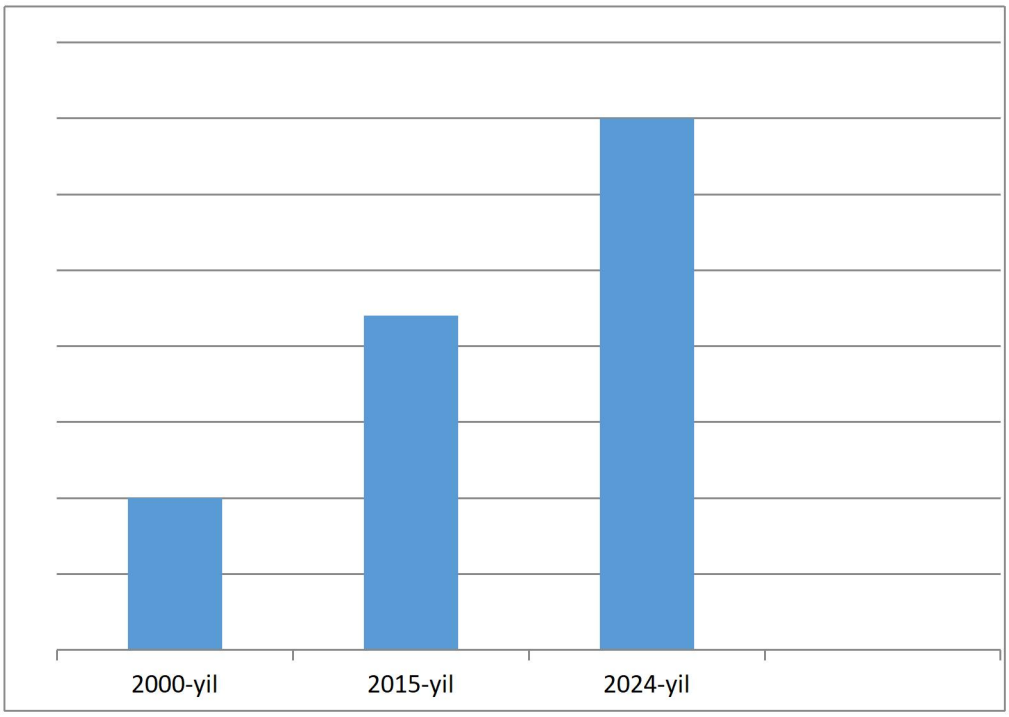
Oʻquvchilarga:

•Turli xil oʻquv materiallari: Hemis platformasida turli xil oʻquv materiallari mavjud, shu jumladan video darslar, maqolalar, testlar, vazifalar va boshqalar. Bu oʻquvchilarga o'zlariga mos usulda o'rganish imkonini beradi.

• Moslashuvchanlik: Hemis platformasi o‘quvchilarga o'z vaqtida o'rganish imkonini beradi. O‘quvchilar istalgan vaqtda va istalgan joyda o'qish uchun platformani ishlatishlari mumkin.

• Baho va progress monitoring: Hemis platformasi o‘quvchilarning progressini kuzatish va baholamalarni taqdim etish imkonini beradi. Bu o‘quvchilarga o'zlarining o'rganish samaradorligini kuzatib borish va muvaffaqiyatlarini baholashga imkon beradi.

2000-2024 ta’lim jarayonida texnologiyalarning ta’limga ko‘rsatgan ta’siri.



Mana bu statistika orqali ham texnologiyalarning ta’limga ko‘rsatgan ta’sirini ko’rishimiz mumkin. Texnologiyalar ta’limga qo’shilishi natijasida ta’lim sifati yaxshilanib borgan.

Xulosa. Yuqorida ta’kidlab o‘tganimizdek,texnologiyalar ta’limning ajralmas qismiga allaqachon aylanib bo‘ldi. Texnologiyalar ta'limga kirib kelishi ta'lim tizimiga jiddiy ta'sir ko'rsatdi. U ta'lim imkoniyatlarini kengaytirdi, o‘quv jarayonini yaxshilashga yordam berdi, ta'limni boshqarishni yengillashtirdi va o‘quv madaniyatini o'zgartirdi. Hozirda ta'lim tizimi texnologiyalar rivojlanishi bilan moslashishda davom etmoqda va yangi vositalar va usullar rivojlanmoqda.

Foydalanilgan adabiyotlar:

1.Sayibova,Zuxra Yunusovna- Ta’limda raqamli texnologiya
2.Ta’limda innovatsion texnologiya-F Abdulhayeva.2022.32b
3.Texnologik iqtisodiyot-anjumanlar.uz sayti

UDL (UNIVERSAL DESIGN OF LEARNING) IN LESSON PLANNING

Mahkamova Dilshoda
NamDU 2-kurs doktoranti

Annotation: The article discusses the main principles of lesson planning using UDL(Universal Design of Learning)which promotes lesson efficiency. As a review article, some research papers and recent research articles by some scholars have been reviewed and basic findings have been included. Moreover, valuable recommendations and suggestions have been given on enhancing students' engagement, participation and expression of learning outcomes.

Keywords: UDL principles, lesson planning, lesson efficiency, learner engagement

Аннотация: В статье рассматриваются основные принципы планирования урока с использованием (универсального дизайна обучения), который способствует повышению эффективности урока. В качестве обзорной статьи были рассмотрены некоторые исследовательские работы и недавние исследовательские статьи некоторых ученых, а также включены основные выводы. Кроме того, были даны ценные рекомендации и предложения по повышению вовлеченности, участия и выражения результатов обучения учащихся.

Ключевые слова: принципы UDL, планирование урока, эффективность урока, вовлечение учащихся.

Annotatsiya: Maqolada dars samaradorligini oshirishga yordam beruvchi UUD (Universal O'quv Dizayni) yordamida darsni rejalashtirishning asosiy tamoyillari muhokama qilinadi. Maqolada ba'zi olimlarning ba'zi tadqiqot maqolalari va so'nggi tadqiqot maqolalari ko'rib chiqildi va asosiy topilmalar kiritildi. Shuningdek, talabalarning faolligini oshirish, ishtirok etish va o'quv natijalarini ifodalash bo'yicha qimmatli tavsiya va takliflar berildi.

Kalit so'zlar: UUD tamoyillari, darsni rejalashtirish, dars samaradorligi, o'quvchilarni jalb qilish

Introduction. As language learning and teaching are becoming a crucial aspect of today's education system in every country, the need to enhance teaching principles and work out new methodologies and techniques to teach EFL becomes greater. Accordingly, a good deal of research has been done in the field to promote lesson efficiency and the learning process, leading to the design of more well-organized and systematic EFL lessons based on new principles, such as

UDL(Universal Design of Learning). The Universal Design of Learning mainly focuses on individual approach in teaching the language, considering each student's interests, learning style and the best way of his to express what he achieved.

Methodology. In this article, I reviewed some of the recent articles and research findings of scholars in the field concerning the more efficient lesson planning model in teaching English. One of the articles reviewed is "Lesson Planning with UNIVERSAL DESIGN for Learning" by Lee Ann Jung, which clearly describes newly worked-out principles of UDL to maximize learner efficiency. The next research articles are by Susan Joan Courey, Phyllis Tappe and others.

Results.According to Lee A.J. "diversity is in no way a limitation as long as we keep it top of mind when designing instruction and assessment. Universal Design for Learning (UDL), originally designed by the organization CAST, is a framework that guides pro-active design of classroom instruction and learning opportunities to make them effective for a broad range of learners.UDL offers guidelines on making our instruction and classroom environments welcoming, responsive, supportive, and flexible, so that the fewest students possible require additional support or adaptations."[1] Moreover, in accordance with Yashvinder Kapil, "UDL is an educational approach that aims to provide all students with equal opportunities to succeed. This method offers flexibility in how students access materials, engage with the content, and demonstrate their knowledge. As part of a broader movement to create a more accessible and usable world for everyone, including those with disabilities, UDL serves as a framework for designing classroom lessons that benefit all learners. It is a set of principles for curriculum development, providing a a blueprint for flexible instruction that can be tailored to meet individual needs.When adopting a UDLapproach, teachers create flexible learning experiences to meet the needs of individual learners. They prepare the learning environment with adaptable methods, materials, and strategies, allowing them to better address the needs of every student. UDL offers all students the opportunity to access, participate in, and progress within the general education curriculum by reducing barriers to instruction.[2] The model includes three categories to provide options for differentiated learning within learners with a wide range of personalities and unique interests and skills. "The principles of UDL set forth in the framework include providing multiple means of engagement, representation, and action and expression." [3] "The framework utilizes three major principles of instructional design to address learner variability within instruction: providing multiple means of engagement, representation, and action and expression"[4] All the categories and sub-categories which entail the principles of UDL are shown in the chart below.[Fig.1]

Discussion. The UDL principles offer a wide range of chances for all types of learners with various abilities. Universal Design for Learning, is a framework for planning and delivering instruction aimed at enhancing access and minimizing learning obstacles for students with various learning needs, including those with disabilities. It provides practical recommendations to support teacher preparation programs in both general and special education. By equipping educators to effectively teach diverse student populations, including those with disabilities, UDL ensures classrooms are inclusive and supportive learning environments.

Conclusion. Having reviewed some research findings above, we can conclude that the UDL principles serve as a framework to promote not only lesson efficiency, but also full learner engagement and active participation as well. However, further research is needed to estimate its effect on teaching EFL classes.

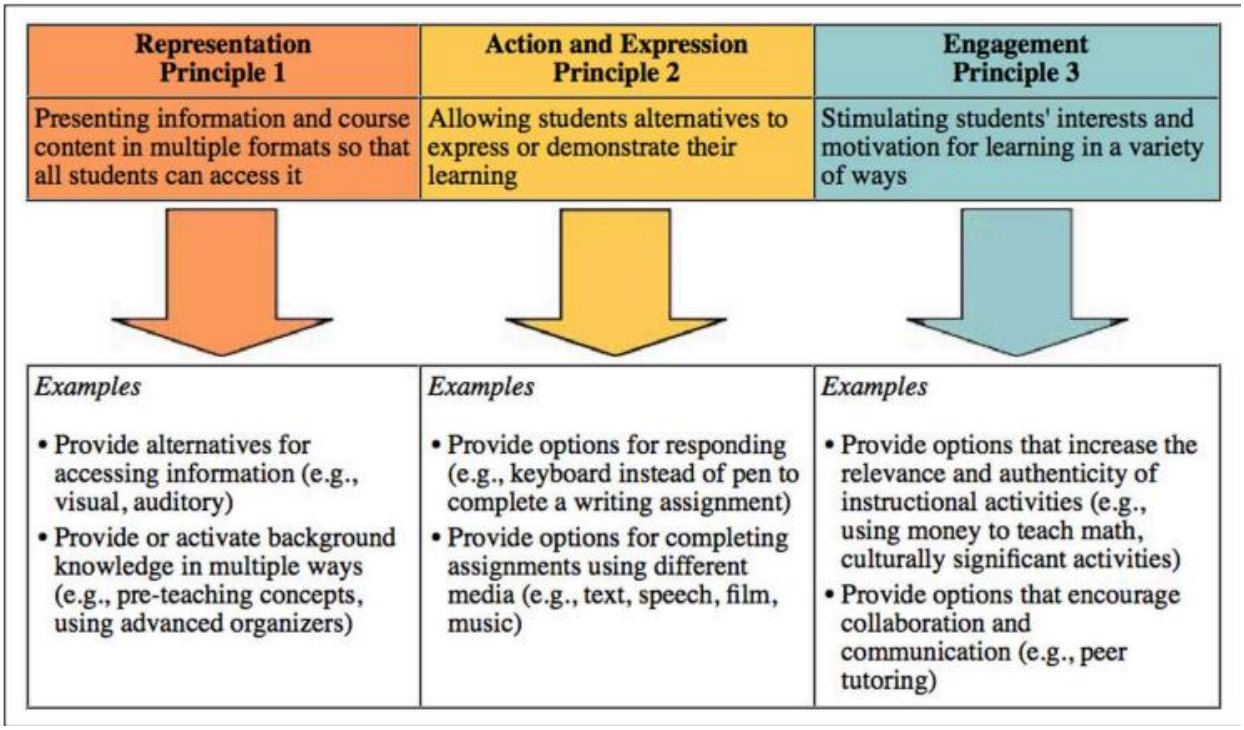


Fig.1 Universal design for learning (UDL) principles Image from The Star Legacy Module: UDL: Creating a Learning Environment That Challenges and Engages All Learners (The IRIS Center for Training Enhancements, 2009).

REFERENCES

[1] Lee Ann Jung. Lesson Planning with UNIVERSAL DESIGN for Learning, Educational Leadership Summer 2021. ASCD / w w w . a s c d . o r g

[2] Yashvinder Kapil, Prof. J Sujathamalini,Tarak Halder, UNIVERSAL DESIGN FOR LEARNING (UDL) IN THE CLASSROOM, PARIPEX - INDIAN JOURNAL OF RESEARCH | Volume - 13 | Issue - 09 |September - 2024 | PRINT ISSN No. 2250 - 1991 | DOI : 10.36106/paripex

[3] CAST (2018). Universal Design for Learning Guidelines version 2.2. http://udlguidelines.cast.org

[4] Rao,K.,Ok,M.W.,Bryant,B.R.(2014).A review of research on universal design educational models.Remedial and Special Education.

[5] Universal design for learning (UDL) principles Image from The Star Legacy Module: UDL: Creating a Learning Environment That Challenges and Engages All Learners (The IRIS Center for Training Enhancements, 2009

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ПРАКТИКЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА

Юсупова Р.К
старший преподаватель кафедры русского языка и литературы института иностранных языков им. И. Ибрата
Хусанбоев С.К
студент направления Родной язык и литература(русский язык) института иностранных языков им. И. Ибрата

Аннотация. В статье говорится об инновационных технологиях в преподавании русского языка, а также какую ключевую роль играет интернет, социальные сети, мобильные приложения, платформы и о методах способствующих активному вовлечению студентов в процесс обучения иностранных языков.

Ключевые слова: Геймификация, лидерборды, аудитивное восприятие, облачные технологии, виртуальная реальность, резонировать, флип-класс.

Annotation: The article talks about innovative technologies in teaching Russian, as well as the key role played by the Internet, social networks, mobile applications, platforms and methods that promote the active involvement of students in the process of learning foreign languages.

Keywords: Gamification, leaderboards, auditory perception, cloud technologies, virtual reality, resonate, flip class.

Annotatsiya: Maqolada rus tilini o'qitishda innovatsion texnologiyalar, shuningdek, Internet, ijtimoiy tarmoqlar, mobil ilovalar, platformalar va talabalarning chet tillarni o'rganish jarayoniga faol jalb qilinishiga yordam beradigan usullarning asosiy roli haqida so'z boradi.

Kalit so'zlar: Gamifikatsiya, peshqadamlar jadvali, eshitish idroki, bulutli texnologiyalar, virtual haqiqat, rezonans, flip klassi.

Инновационные технологии в практике преподавания русского языка создают возможности для глубокого понимания образовательного процесса, позволяя не только усовершенствовать традиционные методы, но и внедрить новые подходы, отвечающие вызовам цифровой эпохи. В современном мире внимание акцентируется на интеграции информационно-коммуникационных технологий, мультимедийных ресурсов, а также методов, ориентированных на развитие критического мышления и самостоятельности учащихся.

Одним из ключевых аспектов является активное использование цифровых платформ, которые позволяют создать индивидуализированную образовательную траекторию для каждого студента. Эти технологии способствуют более гибкому подходу к обучению, позволяют оперативно учитывать особенности восприятия информации учащимися, а также дают возможность применять методы дифференцированного подхода.

Среди важных направлений инноваций в преподавании русского языка можно выделить использование интернета для создания интерактивных уроков, которые делают процесс обучения более увлекательным и мотивирующим. Здесь можно выделить элементы геймификации, создание виртуальных учебных пространств, а также использование технологий дополненной и виртуальной реальности для имитации живых ситуаций общения на русском языке. Подобные технологии оказывают влияние на развитие языковой интуиции и позволяют учащимся развивать навыки межкультурной коммуникации.

В образовательной практике геймификация может включать в себя:

Очки, баллы и уровни — система наград и прогрессии, где студенты за выполнение заданий получают очки или переходят на более высокий уровень сложности.

Задания и квесты — структуры, напоминающие игровые миссии, где учащиеся выполняют определенные задачи или решают проблемы, что делает процесс более увлекательным.

Геймификация в обучении способствует повышению мотивации студентов, делает процесс более интерактивным, вовлекающим и адаптивным к нуждам каждого. Использование игровых элементов может улучшить запоминание материала, развить навыки командной работы и критического мышления, а также уменьшить стресс и тревожность, часто связанные с традиционными методами обучения. Подобные технологии оказывают влияние на развитие языковой интуиции и позволяют учащимся развивать навыки межкультурной коммуникации.

Кроме того, инновации в педагогической практике подразумевают и изменения в самой роли учителя. Современные педагогические технологии ориентированы на то, чтобы преподаватель стал не просто носителем информации, а организатором образовательного процесса, наставником и консультантом, который помогает ученикам освоить не только язык, но и умение работать с информацией, анализировать текст, применять полученные знания в реальных ситуациях.

Таким образом, внедрение инновационных технологий в преподавание русского языка способствует созданию более динамичной, разнообразной и интерактивной образовательной среды, где учащиеся становятся активными участниками процесса обучения, а преподаватель — наставником, который направляет и поддерживает их в освоении языковых и культурных аспектов русского языка.

Доступность и гибкость образования. Инновационные технологии обеспечивают доступ к учебным материалам и заданиям в любое время и из любого места. Электронные учебники, онлайн-курсы, образовательные платформы (например, Coursera, Яндекс.Учебник, Duolingo) позволяют учащимся работать в удобном для них темпе, а преподавателю — отслеживать прогресс учеников и давать оперативную обратную связь.

К тому же инновационные технологии в практике преподавания русского языка включают в себя различные методы и средства, направленные на повышение эффективности обучения, развитие творческого потенциала учащихся и использование современных информационных технологий. Интерактивные доски и мультимедийные технологии, которые позволяют использовать текст, графику, видео и аудио в одном уроке, что способствует более наглядному и динамичному восприятию материала. Это помогает улучшить понимание грамматических и лексических конструкций, а также расширяет кругозор учащихся.

Электронные учебники и платформы, также позволяют студентам получать доступ к материалам в любое время и в любом месте, а также выполнять задания, получать мгновенную обратную связь. Мобильные приложения-это различные приложения для изучения языка, такие как Duolingo, Lingvist, Busuu и другие, предоставляют дополнительные возможности для изучения русскоязычного материала в удобном формате. Облачные технологии, которые позволяют организовать коллективную работу студентов, делиться файлами, работать над проектами. Это может быть полезно для создания совместных презентаций, написания эссе, организации форумов для обсуждения вопросов грамматики и литературы. И этот список можно продолжать бесконечно…

Использование таких инновационных технологий способствует более глубокому освоению материала, развитию навыков коммуникации, а также делает процесс обучения более адаптивным, интерактивным и интересным для студентов.

Таким образом, инновационные технологии открывают новые горизонты в преподавании русского языка и не только русского, но всех иностранных

языков делая обучение более гибким, доступным и адаптированным под нужды каждого студента, а также помогают развивать ключевые компетенции, такие как коммуникация, критическое мышление и креативность.

Список использованной литературы:

1. Бойцова А.Ф. О принципах построения единых учебных комплексов для обучения русскому языку в национальных школах. – Русский язык в национальной школе 1988г. №3.

2. Вятютнев М.Н. Зависимость техники обучения от стратегии усвоения-«Русский язык за рубежом»1992г. №2. Стр.48

3. Аствацатуров Г.О. Дизайн мультимедийного урока. - Волгоград: учитель, 2010.

4. Безрукова В.С. Всё о современном уроке: проблемы и решения.- Москва: Сентябрь,2004.

5.Новиков С.П. Применение новых информационных технологий в образовательном процессе //Педагогика.-2003.-№9.

6.Шарун Е.В. Использование технических средств обучения на уроках русского языка и литературы/ Е.В. Шарун.- Текст://Проблемы и перспективы развития образования: материалы VIII Междунар. Научн. Конф.(г. Краснодар: Новация, 2016.-С 78-82- URL:

TECHNOLOGY FOR DEVELOPING CREATIVE THINKING IN PRIMARY SCHOOL STUDENTS IN ENGLISH CLASSES

Abdulxayeva Sug‘diyona
Namangan davlat chet tillari inistituti talabasi
Baxtiyorova Gulhayo
Ņamangan davlat chet tillari inistituti o‘qituvchisi

Abstract: This article explores the role of technology in fostering creative thinking among primary school students during English classes. It delves into the types of digital tools and platforms that can enhance students' engagement and creativity, such as interactive storytelling apps, digital mind-mapping tools, and collaborative online platforms. By integrating these technologies, teachers can create a dynamic learning environment that encourages creativity, critical thinking, and language proficiency. The article also discusses challenges and best practices for implementing these technologies in a primary school setting.

Keywords: technology, creative thinking, primary school, English classes, digital tools, interactive learning

Annotatsiya: Ushbu maqola ingliz tili darslarida boshlang'ich sinf o'quvchilarida ijodiy fikrlashni rivojlantirishda texnologiyaning rolini o'rganadi. Bu interaktiv hikoyalar uchun ilovalar, raqamli aql xaritasi vositalari va hamkorlikdagi onlayn platformalar kabi talabalarning faolligi va ijodkorligini oshirishi mumkin bo'lgan raqamli vositalar va platformalar turlarini o'rganadi. Ushbu texnologiyalarni integratsiyalash orqali o'qituvchilar ijodkorlik, tanqidiy fikrlash va tilni bilishni rag'batlantiradigan dinamik ta'lim muhitini yaratishi mumkin. Maqolada, shuningdek, boshlang'ich maktab sharoitida ushbu texnologiyalarni joriy etish bo'yicha muammolar va ilg'or tajribalar muhokama qilinadi**.**

Kalit so'zlar: texnologiya, ijodiy fikrlash, boshlang'ich maktab, ingliz tili darslari, raqamli vositalar, interaktiv ta'lim

Аннотация: В данной статье исследуется роль технологий в развитии творческого мышления учащихся начальных классов на уроках английского языка. В нем рассматриваются типы цифровых инструментов и платформ, которые могут повысить вовлеченность и креативность учащихся, такие как интерактивные приложения для рассказывания историй, цифровые инструменты для составления интеллект-карт и онлайн-платформы для совместной работы. Интегрируя эти технологии, учителя могут создать динамичную среду обучения, которая поощряет творчество, критическое

мышление и владение языком. В статье также обсуждаются проблемы и лучшие практики внедрения этих технологий в начальной школе.

Ключевые слова: технологии, творческое мышление, начальная школа, уроки английского языка, цифровые инструменты, интерактивное обучение.

Introduction; The development of creative thinking in students is a critical goal of education, particularly in the early stages of learning. In primary school English classes, creativity can be fostered through various methods, one of which is the integration of technology. Technology not only engages students but also offers diverse ways to express their ideas and thoughts. This paper aims to analyze how technological tools can be utilized to develop creative thinking in primary school students during English lessons.

Literature Review; Several researchers have emphasized the importance of creativity in early education. According to Robinson (2011), creativity should be as vital as literacy in education. The integration of technology in teaching practices has been shown to stimulate students' imagination and problem-solving skills (Jones & Smith, 2020). Recent studies, such as those by Brown (2022), indicate that digital storytelling and interactive learning platforms can greatly enhance students' engagement and creative expression in language learning.

Methods; The study involved a survey of English teachers from various primary schools, focusing on their use of technology to enhance creativity. Classroom observations were also conducted to analyze the effectiveness of different digital tools, including educational games, storytelling apps, and online collaborative platforms like Google Workspace and Canva

Results; The use of interactive whiteboards and storytelling apps was found to be highly effective in engaging students in creative writing activities. Additionally, online platforms that allow for collaboration, such as Padlet and Google Docs, were particularly useful in encouraging students to brainstorm and share ideas. Teachers noted an increase in students' willingness to experiment with language and create unique storylines when using these tools.

Discussion; The findings suggest that technology, when properly integrated into the classroom, can significantly enhance students' creative thinking abilities. The interactive nature of digital tools provides a dynamic environment for students to explore their ideas. However, the study also highlights the need for teacher training to ensure that these tools are used to their full potential, as some educators reported challenges in adapting to new technologies.

Conclusion; In conclusion, technology offers numerous opportunities for developing creative thinking in primary school students during English classes. By

using digital storytelling, interactive platforms, and collaborative tools, teachers can create a stimulating learning environment that encourages creativity. Future research should focus on developing training programs for teachers to maximize the benefits of these technological tools.

References

1. Robinson, K. (2011). Out of Our Minds: Learning to be Creative. Wiley.

THE POWER OF EARLY ENGLISH EDUCATION: BUILDING FOUNDATIONS FOR LIFELONG LEARNING

Tirkasheva Mohichehra
Namangan davlat chet tillari instituti talabasi
mohichehra740@gmail.com
Bahtiyorova Gulhayo
Namangan davlat chet tillari instituti o‘qituvchisi

Annotation: This article explores the significant impact of early English education on children's cognitive, social, and emotional development. It emphasizes the importance of exposing preschool and primary school students to English as a second language, highlighting the cognitive benefits. Ultimately, this article advocates for prioritizing early English education as a foundation for lifelong learning, equipping future generations with essential skills for success.

Keywords English: Early English education, cognitive development, language acquisition, social skills.

Annotatsiya: Ushbu maqola bolalar rivojlanishiga erta ingliz tilini o‘qitishning ahamiyatini o‘rganadi. U bolalarni ingliz tiliga erta tanishtirishning muhimligini ta'kidlaydi. Ushbu maqola erta ingliz tilini o‘qitishni umrbod ta'lim uchun poydevor sifatida muhim ahamiyatga ega ekanligini ta'kidlaydi.

Kalit so’zlar: Erta ingliz ta'limi, kognitiv rivojlanish, tilni o‘rganish, ijtimoiy ko‘nikmalar.

Аннотация: В данной статье рассматривается значительное влияние раннего обучения английскому языку на когнитивное, социальное и эмоциональное развитие детей. Подчеркивается важность ознакомления детей в дошкольном и начальном образовании с английским языком как вторым языком. В итоге статья выступает за приоритетное внимание к раннему обучению английскому языку как к основе для обучения на протяжении всей жизни, обеспечивая будущие поколения необходимыми навыками для успеха**.**

Ключевые слова: Раннее обучение английскому языку, Когнитивное развитие,Приобретение языка,Социальные навыки.

Relevance of the Research topic. In an increasingly interconnected world, the ability to communicate effectively in English has become a vital skill for individuals of all ages. Early English education plays a crucial role in equipping young learners with the linguistic and cognitive tools necessary for success in both academic and social contexts. Research has consistently shown that language

acquisition during early childhood not only enhances children's cognitive development but also fosters critical thinking, creativity, and cultural awareness.

Literature Review on Early English Education. Numerous studies emphasize the cognitive, social, and emotio0nal benefits of introducing a second language at a young age. Cognitive Development: Research indicates that learning a second language during early childhood can enhance cognitive abilities. A study by Bialystok (2001) demonstrated that bilingual children exhibit better executive function skills, including problem-solving and critical thinking, compared to their monolingual peers Genesee (2004) found that children who learn English as a second language develop better communication skills and demonstrate increased empathy toward diverse cultures.

Ways to Solve the Problem of Early English EducationProfessional Development for Educators:Training Programs: Implement ongoing training for preschool and primary educators focused on best practices for teaching English to young learners. Workshops and seminars can equip teachers with innovative teaching methods, classroom management strategies, and tools to create an engaging learning environment. Collaboration and Sharing Best Practices: Encourage collaboration among educators to share successful strategies and resources. Online forums, local networks, and professional learning communities can facilitate this exchange of ideas.

Results and Discussion: The implementation of early English education in preschool and primary settings has yielded significant positive outcomes, as evidenced by various studies and practical observations. This section discusses the key findings related to cognitive, social, and emotional development, as well as the effectiveness of different teaching strategies. This is attributed to their ability to switch between languages, which strengthens their mental flexibility. In practice, classrooms that integrate early English education report higher levels of engagement and participation among students Emotional Benefits: Early English education fosters social skills and emotional development among young learners.

Science-Based Suggestions and Recommendations for Early English: Education Implement Evidence-Based Teaching Methods: Interactive Learning: Incorporate interactive learning techniques, such as games, role-playing, and storytelling, which have been shown to enhance language acquisition and retention (Gibbons, 2002). Engaging children in playful activities makes learning enjoyable and stimulates their natural curiosity. Task-Based Learning: Use task-based approaches that encourage children to use language in meaningful contexts.

References

1. Bialystok, E. (2001). Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press.Black, P., & Wiliam, D. (1998).

2. Teacher Quality and Student Achievement: A Review of State Policy Evidence. Educational Policy Analysis Archives, 8(1), 1-44., J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011).

MAKTAB O‘QUVCHILARIGA CHET TILINI QANDAY QILIB SAMARALIROQ O‘QITISH MUMKIN?

Tojiboyeva Sevinch Aliyor qizi
Namangan Davlat Chet tillari instituti talabasi
G‘ulomjonova Sadoqat G‘ulomjon qizi
Namangan viloyati Pop tumani 8-maktab o‘qituvchisi
Qodirov Adhamjon
Namangan davlat chet tillari instituti o‘qituvchisi

Annotatsiya: Ushbu maqolada qanday qilib umumta`lim maktablarining o`quvchilarida zamonaviy va samarali o`qitish usullaridan foydalanish haqida yoritiladi. Angliyalik o`qituvchi Elyanora Mengliyeva boshchiligida olib borilgan EAR natijalari ko`rsatiladi. Maqola davomida o`quvchilarni reading, listening, speaking, writing bo`yicha qanday metodlardan foydalanilganda o`qish samaradorligi ortishi haqida fikr yuritiladi.

**Kalit so`zlar:** chet tilini o`qitish, innovatsion metodlar, zamonaviy texnologiya, usul, chet tili integrallashgan kursi, dars, zamonaviy ta`lim, konsepsiya.

Annotation: This article covers how to use modern and effective teaching methods for students of secondary schools. The result of EAR conducted under the leadership of English teacher Elyanora Mengliyeva will be shown. In the course of article, it is considered that the effectiveness of reading will increase when students use methods of reading, listening, speaking and writing.

Key words: foreign language teaching, innovative methods, modern technology, method, integrated foreign language course, lesson, modern education.

Аннотация: В данной статье рассказывается, как использовать современные и ефективные методы обучения учащихся общеобразовательных школ. Будут покозаны результаты EAP, проведенного под руководством преподавателя английского языка Элянора Менглиевой. В ходе статые рассматривается, что ефективность чтения повысится, если учащиеся будут использовать методы чтение, аудиорование, говорение, письмо.

Ключевые слова: обучение иностранному языку, инновационные методы, современные технологии, методика, интегрированный курс иностранного языка, урок, современное образование.

KIRISH

Hozirgi kunda yurtimizda har bir soha rivojlanib bormoqda. Barchamizga ma`lumki har bir soha zamirida albatta sifatli ta`lim yotadi. Hozirgi kunda ayniqsa chet tillarini rivojlantirishga e`tabor qaratilmoqda. Maktablarda chet tilini o`rgatish

boshlang`ich sinflardan boshlanadi. Til o`rganish davomida boshlang`ich sinf o`quvchilari orasida qiyinchiliklarga duch kelish holatlari ko`p kuzatiladi. Bu muammolarni ko`p qismini gapirish va talaffuz qilish ya`ni speaking va pronunciation o`z ichiga olmoqda. Bunda asosan o`quvchilarda unli tovushlarni talaffuz qilishda qiyinchiliklarga duch kelinadi. Bu o`z navbatida gapirishda ko`p xatolar qilish va natijada gapirish davomida xato qilishdan qo`rqish va gapirish qobilyatlarini pasayish yoki umuman yo`q bo`lishiga olib kelmoqda. Bu holat o`quvchilarda umumiy ta`lim muassasani tamomlayotgan vaqtda ham chet tilida gapira olmaslik holatlariga olib kelmoqda. Bu holat faqat gapirish ko`nikmalari bilan emas balki ingliz tili o`rganishdagi 4 ta ko`nikmalar: speaking, reading, listening va writing ko`nikmalarida ham ko`plab uchramoqda.

TADQIQOT METODOLOGIYASI

Ushbu maqolada bolalarga chet tilini o`rgatish davomida beriladigan bilimni kichik qismlarga bo`lib berishni emas, balki har qanday o`rganiladigan narsani mazmun tashkil etishi lozimligini uqtiradi. R.Bednlar Vigotskiy xulosa ta`sirida Yevropa mamlakatlari, Qo`shma shtatlar va ingliz tili ikkinchi davlat tili bo`lgan mamlakatlarda CLIL (Content and Language Integrated Learning) yondashuvi ommalashmoqda. Ingliz tilida nutqiy faoliyat o`quvchi shaxsini shakllantirishga yo`naltiriladi ya`ni o`rganilayotgan til sohibi yaratgan madaniy merosni o`zlashtirishga erishiladi. Tinglab tushunish, gapirish, o`qish va yozish jarayonida o`quvchini oldin egallangan ijtimoiy, madaniy, lisoniy, emotsional tajribasini boyitadi. Bu ma`lumot Tajibayev.G.SH.ning «Boshlang`ich sinflarda ingliz tili o`quv qo`llanmasi»da ham keltirib o`tilgan.

Ilmiy manbalarni o`rganib chiqish boshlang`ich ta`limda xorijiy tillarni o`qitishning didaktik tamoyillarini quyidagicha umumlashtirish mumkin:

1. O`quvchilarning ingliz tili o`rganish usullari, strategiyalari va qobilyatini inobatga olish.
2. Tinglab tushunish mashqlariga ustuvor ahamiyat qaratish.
3. Darslarda ma`noli kontekslar va mavzuga oid nutq vaziyatlarini yaratish.
4. Mashg`ulotlarda texnik vositalardan keng foydalanish.
5. Nutq na`munalari asosida ingliz tili o`rgatish.
6. O`quvchilarning yoshiga mos autentik materiallardan foydalanish.
7. Mavzularni obrazlashtirish. (gapiruvchi qo`g`irchoqlar sahna ko`nishlari va spektakllar yordamida.

TADQIQOT NATIJALARI

Har qanday tadqiqot metodlari va usullari amaliyotda albatta qo`llashga yo`naltirilgan bo`lishi lozim. Shu orqali bunday urunishlar samara berish yoki bermasligini bilish mumkin. Bunga misol tariqasida o`zimiz olib borayotgan

Exploratory Action Researchni misol qilib ko`rsatish mumkin. 2-kursda o`qiyotgan paytimda 1 oy davom etuvchi amaliyotni Pop tumani 8- maktabda o`tkazdim. Amaliyotim davomida sezilarli darajada qiyinchiliklarga duch keldim. Shu sababli chet tilida dars berishning yanada samarali usullarini izlay boshladim. Bu davr mobaynida menda juda ko`p savollar paydo bo`ldi. Bu savollarga o`qituvchilar tomonidan javob berildi lekin to`laqonli javob yo`q edi. Ko`plab suhbatlar orqali savollarimga javob izlay boshldim. Nega ko`pchilik o`quvchilar ingliz tili darslariga qiziqishmaydi? Qanday qilib ularni maktabdagi ingliz tili darslariga qiziqtirish mumkin?

Bu savollarga javob izlash mobaynida Angliyadan kelgan mutaxassis Elyanora Mengliyeva qanday qilib izlanish va tadqiqotlar qilish, qanday usullarda savollarga to`liq javob olishda katta yordam berdi. Bu tadqiqot davomida turli xil metodlar foydalanildi. Bulardan: Audiolingual Method, Communicative Method, Community Language Learning, Direct Method, Grammar Translation Method, Natural Approach, Oral Approach, Silent Way va harakatli o`yinlar: Last Man Standing, Pictionary, Charades, Taboo words, 20 objects, Word Bingo kabi metodlar eng samarali metodlar deb topildi. Chet tilini o`qitishda turli xil qiziqarli harakatli va aql charxlovchi o`yinlar orqali o`rgatishning o`rni beqiyos. Dars davomida har xil o`yinlardan foydalanish sinf xonada fanni o`rganishga bo`lgan ishtiyoqni oshiradi va past o`zlashtiruvchi o`quvchilarni ham darsga qatnashishga undaydi hamda sinf o`quvchilari o`rtasida raqobat va jamoa bilan ishlash muhitini hosil qiladi. Bu orqali dasr samarasini ikki-uch barobarga oshishiga erishiladi. Ma`lumotlarning ko`p qismi shu metodlar orqali to`plandi. Shuningdek natijalarlarni Bar chart ya`ni diagrammalarda ifodalandi. Bu ma`lumotlarni yaqqol va aniq ko`zga tashlanib turishida yordam beradi. O`qituvchining o`zi uchun o`tayotgan darsi qay darajada samarali va qiziqarli ekanligini bilishning eng samarali usullaridan biri bu o`quvchilardan har bir o`tilgan dars qanday bo`lganligini so`rash va o`qituvchining o`zi ham bu ma`lumotlarni yozib borishidir. Bu usul orqali o`qituvchi o`tayotgan darsi qay darajada samarali, darsda o`sish bo`lyabdimi yoki buning aksi bu yaqqol ko`zga tashlanib turadi.

TAHLIL

Ushbu maqola mavzusini yanada aniqroq tushuntirish uchun amaliyot davomida yig`ilgan barcha ma`lumotlar tahlil qilib beriladi. Amaliyot davomida ko`plab qiziqtirgan savollar to`plandi va Google Documents va Mentimeter yordamida bu savollarga o`qituvchilardan ma`lumotlar yig`ib olindi. Savollar quyidagilardan iborat:

1. Qanday turdagi o`qituvchilar maktab o`quvchilari bilan qiyinchiliklarsiz ishlay olishadi? Ushbu savolga 75% o`qituvchilar «qattiqqo`l» o`qituvchi degan javobni

berishdi. Maktab o`quvchilari ham aksariyat qattiqo`l o`qituvchi bergan topshiriqlarni qolganlarga nisbatan ko`proq tayyorlashlarini ma`lum qilishdi. Qolgan 25% o`qituvchilar esa o`z ishiga mas`uliyatli odam hech qanday qiyinchiliklarsiz o`quvchilar bilan ishlay olishlarini ta`kidlashdi.

2. Chet tilini o`rgatishda maktab o`quvchilari bilan ko`proq qanday qiyinchiliklarga duch kelinadi? Ushbu savolga 50% o`qituvchilar lug`at so`zlar bilan ishlashda degan javobni berishdi. Qolgan javoblar esa: talaffuzni o`rgatish davomida, tarjima qilishda va gapirish mahoratlarini shakllantirishda deb javob berishdi. Bu javoblar taqriban 16,6% danga to`g`ri keldi.

3. O`quvchilar chet tilini o`rganish davomida nima yoki qanday o`yinlarni ko`proq xohlashadi? Bu savolimga 80% o`qituvchilar harakatli o`yilar orqali til o`rganishni xohlashini ma`lum qilishdi. Qolgan 20% o`qituvchilar esa o`quvchilarning ingliz tili o`rganishda multfilm, qiziqarli o`yinlar va doskada musobaqalar tashkil etish degan javobni berishdi.

XULOSA

Ma`lumki, boshlang`ich sinflarda dars mashg`ulotlari turli xil o`yinlar asosida tashkil etilib, asosiy e`tabor tushunish va gapirishga qaratiladi. Agar ingliz tilini boshlang`ich sinflarda o`qitish nazarda tutilgan bo`lsa, kichik maktab yoshidagi o`quvchilar va ularning tevarak atrofida sodir bo`ladgan nutq vaziyatlarini sinf mashg`ulotlariga olib kirish lozim deb hisoblanadi. Bu jumla amaliyotim davomida o`z isbotini topgan. Chet tilini boshlang`ich sinflarda o`rganish va o`rgatishga kommunikativ yondashuv o`smir va kattalarga ingliz tilini o`rgatish kommunikativ yondashuvidan farq qiladi. Masalan, kichik maktab yoshidagi o`quvchilar o`zlarini shifokor yoki uchuvchi sifatida tasavvur qilib ro`l o`ynashni yoqtirishadi. Garchi ular hech qachon bunday holatga tushmagan bo`lsalar ham. Shu sababli muloqotga yo`naltirilgan, syujetli-ro`lli o`yinlar tashkil etish orqali birinchi sinflarda kommunukativ mashg`ulotlar tshkil etish mumkin. 1-2-sinf o`quvchilari uchun har bir mavzu bo`yicha shakllantiruvchi, rivojlantiruvchi va kommunikativ o`yin mashqlari orqali dars o`tilsa har tomonlama maqsadga muvofiq bo`ladi. Va xulosa qilib aytkanda, bu o`quvchilar va bolalar uchun juda samarali hisoblanadi.

Foydalanilgan adabiyotlar ro`yxati:

1. Jamol Jalolov, Toshkent-2012. Chet tili o`qitish metodikasi.
2. https://www.ef.com (EF EDUCATION FIRST)
3. https://www.hasanboy.uz(Ingliz tili darslarida qiziqarli o`yinlar)
4. Jeremy Harmer, 2007. How to teach English.
5. Tadjibayev.G.SH. Namangan-2009. Boshlang`ich sinflarda ingliz tili o`qitish.

ИННОВАЦИОННЫЙ ПОДХОД В ОБУЧЕНИИ РУССКОМУ КАК ИНОСТРАННОМУ (РКИ) СТУДЕНТОВ

Собиржонова Муслима Сохиб кизи
студентка 2 курса НамГИИЯ
Джуманазарова Зилола Обиджоновна
Старший преподаватель кафедры русского языка и литературы
НамГИИЯ

Аннотация: В статье рассматривается внедрение инновационных методов в процесс обучения русскому как иностранному (РКИ) среди студентов разных стран. Особое внимание уделено современным технологиям, интерактивным и коммуникативным методам, а также культурно ориентированному подходу, который усиливает межкультурную компетентность и мотивацию к изучению языка.

Ключевые слова: русский как иностранный (РКИ), инновационные методы, цифровые технологии, интерактивное обучение, культурно-ориентированный подход, проектный метод, коммуникативный подход, преподавание русского языка, межкультурная компетенция, мотивация студентов.

Annotation: The article discusses the implementation of innovative methods in the process of teaching Russian as a foreign language (RCF) among students from different countries. Particular attention is paid to modern technologies, interactive and communicative methods, as well as a culturally oriented approach that enhances intercultural competence and motivation to learn a language. The role of digital tools and multimedia resources in improving the effectiveness of teaching RFL is analyzed, and examples of successful application of innovations in practice are provided.

Key words: Russian as a foreign language (RFL), innovative methods, digital technologies, interactive learning, culturally oriented approach, project method, communicative approach, teaching the Russian language, intercultural competence, student motivation.

Преподавание русского языка как иностранного (РКИ) является важным направлением в образовательной практике, требующим современных подходов и методов, чтобы эффективно способствовать изучению языка в условиях глобализации и межкультурной интеграции. В современных условиях, когда студенты все чаще стремятся освоить язык не только для академических целей, но и для профессиональной и культурной адаптации, традиционные методы

обучения уже не всегда отвечают их потребностям и ожиданиям. Это порождает необходимость внедрения инновационных подходов, способствующих созданию более мотивирующей, интерактивной и культурно-ориентированной образовательной среды.

В последние годы особое внимание уделяется цифровым и интерактивным технологиям, которые позволяют не только оптимизировать учебный процесс, но и повысить интерес студентов к изучению РКИ за счет проектного обучения, работы с аутентичными материалами и развития коммуникативных навыков. Такой подход не только улучшает усвоение языковых и культурных знаний, но и формирует межкультурную компетенцию, что особенно актуально в условиях международного образовательного обмена. Целью данной статьи является исследование инновационных методов обучения РКИ, их преимуществ и возможностей для повышения эффективности образовательного процесса.

Одним из основополагающих направлений в исследованиях РКИ стало развитие коммуникативного метода, который нацелен на преодоление языковых барьеров и обучение языку как средству практического общения. Работы таких авторов, как В. Г. Костомаров, В. М. Алпатов и Е. И. Пассов, заложили основу этому подходу, подчеркивая необходимость создания среды, в которой студенты учатся не только правильно использовать язык, но и воспринимать его как инструмент общения и культурного взаимодействия.

Существенный вклад в исследование РКИ внесли работы, посвященные внедрению цифровых технологий и мультимедийных средств в обучение. Исследователи, такие как Е. С. Полат и М. В. Артемов, отмечают, что использование онлайн-платформ, интерактивных упражнений и мобильных приложений создает условия для более динамичного и доступного обучения. Важно, что подобные инструменты помогают студентам практиковать язык вне аудитории, увеличивая их погружение в русскоязычную среду и обогащая практический опыт.

Также нельзя не отметить работы, посвященные культурологическому и социокультурному аспектам РКИ, которые подчеркивают важность включения элементов русской культуры в процесс обучения. Исследователи, такие как Л. В. Щерба и Л. В. Лысенко, подчеркивают, что знание только грамматики и лексики не является достаточным для полноценного понимания языка: культурные особенности, менталитет и социальные нормы играют важную роль в эффективном общении.

На более современном этапе исследователи, включая А. Б. Березина и М. П. Прохорова, анализируют и разрабатывают методы, ориентированные на

гибридное и проектное обучение. Это подходы, которые сочетают как традиционные формы работы, так и инновационные практики, позволяя учитывать индивидуальные особенности и потребности студентов. Например, проектное обучение в рамках РКИ включает самостоятельную работу студентов над культурными или исследовательскими проектами, что способствует их языковому и культурному развитию.

Инновационные методы в обучении русскому языку как иностранному (РКИ) значительно повышают мотивацию и вовлеченность студентов, улучшая качество освоения языка. Традиционные методы, хотя и остаются важной составляющей обучения, не всегда отвечают современным требованиям студентов, которые все чаще ожидают интерактивного и динамичного процесса.

Применение методов, таких как проектное обучение, использование мультимедийных ресурсов и цифровых технологий, показывают, что студенты быстрее адаптируются к новому языковому материалу и активнее включаются в учебный процесс. Проектные задания, связанные с практическими ситуациями, позволяют учащимся не только овладеть новыми лексическими и грамматическими конструкциями, но и научились применять их в реальных коммуникативных ситуациях. Это способствует развитию как лингвистических, так и социокультурных навыков, что особенно важно для студентов, изучающих язык в иноязычной среде.

Данные формы работы делают процесс изучения русского языка более интересным и практически полезным, помогая преодолевать языковые барьеры и повышая уверенность в себе. Преподаватели также отмечают, что использование мультимедийных технологий позволяет визуализировать сложные грамматические и лексические аспекты, что облегчает понимание материала.

Однако, среди сложностей, выявленных в ходе исследования, отмечается необходимость в более тщательной подготовке учебных материалов и занятий при использовании инновационных методик. Кроме того, некоторые преподаватели указали на необходимость дополнительного обучения для более эффективного применения цифровых ресурсов и интерактивных технологий.

Исследование инновационных подходов в обучении русскому языку как иностранному (РКИ) позволяет сделать несколько важных выводов о эффективности современных методов и их влиянии на процесс обучения.

Во-первых, применение интерактивных методов существенно повышает вовлеченность студентов и их мотивацию. Использование игровых элементов, групповой работы и других активных форм обучения делает изучение языка более интересным и доступным, а также способствует снижению языковых

барьеров. Во-вторых, мультимедийные технологии, такие как аудио- и видеоматериалы, обеспечивают насыщенную языковую среду, что в свою очередь улучшает восприятие и запоминание учебного материала. Особенно важно, что такие ресурсы помогают студентам лучше понимать культурные контексты и особенности произношения.

Дистанционные цифровые платформы открывают новые возможности для гибкого обучения, позволяя студентам самостоятельно регулировать свой темп и режим занятий. Это особенно актуально в современных условиях, когда у студентов может быть ограниченное время. Культурологический и коммуникативный подходы в обучении способствуют не только освоению языка, но и пониманию культурного контекста, что повышает общую языковую компетенцию студентов и облегчает их адаптацию к новым условиям.

В связи с полученными результатами, можно предложить расширить использование интерактивных методов в процессе преподавания РКИ. Включение в учебный процесс игр, симуляций и дискуссий повысит интерес студентов и поможет укрепить их языковые навыки. Внедрение мультимедийных ресурсов на всех этапах обучения, особенно на начальном уровне, сделает процесс более понятным и увлекательным.

Также стоит развивать и обновлять цифровые платформы и онлайн-курсы для обучения РКИ, что сделает обучение более гибким и доступным для студентов из различных регионов. Акцент на культурологических аспектах в курсе РКИ через организацию культурных мероприятий, обсуждение фильмов и произведений искусства поможет студентам глубже понять культурный контекст языка и быстрее адаптироваться к русскоязычной среде.

Наконец, укрепление практики общения через диалоговые формы обучения, дискуссионные клубы и языковые партнерства будет способствовать развитию уверенности студентов и готовности использовать язык в реальных ситуациях.

Использованная литература:

1. Богданова, О. Б. Методика преподавания русского языка как иностранного. – М.: Высшая школа, 2015.
2. Виноградов, В. В. Лингвокультурологический подход в преподавании РКИ. – СПб.: Златоуст, 2018.
3. Гальскова, Н. Д. Современные технологии в обучении иностранным языкам. // Вопросы лингводидактики. – 2020. – № 2. – С. 34–45.

BUILDING VOCABULARY SKILLS IN YOUNG LEARNERS

Rasulova Go‘zaloy Shuxrat qizi
Namangan davlat chet tillari instituti talabasi
Baxtiyorova Gulhayo
Namangan davlat chet tillari instituti o‘qituvchisi

Annotatsiya: The development of vocabulary skills in young learners is crucial for their language acquisition and overall academic achievement. This theme explores effective strategies for enhancing vocabulary, including interactive reading, engaging games, and contextual learning. Techniques such as read-aloud sessions, the use of visual supports, and storytelling foster a rich language environment. Additionally, integrating songs, encouraging writing, and promoting collaborative learning provide diverse opportunities for practice and reinforcement. By implementing these strategies consistently, educators and parents can support young learners in expanding their vocabulary, ultimately enhancing their communication skills and comprehension. This focus on vocabulary development lays a strong foundation for future learning and literacy.

Key words: Language acquisition, interactive games, storytelling, songs and rhymes, reinforcement, literacy skills

Annotatsiya: Yosh o'quvchilarda so'z boyligini rivojlantirish ularning tilni o'zlashtirishi va umumiy akademik yutuqlari uchun juda muhimdir. Ushbu mavzu interaktiv o'qish, qiziqarli o'yinlar va kontekstli o'rganishni o'z ichiga olgan so'z boyligini oshirishning samarali strategiyalarini o'rganadi. Ovozli o'qish seanslari, vizual yordamlardan foydalanish va hikoya qilish kabi texnikalar boy til muhitini ta'minlaydi. Bundan tashqari, qo'shiqlarni birlashtirish, yozishni rag'batlantirish va hamkorlikda o'rganishni rag'batlantirish amaliyot va mustahkamlash uchun turli imkoniyatlarni beradi. Ushbu strategiyalarni izchil amalga oshirish orqali o'qituvchilar va ota-onalar yosh o'quvchilarning so'z boyligini kengaytirishda qo'llab-quvvatlashlari mumkin, natijada ularning muloqot qobiliyatlari va tushunish qobiliyatini oshiradilar. So‘z boyligini rivojlantirishga qaratilayotgan bunday e’tibor kelajakdagi bilim va savodxonlik uchun mustahkam poydevor yaratadi.

Kalit so'zlar: til o'zlashtirish, interaktiv o'yinlar, hikoya, qo'shiqlar va qofiyalar, mustahkamlash, savodxonlik ko'nikmalari

Аннотация: Развитие словарного запаса у юных учащихся имеет решающее значение для их овладения языком и общих академических достижений. В этой теме рассматриваются эффективные стратегии увеличения словарного запаса, которые включают интерактивное чтение, веселые игры и

контекстное обучение. Такие методы, как чтение вслух, использование наглядных пособий и рассказывание историй, создают богатую языковую среду. Кроме того, объединение песен, поощрение письма и поощрение совместного обучения предоставляют множество возможностей для практики и закрепления навыков. Последовательно реализуя эти стратегии, учителя и родители могут помочь юным ученикам расширить словарный запас, в конечном итоге улучшив их коммуникативные навыки и понимание. Такое внимание к развитию словарного запаса создает прочную основу для будущих знаний и грамотности.

Ключевые слова: Освоение языка, интерактивные игрыб, рассказывание

Building vocabulary skills in young learners is essential for their overall language development and academic success. Here are some effective strategies:
By combining these strategies, educators and parents can create a rich vocabulary learning environment that supports young learners in developing strong language skills.

How to build vocabulary in young children? Ideas for reading, talking and playing as a family. Bring new words to life.Visualise new words on paper. Encourage your child to query any new words they come across. Talk constantly with your child. Have two-way conversations with your child. Don't 'dumb down' your own vocabulary. Put new words into context. Teaching English has developed dramatically in the recent years, because globalization impact and everyone should understand English as their International language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner. There are four skills that should be mastered by students in learning. English. They are speaking, listening, reading, and writing. Besides the four English skills, to support the mastery of the four language skills the students should have well understanding of English components such as vocabulary, pronunciation, and grammar vocabulary is core component of listening, speaking, reading and writing. Vocabulary is very important to be leamed by the students who want to master a language. English vocabulary as one of the language skill elements has an important role for young leamers in learning foreign languages In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the student's interest.

The teacher needs to manipulate some strategies to support the teaching and learning process. Teaching English for young learner is different from teaching adults in a way that they are often more enthusiastic, active and easily adaptive than adults Elementary school students are children who still like playing, so the teacher is

expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting.

Identification of Problem

Based on the background of the study, here some reasons why the researcher identifies the vocabulary building strategy in teaching vocabulary. First, teaching vocabulary to young learner is not easy. Second, teaching English for young learner is different from teaching adults.

Reference

1. Vocabulary Development Activities
- Madalyn, M. (2024). *4 Vocabulary Development Activities for Families at All Ages*.
2. Oral Language and Vocabulary Enhancement
- *Taking Delight in Words: Using Oral Language to Build Young Children's Vocabularies*.
3. What reading teachers say about vocabulary instruction: Voices from the classroom. The Reading Teacher 62 (4).314-323.
4. Lawrence Erlbaum. Fauziati, E. (2002). Teaching of English as a Foreign Language.

GLOBALLASHGAN DUNYO TALABI: O‘ZBEKISTONDA INGLIZ TILINI O‘RGANISHNING RIVOJI VA AHAMIYATI

Azamova Yoqutxon Yorqinjon qizi
University of Business and Science, talaba
azamovayoqutxon1@gmail.com, +998 90 150 16 18

Annotatsiya: Ushbu maqola globallashuv sharoitida ingliz tilining xalqaro kommunikatsiya vositasi sifatidagi ahamiyatini hamda uning O‘zbekistonda rivojlanishi zarurligini tahlil qiladi. Hozirgi kunda ingliz tilini o‘rganish milliy va global bozor talablari uchun muhim omil hisoblanadi, ayniqsa, bilim almashinuvi va texnologiya sohasida yangi imkoniyatlarni yaratadi. Maqolada O‘zbekiston ta'lim tizimida amalga oshirilayotgan islohotlar, ingliz tilini o‘qitishdagi mavjud muammolar va ularni hal qilish yo‘llari ko‘rib chiqiladi

Kalit so‘zlar: Raqamli davr, internetdagi tillar taqsimoti, global kommunikatsiya, global bozor, innovatsiya, globallashuv.

Abstract: This article analyzes the importance of the English language as a means of international communication in the context of globalization and the need for its development in Uzbekistan. Nowadays, learning English is an important factor for national and global market demands, especially in the field of knowledge exchange and technology. The article examines the reforms implemented in the education system of Uzbekistan, the existing problems in teaching English and ways to solve them.

Keywords: Digital age, language distribution on the internet, global communication, content on the internet, global market, innovation, globalization.

Аннотация: В данной статье анализируется значение английского языка как средства международной коммуникации в условиях глобализации, а также необходимость его развития в Узбекистане. В настоящее время изучение английского языка является важным фактором для национальных и глобальных требований рынка, особенно в создании новых возможностей в обмене знаниями и в сфере технологий. В статье рассматриваются реформы, проводимые в системе образования Узбекистана, существующие проблемы в преподавании английского языка и пути их решения.

Ключевые слова: цифровая эпоха, представление языков в интернете, глобальная коммуникация, глобальный рынок, инновации, глобализация.

KIRISH

Bugungi globallashgan dunyoda tillar o‘rtasidagi chegara tobora yo‘qolib bormoqda va bir qator tillar xalqaro kommunikatsiya vositasiga aylanmoqda. Ayniqsa, ingliz tili ilmiy, iqtisodiy va madaniy sohalarda yetakchi aloqa tili sifatida global miqyosda ustunlikka ega bo‘lib, texnologiya va innovatsiya taraqqiyotida ham muhim o‘rin tutadi. Ingliz tilini bilish nafaqat shaxsiy rivojlanish, balki xalqaro maydonda raqobatbardosh bo‘lishning muhim sharti hisoblanadi. Shu bois ko‘pgina davlatlar, jumladan, O‘zbekiston ham ta’lim tizimida ingliz tilini rivojlantirishga e’tibor qaratmoqda. Shu jumladan O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi „O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risidagi qarori’’ga muvofiq bugungi kunga qadar yurtimizda shu sohada keng ko‘lamli amaliy ishlar olib borilmoqda.

ASOSIY QISM

Bugungi dunyoda umumiy hisobda olti til asosiy xalqaro "dunyo tillari" sifatida qabul qilingan bo‘lib, ular Birlashgan Millatlar Tashkiloti (BMT) tomonidan ham rasmiy tillar sifatida tan olingan. Ushbu tillar qatoriga: Ingliz tili, Fransuz tili, Ispan tili, Xitoy (mandarin) tili, Rus til, Arab tili kabilar kiradi. Ingliz tili bu tillar orasida eng keng tarqalgan va xalqaro aloqalar, ilmiy nashrlar, internet va texnologiyada eng ko‘p qo‘llanadigan til hisoblanadi. Shu sababli, ingliz tili ko‘pincha asosiy global till sifatida e'tirof etiladi.

Bugungi raqamli davrda internetdagi tillar taqsimotida ingliz tilining katta ta’sirini bor ekanligini ko‘rsatmoqda. 2024-yil holatiga ko‘ra, ingliz tili eng ko‘p ishlatiladigan til bo‘lib, top 10 million veb-saytlaridagi kontentning 60,4% ini tashkil etadi, bu esa ingliz tilini dunyo bo‘yicha faqat 16,2% aholi tili bo‘lishiga qaramay, uning internetda boshqa tillarga nisbatan ta’siri kengroq ekanligini bildiradi.

O‘zbekistonning ingliz tilini o‘rganish borasida olib borilayotgan islohotlar va yangi imkoniyatlar haqida gapirganda ayniqsa, O‘zbekistonda ingliz tilini o‘rganishga yordam beruvchi “Ibrat Farzandlaeri” nomli YouTube kanal va platforma ishga tushganini ham aytib o‘tish o‘rinli. Ushbu kanal ingliz tilini o‘rganishning oddiy va samarali usullarini taqdim etib, ta’lim olishni yanada osonlashtirishga yordam bermoqda. Bu kabi platformalar yoshlar orasida ingliz tiliga bo‘lgan qiziqishni oshirish, ular uchun eng samarali va qulay o‘rganish imkoniyatlarini yaratishda muhim rol o‘ynaydi.

O‘zbekistonda horijiy tillarni shu jumladan ingiliz tilini yoshlarga o‘rgatishda yutuqlar bilan bir qatorda kamchiliqlar va bazi bir muammolar ham bor ekanligini imkor qilib bolmaydi.

O‘zbekistonda xorijiy tillarni o‘qitishda eng katta to‘siqlardan biri bu: malakali o‘qituvchilarning barcha hududlarga teng taqsimlanmaganligidir. Ko‘pgina hududlarda ingliz tili o‘qituvchilari taqchilligi, mavjud kadrlarning esa bilim darajasi pastligidir. Bundan tashqari, zamonaviy o‘qitish materiallari va texnologiyalarning yetarli emasligi o‘quvchilarning til o‘rganish jarayonida to‘laqonli bilim olishiga to‘sqinlik qiladi.

O‘quvchilarda ingliz tiliga bo‘lgan qiziqish darajasini oshirish uchun innovatsion yondashuvlar va yangi metodikalar joriy etilishi zarur. Hozirda mamlakatda bu borada qator chora-tadbirlar amalga oshirilayotgan bo‘lsa-da, yanada chuqur islohotlar talab qilinmoqda.

Yosh avlodni ingliz tiliga qiziqtirish maqsadida tanlovlar, konferensiyalar va til o‘rganishga qaratilgan xalqaro dasturlarni joriy qilish mumkin. Ingliz tilini kunlik muloqotda qo‘llashga imkon beradigan loyihalar va amaliy mashg‘ulotlar ham o‘quvchilarning tilni o‘rganish jarayoniga qiziqishini oshiradi. Shu bilan birga, xalqaro tashkilotlar bilan hamkorlikni mustahkamlash orqali zamonaviy o‘quv dasturlarini joriy qilish, xorijiy adabiyotlar va darsliklarni kengaytirish maqsadga muvofiqdir.

Xulosa:

Bugungi globallashgan dunyoda ingliz tili global kommunikatsiya, ilm-fan, texnologiya va iqtisodiyot sohalarida muhim rol o‘ynamoqda. O‘zbekiston kabi rivojlanayotgan mamlakatlar uchun ingliz tilini o‘rganish va uni keng qo‘llash jahon bozoriga integratsiya qilishda katta ahamiyat kasb etadi. Ingliz tilining dunyo miqyosidagi hukmronligi, internetda eng ko‘p ishlatiladigan til bo‘lishi, unga bo‘lgan talabni oshiradi. O‘zbekistonda ingliz tilini o‘rgatish tizimi yangi islohotlar bilan rivojlantirish muhim vazifalardan biridir. Yangi platformalar yordamida ingliz tilini o‘rganishni yanada osonlashtirish va interaktiv o‘rganish imkoniyatlarini yaratish yoshlar orasida ingliz tiliga bo‘lgan qiziqishni oshiradi.

Foydalanilgan Adabiyotlar (References)

1) O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi „O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risidagi qarori’
2) www.Lex.uz
3) https://optimational.com/blog/top-10-popular-languages-used-internet/
4) https://www.visualcapitalist.com/the-most-used-languages-on-the-internet/

TASK BASED LEARNING APPROACH (TBL)

Mavlonboyev Azizbek
second year student of NAMSIFL
mavlonboyevazizbek1@gmail.com+98 88 253 03 17
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

Abstract: An educational strategy known as task-based learning (TBL) places a strong emphasis on learning via real-world activities. Rather than only mastering grammar and rules, students use language to communicate and accomplish their goals. More interest and practical learning skills result from this. Teachers should pay attention to the pre-task phase in order to concentrate on their approach. Introduce the topic and establish the task's context. Before beginning, provide students the task-related language and expressions they will need. Finally, let students come up with ideas and make plans for how they will complete the assignment. The majority of people must be aware of language learning techniques in order to acquire a language. For novices, pedagogs recommend the "pomodoro" approach, which entails an hour of instruction. The student must study for 15 minutes at a time and then take a 5-minute break. Continue this pattern. Thus, you learn in 45 minutes and relax for 15 minutes in an hour. This makes you less lazy and more motivated to learn more. The following elements are included in TBL preparation: Here are some rules. to determine the learning goals. What goals do students want to accomplish? This might include critical thinking, linguistic proficiency, teamwork, etc. Next, pick pertinent tasks. Choose assignments that are applicable to actual circumstances, such as organizing a trip or resolving an issue. Prepare the resources and materials listed below. assemble the texts, audio, video, and other resources that are required to assist the activity. Create a welcoming environment where students may freely exchange ideas and criticism in order to promote teamwork. Students do tasks including group planning and problem-solving as part of TBL. Students' speaking and language understanding are improved by using their language abilities in groups in real-world situations. First, they focus on confidence and fluency.

Key words: Focus on approaches, Language learning, Real-world skills, Practical language use, Task preparation.

Аннотация: Образовательная стратегия, известная как обучение на основе задач (TBL), делает сильный акцент на обучении через реальные действия. Вместо того, чтобы просто осваивать грамматику и правила, ученики используют язык для общения и достижения своих целей. В результате этого

появляется больше интереса и практических навыков обучения. Учителя должны уделять внимание фазе перед заданием, чтобы сосредоточиться на своем подходе. Представьте тему и установите контекст задания. Перед началом предоставьте ученикам язык и выражения, связанные с заданием, которые им понадобятся. Наконец, позвольте ученикам придумать идеи и составить план того, как они будут выполнять задание. Большинство людей должны знать методы изучения языка, чтобы овладеть языком. Для новичков педагоги рекомендуют подход «помидора», который подразумевает час обучения. Ученик должен заниматься по 15 минут за раз, а затем сделать 5-минутный перерыв. Продолжайте в том же духе. Таким образом, вы учитесь за 45 минут и отдыхаете 15 минут в течение часа. Это делает вас менее ленивыми и более мотивированными, чтобы узнать больше. В подготовку TBL включены следующие элементы: Вот несколько правил. для определения целей обучения. Каких целей хотят достичь учащиеся? Это может включать критическое мышление, лингвистическую компетентность, командную работу и т. д. Затем выберите соответствующие задания. Выберите задания, которые применимы к реальным обстоятельствам, таким как организация поездки или решение проблемы. Подготовьте ресурсы и материалы, перечисленные ниже. соберите тексты, аудио, видео и другие ресурсы, необходимые для содействия выполнению задания. Создайте гостеприимную среду, в которой учащиеся могут свободно обмениваться идеями и критикой, чтобы способствовать командной работе. Учащиеся выполняют задания, включая групповое планирование и решение проблем в рамках TBL. Устная речь и понимание языка у учащихся улучшаются за счет использования их языковых способностей в группах в реальных ситуациях. Во-первых, они сосредотачиваются на уверенности и беглости.

Ключевые слова: фокус на подходах, изучении языка, реальных навыках, практическом использовании языка, подготовке к заданиям.

Introduction: Task-based learning (TBL) is an approach in which students engage in real-world tasks to enhance their learning. Instead of focusing only on grammar, they work with using the language everyday contexts and practically. TBL includes three steps: preparing for the task, completing it, and then reviewing it. This strategy guides students to exploit the language in meaningful situations.

Previous methods: Prior to the rise of Task-Based Learning, the sector was dominated by language teaching approaches such as the Grammar-Translation Method and the Audio-Lingual Method. The Grammar-Translation Method focused on translating papers from one language to another, giving written language and

grammatical structures precedence over conversational skills. Students sometimes learnt content passively as a consequence, memorizing words and conventions without understanding how to use them in context.

Why this technique? The Pomodoro Technique is used because it successfully addresses typical productivity issues including mental exhaustion, procrastination, and distractions. Boosts focus and concentration, Lessens mental exhaustion, Encourages time awareness, Enhances work-life harmony.

Conclusion: A learner-centered strategy, task-based learning places a high value on meaningful, real-world language use. TBL overcomes the shortcomings of earlier approaches that frequently placed an undue emphasis on form and correctness by helping students build both fluency and communicative competence through an emphasis on real-world problems. TBL is a flexible and successful teaching approach that equips students for problem-solving and communication in the real world by emphasizing active learning and autonomy. Although it necessitates meticulous preparation and task design, its advantages in fostering motivation, engagement, and practical language use make it a useful teaching strategy in contemporary education.

References:

1. A Framework for Task-Based Learning by J. Willis (1996). Harlow: Longman. This book offers a useful framework for putting task-based learning into practice in classrooms as well as an overview of the fundamental ideas of TBL.
2. Task-Based Language Learning and Teaching, Ellis, R. (2003). Oxford University Press, Oxford. This book is a basic text in the field since it explores the ideas underlying TBL and how it is used in language instruction.
3. A Cognitive Approach to Language Learning, Skehan, P. (1998). Oxford University Press, Oxford. The cognitive components of TBL are the main emphasis of Skehan's study, which highlights the functions of memory and attention in language activities.
4. Task-Based Language Teaching, Nunan, D. (2004). Cambridge University Press, Cambridge. Nunan provides a thorough manual for teachers by covering a variety of work kinds, useful classroom techniques, and the efficacy of TBL.
5. Willis, J. & D. (2007): Using Task-Based Learning. Oxford University Press, Oxford. This book offers educators useful advice and ideas on creating and executing task-based learning activities in language classes.
6. Prabhu, N. S. (1987) - Pedagogy of Second Languages. Oxford University Press, Oxford. Prabhu's work, which is frequently mentioned as an early impact on TBL, examines task-based techniques and how they might encourage meaningful conversation among students.

INNOVATIVE TEACHING METHODS

Nimatov Akmal
Kadyrova Malika
Students of NamSIFL
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

ABSTRACT: This article discusses modern approaches to learning and their advantages. The reasons why it is necessary to use teaching methods that meet modern requirements are analyzed. The most popular methods of presenting material and ways of organizing interaction between students are considered.

The article also notes the importance of using hybrid learning, which combines elements of full-time and distance learning formats. This allows you to take advantage of both approaches: students get access to materials online and can participate in live discussions with teachers and peers. Additionally, the use of gaming technologies in education is becoming relevant. Gamification of the learning process helps to increase the interest and involvement of students, turning learning into an exciting process. Formative assessment methods also play a significant role, allowing students to receive feedback during the learning process, which contributes to a deeper understanding of the material and self-improvement. These approaches, combined with an emphasis on interdisciplinary connections, create a rich and diverse educational environment conducive to the development of creative thinking and innovative skills.

Key words: education, teaching methods, innovative, self-realization, approach, educational process, interactive, individualization.

АННОТАЦИЯ: В данной статье рассматриваются современные подходы к обучению и их преимущества. Анализируются причины, по которым необходимо использовать методы обучения, отвечающие современным требованиям. Рассматриваются наиболее популярные методы подачи материала и способы организации взаимодействия между учащимися. В статье также отмечается важность использования гибридного обучения, которое сочетает в себе элементы очного и дистанционного форматов обучения. Это позволяет использовать преимущества обоих подходов: учащиеся получают доступ к материалам онлайн и могут участвовать в живых дискуссиях с преподавателями и сверстниками. Кроме того, становится актуальным использование игровых технологий в образовании. Геймификация процесса обучения помогает повысить интерес и вовлеченность учащихся, превращая

обучение в увлекательный процесс. Формирующие методы оценки также играют значительную роль, позволяя студентам получать обратную связь в процессе обучения, что способствует более глубокому пониманию материала и самосовершенствованию. Эти подходы в сочетании с акцентом на междисциплинарные связи создают богатую и разнообразную образовательную среду, способствующую развитию творческого мышления и инновационных навыков. Кроме того, важно отметить роль социальных и эмоциональных навыков в современном обучении. Акцент на эмоциональный интеллект помогает учащимся лучше справляться с конфликтами, развивать эмпатию и сотрудничество. Внедрение таких аспектов в образовательные программы способствует созданию гармоничной и поддерживающей атмосферы. Таким образом, современные подходы к обучению формируют не только академические, но и жизненные навыки, необходимые для успешного будущего.

Ключевые слова: образование, методы обучения, инновационный, самореализационный, подход, образовательный процесс, интерактивный, индивидуализация.

ANNOTATSIYA: Ushbu maqolada o'rganishga zamonaviy yondashuvlar va ularning afzalliklari muhokama qilinadi. Zamonaviy talablarga javob beradigan o'qitish usullaridan foydalanish zarurligining sabablari tahlil qilinadi. Materialni taqdim etishning eng mashhur usullari va talabalar o'rtasidagi o'zaro munosabatlarni tashkil etish usullari ko'rib chiqiladi. Maqolada, shuningdek, kunduzgi va masofaviy ta'lim formatlari elementlarini birlashtirgan gibrid ta'limdan foydalanish muhimligi qayd etilgan. Bu sizga ikkala yondashuvdan foydalanish imkonini beradi: talabalar onlayn materiallardan foydalanish imkoniyatiga ega bo'ladilar va o'qituvchilar va tengdoshlar bilan jonli munozaralarda qatnashishlari mumkin. Bundan tashqari, ta'limda o'yin texnologiyalaridan foydalanish dolzarb bo'lib bormoqda. O'quv jarayonini gamifikatsiya qilish o'quvchilarning qiziqishi va ishtirokini oshirishga yordam beradi, o'rganishni qiziqarli jarayonga aylantiradi. Formativ baholash usullari ham muhim rol o'ynaydi, bu o'quvchilarga o'quv jarayonida fikr-mulohazalarni olish imkonini beradi, bu esa materialni chuqurroq tushunishga va o'z-o'zini takomillashtirishga yordam beradi. Ushbu yondashuvlar fanlararo aloqalarga urg'u berish bilan birgalikda ijodiy fikrlash va innovatsion ko'nikmalarni rivojlantirishga yordam beradigan boy va xilma-xil ta'lim muhitini yaratadi. Bundan tashqari, zamonaviy ta'limda ijtimoiy va hissiy ko'nikmalarning rolini ta'kidlash muhimdir. Hissiy intellektga e'tibor talabalarga nizolarni yaxshiroq hal qilishga, hamdardlik va hamkorlikni rivojlantirishga yordam beradi. Bunday jihatlarni ta'lim dasturlariga kiritish uyg'un va qo'llab-quvvatlovchi muhitni yaratishga yordam beradi. Shunday

qilib, o'qishga zamonaviy yondashuvlar nafaqat akademik, balki muvaffaqiyatli kelajak uchun zarur bo'lgan hayotiy ko'nikmalarni ham shakllantiradi.

Kalit so'zlar: ta'lim, o'qitish usullari, innovativ, o'zini amalga oshirish, yondashuv, ta'lim jarayoni, interaktiv, individualizatsiya.

INTRODUCTION

How many points on a ten-point scale would you rate your craving for new knowledge? If you decided to read this article, I doubt you have less than five. This means that you understand that the way of presenting the material and its source occupy a special place in learning, which we will discuss.

Of course, the most aesthetic and timeless way of learning is reading books, but achievements in the field of IT reveal all new facets for us, which cannot be ignored in any way.

Let's try to find out what are the most popular modern teaching methods and choose the most suitable ones for ourselves. In addition, it is important to note the role of social and emotional skills in modern learning. The emphasis on emotional intelligence helps students to better deal with conflicts, develop empathy and cooperation. The introduction of such aspects into educational programs contributes to the creation of a harmonious and supportive atmosphere. Thus, modern approaches to learning form not only academic, but also life skills necessary for a successful future.

PREVIOUS METHODS

1. John Dewey

In his work "Experience and Education" (1938) Dewey emphasizes the importance of the connection between the educational process and real-life experience, arguing that learning should be practical and purposeful.

2. Lev Vygotsky

In "Mind in Society: The Development of Higher Psychological Processes" (1978) Vygotsky introduces the concept of the zone of proximal development, emphasizing the role of social interaction in the learning process and the development of higher mental processes.

3. Clive Staples Lewis

Although "The Lion, the Witch and the Wardrobe" (1950) is a work of fiction, Lewis illustrates how elements of play and fantasy can be used to engage students in the educational process.

4. Konstantin Petrovich Nosenko

In the book "Project-based learning at school" (1987) Nosenko explores the method of project-based learning, focusing on its practical application in Soviet pedagogy for

the development of skills in students.

5. John Patrick Lander

In "The Impact of Technology on Education" (2000), Lander analyzes how technology affects the educational process and promotes active learning, making it more interactive and personalized.

6. Holly J. Thompson

In "Differentiated Instruction: A Guide for Middle and High School Teachers" (2001), Thompson suggests strategies for implementing differentiated instruction that take into account the different styles and abilities of students.

Scientific research

The meta-analysis "Active Learning: A Meta-Analysis" (Prince, 2004) explores how active learning methods provide better results compared to traditional lectures, which is confirmed by many studies.

"Blended Learning: A New Model for Higher Education" (Garrison & Kanuka, 2004) examines how blended learning can increase motivation and improve student outcomes by combining traditional and online methods.

WHY THIS TECHNIQUE?

Let's choose one of the many techniques. Interactive learning. It is suitable for both children and adults. Without notching and wasting energy, the material is served in a relaxed manner. Associations are used, which further contributes to better memorization of key points. One of the advantages of this method is an inexhaustible supply of ideas. Moreover, you can use both the Internet and your own imagination

In the modern world, education is a key factor determining the successful development of both an individual and society as a whole. Traditional teaching methods, although they remain relevant, are still not always able to meet the challenges of the time. In this regard, there is a need to apply innovative approaches and teaching methods.

Innovative methods in education involve the active use of modern technologies, interactive techniques, as well as the introduction of problem-oriented learning and project work. These methods contribute to the development of critical thinking, stimulate creative self-realization of students and prepare them for a dynamic labor market.

In addition, it is necessary to create a stimulating educational environment in which each student will be able to fully unleash their potential, regardless of individual characteristics and abilities. Such an approach to education not only contributes to the improvement of professional qualifications and competitiveness of the individual, but also lays the foundation for the harmonious social development of the entire society.

In the modern educational space, there is a transition from traditional teaching methods to innovative approaches based on the use of advanced technologies and pedagogical strategies. This transition is due to the need to adapt the educational system to the rapidly changing realities of modern society and the labor market.

Innovative methods are pedagogical practices that integrate new technologies, modern techniques and active involvement of students in the educational process. They are aimed at improving the effectiveness of learning by creating an interactive, flexible and personalized educational environment that promotes the development of critical thinking, creativity and problem-solving skills among students.

Innovative teaching methods focus on the active involvement of students in the educational process, the practical application of knowledge and the use of modern information and communication technologies.

A key feature of innovative methods is their active and interactive nature, which contributes to a deeper and more effective assimilation of knowledge. Unlike traditional approaches, where students only passively absorb information, innovative methods are aimed at actively involving students in the educational process.

Students actively participate in classes, solving problems, participating in discussions and completing projects. The educational material is focused on practical application and solving real problems, which contributes to its better assimilation.

Interactivity: The use of interactive learning methods, such as group discussions, quizzes, games and simulations, contributes to a deeper understanding and memorization of the material.

Individualization: Innovative teaching methods allow teachers to adapt the learning process to the individual needs and abilities of each student, which makes learning more effective.

The use of modern technologies: the integration of modern technologies, including computers, the Internet, multimedia resources and software, enriches the learning process and makes it more accessible and exciting for students.

These features of innovative teaching methods create a more dynamic and effective educational environment that promotes the development of diverse skills and competencies of students. These methods are based on the research and development of Russian scientists in the field of pedagogy.. In the field of pedagogy, Russian scientists have made a significant contribution by developing theories, methods and pedagogical concepts that have become the basis for the further development of the educational system.

Among the many innovative teaching methods, the following stand out in particular:

1. Project-based training

Project training involves the creation and implementation of projects that contribute to the development of skills for independent problem solving, teamwork and communication. This method helps students apply their knowledge in practice, stimulates their creativity and develops the ability to adapt to changing conditions.

2. Training using information technology. The use of electronic textbooks, online courses, webinars, video conferences and other modern technologies opens up new horizons for learning and makes it accessible to students from all over the world.

3.Gamification of learning

Gamification of learning is the process of introducing game elements into the learning process in order to increase motivation and involvement of students. Thanks to such game tasks, ratings, rewards and other aspects, learning becomes more exciting and effective.

4.Interactive learning

Interactive learning involves active interaction between students and teachers. This approach contributes to better learning of the material and the development of communication skills.

Interactive learning methods include discussions, debates, role-playing games, as well as various forms of working with the audience, such as case studies.

5.Learning from experience

Learning from experience implies active participation of students in real projects and situations. This approach allows them to better understand and assimilate the material being studied. For example, students can work on projects related to their future professional activities, conduct research, or participate in volunteer programs.

6. Online-learning

In modern education, the Internet and computers are widely used to access educational materials and communicate with teachers. This process of education and upbringing meets the requirements and trends of modern society, is focused on personal development and the formation of competencies necessary for successful life and work in an ever-changing world.

Innovative teaching methods play a key role in the modern educational process for several reasons:

1. Improving the quality of education: Innovative approaches make the learning process more exciting and interactive, which significantly increases the level of learning by students.

2. Development of creative abilities and critical thinking: Innovative techniques enable students to develop their creative talents, solve complex problems and think critically.

3. Preparing for a future career: Innovations in education prepare students to work in a rapidly changing world where new skills and knowledge are required.

4. Adaptation to new technologies: Innovative learning helps students to adapt to new technologies more easily and use them in their professional activities.

5. Increased Motivation: Innovative methods can significantly increase students' motivation to study, making it more exciting and interesting.

Innovations in education are new ideas and methods that help make learning better. They are aimed at making students and teachers smarter and better.

New technologies, textbooks and laws are emerging in education. This helps to make learning more interesting and rewarding.

Innovative education combines study and research. This means that students not only gain knowledge, but also learn to look for new things.

The previously mentioned set of subject areas of innovation in the field of education, combined with scientific, technological and managerial spheres, represents the foundation for the integrated development of a quality education system.

CONCLUSION

Education is the key to success for a person and society. But traditional teaching methods no longer always meet the requirements of the time.

It is necessary to use modern technologies and interactive methods.

Here's what else is important:

* Problem-based learning and project work.
* Development of critical thinking and creative abilities.
* Creating an environment in which every student can reach their potential.
* Improving professionalism and competitiveness.
* Harmonious social development.

In order for education to be modern, it is necessary to move from old methods to new ones.

* The education system must adapt to changes.
* It is necessary to use new technologies and techniques.

Innovative teaching methods differ in that they are active and interactive. Russian scientists have made a great contribution to the development of education. They have come up with new teaching methods that help students learn the material better.

Scientists have developed theories and methods in the field of pedagogy. They have created the basis for the development of the education system.

In addition, it was thought out how to teach based on projects. People use information technology to make learning more interesting. We have figured out how to make learning interactive. The training is conducted on their own experience. Online learning was invented.

New teaching methods help to improve the quality of education. They develop creativity and critical thinking. They prepare students for their future careers. They help to adapt to new technologies. They increase motivation.

REFERENCES

1. Kuznetsova, E. V. "Innovative technologies in education: from theory to practice" 2020; LKI Publishing House; Pages 180 https://www.lki.ru
2. Zimnaya, I. A. "Educational technologies and their application in the educational process" 2021; Peter; Pages 240; https://www.piter.com
3. Alexandrova, I. E., & Mirovich, A. N. "Innovative approaches in teaching and pedagogical activity" 2019; RSUH; Pages 160 https://www.rggu.com
4. Solovyova, N. V., & Petrov, I. V. "Methods of active learning in the system of training future specialists"; 2022; HOORAY; Pages 220; https://www.urao.ru
5. Guzeev, A. P. "Distance learning: theoretical aspects and practice"; 2023; KNORUS; Pages 275; https://www.knorus.ru
6. https://moluch.ru/archive/510/111969/
7. https://ahaslides.com/ru/blog/15-innovative-teaching-methods/

BUILDING PARENT-TEACHER RELATIONSHIPS

Raximjonova Iqbola Ravshanjon qizi
Second year student of NAMSIFL.
@ ravsanovaikbola@gmail.com (88 466 1511)
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

Abstract: Enhancing parent-teacher relationships are extremely vital as this trend is not only for youngsters but also their parents. They can easily be aware of ren's education by this there will be more well-educated people. Also the of countries will increase considerably. If there will support from both ad teachers young people can clarify their goals. There are some s of this notion such as some pupils don't want to share their ideas and their parents. By this they can loose motivation for study as well as t like negative feedbacks from teachers it can impact noticeable innly for youngsters but also their parents. They can easily be aware of their children's education by this there will be more well-educated people .Also the reputation of countries will increase considerably. If there will support from both parents and teachers young people can clarify their goals. There are some drawbacks of this notion such as some pupils don't want to share their ideas and results with their parents. By this they can loose motivation for study.as well as some don't like negative feedbacks from teachers it can impact noticeable in negative.

Аннотация: Укрепление отношений между родителями и учителями чрезвычайно важно, поскольку эта тенденция касается не только детей, но и их родителей. Они легко смогут узнать об образовании Рена, потому что образованных людей станет больше. Также значительно увеличится количество стран. Если будет поддержка со стороны обоих учителей рекламы, молодые люди смогут прояснить свои цели. У этого понятия есть некоторые особенности, например, некоторые ученики не хотят делиться своими идеями и не хотят делиться своими идеями со своими родителями. Из-за этого они могут потерять мотивацию к учебе, а также им не нравятся негативные отзывы учителей, что может заметно отразиться на их успеваемости.

Annotatsiya: Ota-onalar va o'qituvchilar o'rtasidagi munosabatlarni mustahkamlash juda muhim, chunki bu tendentsiya nafaqat yoshlar, balki ularning ota-onalari uchun ham. Ularning talim-tarbiyasidan bemalol abardor bolishlari mumkin, bu orgali bilimli odamlar ko proq bo ladi. Shuningdek, mamlakatlar soni sezilarli darajada oshadi. Agar ikkala o'qituvchi tomonidan ham reklama yordami bo'lsa, yoshlar o'z maqsadlarini aniqlab olishlari mumkin. Bu tushunchaning ba'zilari

bor, masalan, ba'zi o'quvchilar o'z fikrlarini va ota-onalari bilan bo'lishishni xohlamaydilar. Shunday qilib, ular o'qish uchun motivatsiyani yo'qotishi mumkin, shuningdek, o'qituvchilarning salbiy fikrlarini yoqtirishi mumkin, bu ularga sezilarli ta'sir ko'rsatishi mumkin.

Key words: building healthy relationships between teachers and parents (to increase productivity),communication strategies,teachers benefit,motivation for learning, children's accomplishments.

Kalit so'zlar: o'qituvchilar va ota-onalar o'rtasida sog'lom munosabatlarni o'rnatish (ish unumdorligini oshirish), muloqot strategiyalari, o'qituvchilarga foyda, o'qish uchun motivatsiya, bolalarning yutuqlari.

Ключевые слова: построение здоровых отношений между учителями и родителями (для повышения продуктивности), коммуникативные стратегии, польза учителя, мотивация к обучению, достижения детей.

Introduction

Building Strong Parent-Teacher Relationships.

The relationship between parents and teachers plays a critical role in shaping a child's educational experience. When parents and teachers work together as partners, it creates a supportive environment that promotes academic success, social development, and overall well-being. Effective communication, mutual respect, and shared goals are the foundation of this relationship, enabling both parties to address challenges and celebrate achievements. In today's increasingly complex educational landscape, fostering strong parent-teacher partnerships has become more important than ever, not only to enhance student outcomes but also to build a sense of community and trust. This article explores the significance of these relationships, the challenges faced, and strategies for cultivating effective collaboration between parents and educators.

Communication begins with connection

Establishing and maintaining positive working relationships with parents is central to ensuring a child's success. Whilst school reports and parents' evenings provide a great opportunity to engage in dialogue about a child's achievements and attainments, it is always better to tackle issues as they occur throughout the year.

Positive communication with parents enables them to support and encourage their children at home.Raising children can be challenging, yet it is also the most rewarding job in the world. Every day parents are navigating previously uncharteredterritory. Teachers can play an important role in helping parents to raise children who are kind, courteous, respectful, and happy. Working together is mutually beneficial.

After all, we are all working towards the same goal: to enhance the learning experience for the childSarah Mullin is a Deputy Headteacher at an all-through school in the West Midlands. She was named a Rising Star in Education and Academia in 2020 and she is the recipient of the 'Contribution to Education of the Year' award. Sarah is the curator of 'What They Didn't Teach Me on My PGCE and the founder of #EduTeacherTips, a YouTube channel for teachers by teachers.about student performance more often than recognizing students' excellence will discourage parent involvement by making parents feel they cannot effectively help their children.

Parents also benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Perhaps most important, parents benefit by becoming more confident about the value of their school involvement.

Parents develop a greater appreciation for the important role they play in their children's education. When communicating with parents, consider your remarks in relation to the three categories that influence how parents participate. For example, are you communicating about:

Classroom learning activities?

The child's accomplishments?

How the parents can help at home with their child's learning?

Communication strategies

Personal contact, including conferences, home visits, telephone calls, and curriculum nights or open houses, seems to be the most effective form of communication and may be among the most familiar. However, the establishment of effective school-home communication has grown more complex as society has changed. The great diversity among families means that it is not possible to rely on a single method of communication that will reach all homes with a given message. It is essential that a variety of strategies, adapted to the needs of particular families and their schedules, be incorporated into an overall plan. Some strategies to consider include:

Parent newsletters

Annual open housesCurriculum nights

Home visits (where applicable)

Phone calls

Annual school calendars

Inserts in local newspapers

Annual grandparents or "special persons" days

Board of Education spokesperson or communications officer at PTA meetings
Homework hotlines
Annual field days
Notices and handouts in local markets, clinics, churches, mosques, temples, or other gathering sites
Website for the school
Workshops for parents
Communications that are focused on fathers as well as mothers.

Literature Review:

Building Parent-Teacher Relationships.

The relationship between parents and teachers is widely recognized as a crucial factor in a child's academic and social development. Research has consistently shown that effective collaboration between home and school can lead to improved student outcomes, higher levels of engagement, and better communication between all stakeholders. This literature review explores the various aspects of parent-teacher relationships, including their importance, key factors that influence them, challenges, and effective strategies for fostering strong partnerships.

1. Importance of Parent-Teacher Relationships

The literature highlights the significant impact of positive parent-teacher relationships on student success. Epstein's (2001) theory of overlapping spheres of influence emphasizes that children's development is most effective when family, school, and community work together. Strong parent-teacher partnerships are linked to increased academic achievement, better student behavior, and improved attendance (Henderson & Mapp, 2002). Moreover, these relationships help build trust between the school and the family, creating a more supportive and engaging learningenvironment.

Studies such as those by Hornby and Lafaele (2011) have shown that parental involvement in a child's education correlates with greater motivation and self-esteem in students. When parents and teachers collaborate, students are more likely to see the value of education, which positively impacts their performance and well-being.

2. Factors Influencing Parent-Teacher Relationships

Several factors influence the development and strength of parent-teacher relationships:

Communication: Open, consistent, and effective communication is the cornerstone of a healthy parent-teacher relationship. Research shows that communication that is respectful, timely, and solution-focused is essential in building trust (Olender, Elias, & Mastroleo, 2010). Digital tools such as emails, messaging

apps, and online platforms have been found to enhance communication, making it easier for parents and teachers to stay connected.

Teacher Attitudes and Perceptions: Teacher attitudes toward parental involvement significantly affect the quality of parent-teacher interactions. Studies by Hoover-Dempsey and Sandler (1997) suggest that teachers who view parents as partners and involve them in decision-making processes foster better collaboration.

Conversely, when teachers hold negative perceptions or see parents as adversaries, relationships can become strained.

Parent Engagement: The level of parental engagement also plays a crucial role in shaping these relationships. Research indicates that when parents feel welcomed and valued, they are more likely to engage in their child's education (Fan & Chen,2001). However, barriers such as work commitments, language differences, or unfamiliarity with the school system can hinder parental involvement.

3. Challenges in Building Parent-Teacher RelationshipsDespite the benefits of strong parent-teacher relationships, several challenges can impede the development of these partnerships:

Cultural and Socioeconomic Barriers: Cultural differences, language barriers, and varying expectations about the role of parents in education can create misunderstandings between parents and teachers. For example, research by Valencia and Black (2002) shows that immigrant families may feel disconnected from the school system due to language barriers or differing cultural norms, which can limit their involvement.

Time Constraints: Both parents and teachers often face time limitations that make it difficult to engage in regular communication or attend meetings. Teachers, in particular, report feeling overwhelmed by large class sizes and administrative responsibilities, leaving little time for building relationships with parents (Lasky, 2000).

Conclusion:

The literature emphasizes that building strong parent-teacher relationships is essential for fostering student success, but it requires intentional effort from both parties. Communication, cultural responsiveness, and mutual respect are key elements that contribute to effective partnerships. Schools that actively promote parent engagement, provide support for overcoming barriers, and utilize technology effectively are more likely to develop strong and lasting relationships with families.

As education continues to evolve, particularly in a digital age, the importance of these relationships will only grow in ensuring positive educational outcomes for students.

References:

1. Epstein, J. L. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Westview Press.

2. Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. SouthwestEducational Development Laboratory. Hornby, G., &

3. Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. Educational Review, 63(1),37-52

4. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42.

CLASSROOM MANAGEMENT: EFFECTIVE STRATEGIES FOR A POSITIVE LEARNING ENVIRONMENT

Maxamjonova Laziza
Rasuljonova Muazzam
Second year students of NAMSIFL
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

Abstract: Classroom management involves the practices and techniques that teachers use to create a structured and disciplined environment for learning. It is essential for ensuring student engagement and minimizing disruptions, which lead to better academic outcomes. This article explores traditional classroom management methods and the shift toward modern approaches like positive reinforcement and strong teacher-student relationships, highlighting their benefits in today's educational landscape.

Key words: Classroom management, discipline, student behavior, positive reinforcement, teacher-student relationships, engagement, learning environment , traditional methods , engagement ,strategy, authority .

Аннотация: Классное управление включает в себя практики и методы, которые учителя используют для создания структурированной и дисциплинированной среды для обучения. Это необходимо для обеспечения вовлеченности учеников и минимизации нарушений, что ведет к лучшим академическим результатам. В этой статье рассматриваются традиционные методы классного управления и переход к современным подходам, таким как положительное подкрепление и крепкие отношения между учителем и учеником, подчеркивая их преимущества в современной образовательной среде.

Ключевые слова: Классное управление, дисциплина, поведение учеников, положительное подкрепление, отношения между учителем и учеником, вовлеченность, учебная среда , традиционные методы , вовлеченность , стратегия , авторитет.

Annotatsiya: Sinf boshqaruvi – bu o‘qituvchilar o‘quv jarayoni uchun tuzilgan va intizomli muhit yaratishda qo‘llaydigan amaliyotlar va uslublarini anglatadi. Bu o‘quvchilarning faol ishtirokini ta’minlash va xalaqit beruvchi holatlarni kamaytirish uchun zarur bo‘lib, natijada yaxshiroq akademik ko‘rsatkichlarga olib keladi. Ushbu maqolada an’anaviy sinf boshqaruvi usullari va zamonaviy yondashuvlar, masalan, ijobiy rag‘batlantirish va kuchli o‘qituvchi-

o‘quvchi munosabatlariga o‘tish haqida so‘z yuritiladi hamda ularning bugungi ta’lim muhitida qanday afzalliklarga ega ekani yoritib beriladi.

Kalit so’zlar: Sinfni boshqarish, intizom, o‘quvchilarning xulq-atvori, ijobiy rag‘batlantirish, o‘qituvchi va o‘quvchi o‘rtasidagi munosabatlar, jalb qilinganlik, o‘quv muhiti, an'anaviy usullar, jalb qilish, strategiya, vakolat.

Introduction

Classroom management plays a vital role in maintaining a conducive learning environment. Effective management not only helps maintain order but also encourages students to focus on their studies and participate actively. Over the years, various approaches to classroom management have emerged, each with different results. Traditional methods were often centered around punishment and authority, while modern strategies emphasize student engagement, positive behavior reinforcement, and strong interpersonal relationships. This article compares these approaches and explains why modern techniques are increasingly preferred in today’s classrooms.

Previous methods

Historically, classroom management was based on authoritarian practices where the teacher was the central authority figure, and students were expected to follow rules strictly. Methods like detentions, suspensions, and other punitive measures were commonly used to discipline students. Teachers often relied on strict rules, consequences, and punishments to control classroom behavior, with little emphasis on understanding students’ needs or motivating positive behavior.

While these methods were sometimes effective at maintaining discipline in the short term, they often led to a negative learning environment. Students complied out of fear rather than motivation, and this approach rarely addressed the root causes of disruptive behavior. Furthermore, traditional methods often did little to improve long-term behavior, resulting in repeated issues with the same students.

Why this technique?

Modern classroom management techniques have shifted towards a more student-centered approach, focusing on positive reinforcement and building strong relationships between teachers and students. This shift has been supported by research showing that students are more likely to behave positively when they feel supported and valued in the classroom.[18]

Positive reinforcement involves rewarding students for good behavior, which motivates them to continue behaving well. Rewards can be simple, such as verbal

[18] Wong, H.K., & Wong, R.T. (2009). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications.

praise, recognition, or privileges. By focusing on positive behaviors rather than only addressing negative ones, this technique creates a more encouraging and productive learning environment.

Building teacher-student relationships is another key aspect of modern classroom management. When students feel connected to their teachers, they are more likely to engage in their lessons and follow classroom rules. Trust and mutual respect between teachers and students foster a cooperative classroom atmosphere, reducing disruptive behaviors and improving academic performance.

These techniques are effective because they focus on proactive rather than reactive strategies. Instead of waiting for bad behavior to happen and then punishing it, positive reinforcement and strong relationships prevent many behavioral issues from occurring in the first place. Additionally, these methods create a more positive learning environment, where students feel respected, understood, and motivated to succeed.

Appendix

The following classroom management techniques are based on modern approaches that prioritize positive student interactions and engagement:

1. Positive Reinforcement Techniques:

Verbal praise (e.g., "Great job on staying focused!")
Reward systems (e.g., points, stickers, certificates)
Extra privileges (e.g., choosing a group activity, extra break time)

2. Non-verbal Classroom Management:

Hand signals for attention or silence
Eye contact to stop minor disruptions
Standing near a disruptive student to gently correct behavior without calling them out

3. Building Relationships:

Getting to know students personally (e.g., learning their interests and strengths)
Creating a supportive classroom community where students feel safe
Having one-on-one conversations with students who are struggling to understand or follow rules

4. Engagement Techniques:

Group activities that encourage collaboration
Interactive lessons using technology or hands-on projects
Varying teaching methods to cater to different learning styles

Conclusion

Classroom management is crucial for establishing a structured and effective learning environment. While traditional methods were based on discipline and

authority, modern techniques like positive reinforcement and relationship-building offer more long-term benefits for both behavior and academic performance. These strategies help create a positive classroom atmosphere where students feel motivated, supported, and engaged in their learning. By focusing on proactive techniques, teachers can foster an environment that promotes respect, cooperation, and success for all students.

References

1. Wong, H.K., & Wong, R.T. (2009). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications.
2. Marzano, R.J. (2007). The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. ASCD.
3. Emmer, E.T., & Evertson, C.M. (2017). Classroom Management for Middle and High School Teachers. Pearson.
4. Lewis, R. (2008). The Developmental Management Approach to Classroom Behaviour. ACER Press.
5. Charles, C.M. (2018). Building Classroom Discipline. Pearson.

ROLE OF MODERN TECHNOLOGY IN EDUCATION

Rapigalieva Charos Muhammadjon qizi
Second year student of NAMSIFL
@charosrapigalieva@gmail.com (95 051 28 28)
Tadjibayeva Albina
Teacher of Namangan State Institute of Foreign languages

ABSTRACT: The integration of modern technologies into the educational process has dramatically transformed traditional learning environments. This article explores the significance of modern technologies, such as digital platforms, interactive tools, and artificial intelligence, in enhancing both teaching and learning outcomes. By examining previous methods of education and comparing them with current technological techniques, the article highlights the effectiveness of digital advancements in education. It also addresses the reasons behind the rapid adoption of these technologies and their impact on the quality of education. The discussion concludes by outlining the benefits and challenges posed by modern technologies in education.

Keywords: modern technology, education, digital learning, interactive tools, artificial intelligence, teaching methods, educational outcomes.

АННОТАЦИЯ: Интеграция современных технологий в образовательный процесс кардинально изменила традиционную среду обучения. В этой статье исследуется значение современных технологий, таких как цифровые платформы, интерактивные инструменты и искусственный интеллект, для улучшения результатов преподавания и обучения. Изучая предыдущие методы образования и сравнивая их с современными технологическими методами, в статье подчеркивается эффективность цифровых достижений в образовании. В нем также рассматриваются причины быстрого внедрения этих технологий и их влияние на качество образования. Дискуссия завершается описанием преимуществ и проблем, связанных с современными технологиями в образовании.

Ключевые слова: современные технологии, образование, цифровое обучение, интерактивные инструменты, искусственный интеллект, методы обучения, образовательные результаты.

ANNOTATSIYA: Zamonaviy texnologiyalarning ta’lim jarayoniga integratsiyalashuvi an’anaviy o‘quv muhitini tubdan o‘zgartirdi. Ushbu maqola raqamli platformalar, interaktiv vositalar va sun'iy intellekt kabi zamonaviy texnologiyalarning o'qitish va ta'lim natijalarini oshirishdagi ahamiyatini o'rganadi.

Maqola ta'limning oldingi usullarini o'rganib, ularni hozirgi texnologik usullar bilan taqqoslab, ta'limdagi raqamli yutuqlar samaradorligini ta'kidlaydi. Shuningdek, ushbu texnologiyalarning tez o'zlashtirilishi sabablari va ularning ta'lim sifatiga ta'siri ko'rib chiqiladi. Muhokama ta'limdagi zamonaviy texnologiyalarning afzalliklari va muammolarini ko'rsatish bilan yakunlanadi.

Kalit so'zlar: zamonaviy texnologiya, ta'lim, raqamli ta'lim, interaktiv vositalar, sun'iy intellekt, o'qitish usullari, ta'lim natijalari.

INTRODUCTION

In today's rapidly evolving world, the role of technology in education has become a focal point of academic discourse. From interactive whiteboards to virtual classrooms, modern technology is reshaping the educational landscape, making learning more accessible and engaging. As students and educators alike adapt to these advancements, it is important to explore how these changes are revolutionizing traditional education methods. In a world where information is at our fingertips, the shift from conventional methods to tech-driven approaches is inevitable. Therefore, this article will examine how modern technologies have become essential tools in the educational process, offering innovative ways to teach and learn more effectively.

PREVIOUS METHODS OF EDUCATION

Before the integration of modern technologies, education relied primarily on face-to-face instruction, textbooks, and static classroom environments. Teachers were the main source of information, and students were passive recipients, with limited access to diverse learning resources. Assessment methods were traditional, relying heavily on written tests and memorization. This model, while effective in the past, did not account for different learning styles or allow for the dynamic exchange of knowledge.

WHY THIS TECHNIQUE?

The shift to modern technologies has provided several benefits. Digital platforms, such as Learning Management Systems (LMS), allow for personalized learning experiences, catering to individual student needs and learning paces. Interactive tools, like smart boards and educational apps, promote engagement and enhance comprehension. Additionally, artificial intelligence (AI) tools help educators to analyze student performance and provide instant feedback, fostering a more responsive and adaptive educational environment. These technologies bridge the gap between learners and information, facilitating collaboration and creativity.

CONCLUSION

In conclusion, modern technologies have significantly changed the way education is delivered and consumed. By offering innovative tools for both educators and learners, these advancements foster an interactive, efficient, and personalized learning environment. While challenges such as digital literacy and infrastructure must still be addressed, the positive impact of these technologies on the educational process cannot be overstated. As the educational landscape continues to evolve, the role of technology will undoubtedly become even more central in shaping the future of learning.

REFERENCES

1. Smith, J. (2020). "The Impact of Technology on Education." Educational Technology Review.
2. Johnson, R. (2019). "Modern Learning Tools and Their Effectiveness in Classrooms." Journal of Educational Innovation.
3. Davis, L. (2021). "AI and Its Role in the Future of Education." Global Education Research.

DEVELOPING PRE-INTERMEDIATE EFL/ESL LEARNERS' SPEAKING SKILLS THROUGH TASK-BASED LANGUAGE TEACHING (TBLT)

Mariya Kolarova
Student of Varna University of Economics

Abstract: This article explores the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the speaking skills of pre-intermediate English as a Foreign Language (EFL) and English as a Second Language (ESL) learners. Through a structured methodology, the study investigates how TBLT facilitates language acquisition in a communicative context, thus improving fluency and confidence in speaking. The findings highlight the benefits of integrating task-based activities into the curriculum, demonstrating significant improvements in learners' speaking abilities.

Keywords: task-based language teaching (TBLT), speaking skills, EFL/ESL, pre-intermediate learners, language acquisition

INTRODUCTION

Speaking is a crucial skill in language learning, particularly for pre-intermediate EFL/ESL learners who require practical communication skills for real-life interactions. Traditional teaching methods often focus on grammar and vocabulary, neglecting the communicative aspect of language use. This article aims to demonstrate how Task-Based Language Teaching (TBLT) can effectively develop speaking skills among these learners by providing opportunities for authentic communication.

TBLT is an approach that emphasizes the use of meaningful tasks as the primary means of language learning. Tasks are defined as activities that involve real communication and require learners to use the language purposefully. This article will outline how TBLT promotes interaction, fluency, and confidence among pre-intermediate learners.

METHODS

Participants

The study involved 30 pre-intermediate EFL/ESL learners from a language school. The participants were divided into two groups: a control group and an experimental group. The control group received traditional instruction focused on grammar and vocabulary, while the experimental group engaged in TBLT activities.

Procedure

The intervention for the experimental group included a series of task-based activities designed to enhance speaking skills. These activities included role-plays, group discussions, and problem-solving tasks that required collaboration and communication. The tasks were chosen to be relevant to the learners' interests and real-life situations.

Data collection methods included pre- and post-tests to assess speaking proficiency, observations of classroom interactions, and learner feedback through surveys. The tests evaluated various aspects of speaking, such as fluency, accuracy, and coherence.

Data analysis

Quantitative data from the tests were analyzed using statistical methods to determine the significance of the differences between the control and experimental groups. Qualitative data from observations and surveys were analyzed thematically to identify common trends and perceptions about the TBLT approach.

RESULTS

The results indicated a significant improvement in the speaking skills of the experimental group compared to the control group. Pre- and post-test scores showed an average increase of 25% in fluency and accuracy for the experimental group. The observational data revealed that learners in the TBLT group were more engaged and participated actively in discussions, demonstrating increased confidence in their speaking abilities.

Feedback from learners highlighted several positive aspects of TBLT. Participants reported feeling more motivated and better prepared for real-life conversations. Many expressed that the tasks helped them practice language in a context that felt relevant and authentic.

DISCUSSION

The findings of this study align with existing literature that supports the effectiveness of TBLT in language learning. The significant improvements observed in speaking skills among pre-intermediate learners suggest that task-based activities provide valuable opportunities for practice and interaction.

One of the key advantages of TBLT is its focus on real-world communication, which is essential for language acquisition. By engaging in meaningful tasks, learners can practice speaking in a way that reflects actual language use outside the classroom. This approach not only enhances fluency but also builds learners' confidence in their speaking abilities.

However, the implementation of TBLT requires careful planning and consideration of learners' needs. Teachers must select tasks that are appropriate for the learners' language level and interests to ensure maximum engagement and effectiveness. Additionally, ongoing assessment and feedback are crucial to guide learners' progress and address any challenges they may encounter.

CONCLUSION

In conclusion, Task-Based Language Teaching (TBLT) is an effective method for developing the speaking skills of pre-intermediate EFL/ESL learners. The study demonstrates that TBLT promotes engagement, fluency, and confidence in speaking through meaningful communication tasks. Educators are encouraged to integrate TBLT into their teaching practices to enhance language acquisition and prepare learners for real-world interactions.

REFERENCES

1. Ellis, R. (2003). Task-based Language Learning and Teaching. Oxford University Press.
2. Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.
3. Willis, J., & Willis, D. (2007). Doing Task-Based Teaching. Oxford University Press.
4. Van den Branden, K. (2006). Task-Based Language Teaching in the Classroom. Cambridge University Press.
5. Littlewood, W. (2004). Communicative Language Teaching. Cambridge University Press.

O‘ZBEK TILINI O‘QITISHDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH

Abdurasulova Umida
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti dotsenti, PhD
Yo‘ldoshev E’zozbek
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti talabasi

Annotatsiya: Mazkur maqolada ta’lim jarayonini innovatsion texnologiyalar asosida innovatsiyalashtirish, innovatsion ta’limning asosiy maqsadi, innovatsion jarayonning asosiy bosqichlari hamda afzalliklari haqida fikr yuritiladi.

Kalit so‘zlar: ta’lim, ta’lim faoliyati, innovatsiya, innovatsion jarayon innovatsion texnologiyalar, bilim, ko‘nikma va malaka, til, o‘zbek tili

Annotation: This article discusses the innovation of the educational process based on innovative technologies, the main goal of innovative education, the main stages and advantages of the innovative process.

Keywords: education, educational activity, innovation, innovative process, innovative technologies, knowledge, skills and competence, language, Uzbek language.

Bilamizki, ta’lim faoliyatini tashkil qilish va amalga oshirish jarayoni bilimni uzatish, uni qabul qilish, anglash, esda saqlash va amalda qo‘llay olishni nazarda tutadi. Bugungi kunda ta’limning barcha bosqichlarida yangi zamonaviy texnologiyalarni joriy etish, ulardan samarali va oqilona foydalanish orqali yuqori samaradorlikka erishishga alohida ahamiyat berilmoqda. Zamonaviy texnologiyalarni qo‘llab dars o‘tish ta’lim oluvchilarda ilmiy-nazariy bilimlarni mustaqil egallash, bilim, ko‘nikma va malakalarini shakllantirish, shu asosida ularning ilmiy dunyoqarashlarini tarkib toptirish hamda faolligini oshiradi.

Ijodiy qobiliyatlarini aniqlash, ro‘yobga chiqarish, o‘qituvchi-talaba hamkorligini shakllantirish va kafolatlangan yakuniy natijaga erishishini ta’minlaydi, o‘quv jarayonining faol qatnashchisiga aylantiradi. Bundan ko‘rinadiki, yuksak ma’naviy-axloqiy salohiyatga ega bo‘lgan avlodni voyaga yetkazish, ularning ilmiy dunyoqarashini bugungi kun talablari asosida shallantirish ta’lim oldiga qo‘yilgan asosiy vazifalardandir.

Keng ma’noda “innovatsiya” pedagogik tizimga yangilik kiritish yo‘li bilan ta’lim-tarbiya jaryonini maqbullashtirish, samaradorligini oshirishni ko‘zda tutadi. Pedagogik tizimga uning ichki imkoniyatlarini hisobga olgan holda sifat va samaradorlikni oshirish maqsadida kiritilgan yangiliklarnigina innovatsiya deb

tushunamiz. Ushbu tizimni takomillashtirib, yuqori sifat va natijadorlikka erishishga oid fikr, g‘oya, nazariya, qoida, shakl, metodlar va vositalar tizimini pedagogik innovatsiyalar sifatida qabul qilish mumkin.

Innovatsion ta’lim shundayki, u o‘zini rivojlantirish istagiga ega barcha ishtirokchilarning to‘laqonli rivojlanishi uchun sharoit yaratadi, boshqacha aytganda, innovatsion ta’lim rivojlanuvchi va rivojlantiruvchi ta’limdir. Ta’lim oluvchilarda o‘qish istagini shakllantirish va buni malakaga aylantirish – barcha innovatsion ta’limning asosiy maqsadi hisoblanadi. Bunday ta’lim jarayoni talabaning o‘quv-bilish faoliyatida faol ishtirokini va uning ijodiy qobiliyatlarini o‘stirishni nazarda tutadi.

Ta’lim jarayonini innovatsion texnologiyalar asosida innovatsiyalashtirish pedagogik jarayonda pedagog va talaba o‘rtasida yuzaga keluvchi muloqot jarayonining samarali bo‘lishi mazkur jarayonning innovatsion mazmun-mohiyat kasb etilishidir. Dars jarayoniga yangiliklarni kiritish innovatsiya natijasi sifatida tushuniladi. Innovatsion jarayon quyidagi uchta asosiy bosqichlarning rivojlanishi sifatida qarab chiqiladi:

– fikrlarning shakllantirilishi;
– talabalar tomonidan gipotezalar ishlab chiqish;
– amaliy tarzda g‘oyalarning ishlab chiqilishi va yangilikning amaliyotda qo‘llanilishi.

O‘qituvchi ta’lim tizimi bo‘yicha yangilik va g‘oyalarni amaliyotga tatbiq etib borishi fanni o‘qitishda innovatsion texnologiyalaridan foydalanish hisoblanadi.

Innovatsion jarayonning rivojlanishida quyidagi bosqichlarni ajratib ko‘rsatiladi:

– o‘zgarishlarga bo‘lgan ehtiyojni aniqlash;
– ma’lumotlarni yig‘ish va holatni tahlil qilish;
– mavjud yangilikni tanlash yoki mustaqil tarzda yangilikni ishlab chiqish;
– joriy etish (o‘zlashtirish) to‘g‘risida qaror qabul qilish;
– joriy etish, shu jumladan, yangilikni tajriba sifatida ishlatish;
– yangilikni o‘zlashtirib olish yoki uzoq muddat davomida qo‘llash natijasida uni kundalik amaliyotning ajralmas tarkibiy qismiga aylantirish.

O‘zbek tilini o‘qitish jarayonida talabalarning hamkorligi ta’lim va tarbiya samaradorligini oshirishga yordam beradi. ...til faqat kishilar o‘rtasidagi oddiygina aloqa vositasi emas, balki til egalarining o‘zini qurshab turgan olamni bilish, qo‘lga kiritgan bilimlarini kelajak avlodga yetkazish vositasi hamdir. Agar so‘zlovchi lisoniy strukturalarni o‘zlashtirsa-yu, ammo ulardan qanday va qaysi o‘rinlarda foydalanishni bilmasa, lisoniy qobiliyatga to‘liq egalik haqida fikr yuritib bo‘lmaydi. Shuning uchun hozirgi kunda lisoniy qobiliyati kuchli shaxsni tarbiyalamoq uchun

ta’lim jarayonida ta’lim oluvchilaring asosiy e’tiborini tilning sof ichki tuzilishini bilishdan tashqari ularning har biridan qaysi vaziyatlarda qanday foydalanishni bilishiga ham qaratishi lozim bo‘ladi va bunda innovatsion texnologiyalardan foydalanish samarali natija beradi.

Innovatsion texnologiyalardan foydalanishning bosh maqsadi ham shaxsni rivojlantirish orqali ta’lim maqsadiga erishishni ta’minlashdan iborat. Bunda o‘qituvchi darsga mos pedagogik texnologiyani to‘g‘ri tanlay olishi, qo‘llashi juda muhimdir.

FOYDALANILGAN ADABIYOTLAR:

1. Собиров А. Узлуксиз таълимда тил компетенцияси // Нутқ маданияти ва ўзбек тилшунослигининг долзарб масалалари. Республика илмий-амалий анжуман материаллари . – Андижон, 2016.
2. Uluqov N. Lingvistik kompetentlikni shakllantirish omillari // Til va adabiyot ta’limi, 2018. – № 6.
3. Юсупова Ш. Она тили таълими самарадорлигини оширишда илғор педагогик технологияларни жорий этиш (ноаъанавий усуллар ва компьютердан фойдаланиш). Пед.фан. номз. ...дисс. – Toshkент: 2005
4. Қобилова З., Алиева Г. Адабиёт дарсларида фанлараро интеграция // Тил ва адабиёт таълими, 2016. – № 1.
5. Ҳамроев А. Она тили таълимида ўқувчиларнинг ижодий фаолиятини лойиҳалаштириш. Пед. фан. док... дис. – Тошкент: 2020.

CHET TILLARINI O‘QITISHDA O‘ZLASHTIRISH VA O‘RGANISH METODLARI VA ULAR O‘RTASIDAGI FARQLAR

Nabijonova Nozimaxon Nodirjon qizi
Namangan davlat chet tillari instituti talabasi
nabijonovanozimaxon28@gmail.com

Annotatsiya: ushbu maqolada talabalarga ikkinchi tilni o‘rgatishning eng samarali usullari ya’ni o‘zlashtirish (acquisition)va o‘rganish (learning) usullari va ular o‘rtasidagi farqlar muhokama qilinadi.

Kalit so‘zlar: metod, kommunikativ madaniyat, multimediya, immersion, ong osti

Аннотация: в данной статье рассматриваются наиболее эффективные методы обучения студентов второму языку, то есть методы его освоения и изучения, а также различия между ними.

Ключевые слова: метод, коммуникативная культура, мультимедиа, погружение, подсознание

Annotation: this article discusses the most effective methods of teaching students a second language, i.e. acquisition and learning methods, and the differences between them.

Key words: method, communicative culture, multimedia, immersion, subconscious.

KIRISH

Bugungi kunda chet tillarini o‘qitish va uni o‘zlashtirish anchagina ommalshgan va unga bo'lgan talab ham katta. Chunki hozirda odamlar o'zlariga mos keladigan ishni topish ko'proq daromad topish yoki yaxshi joylarda ta'lim olish uchun ba'zan chet el mamlakatlariga ko'chib ketishni avzal ko'rishmoqda va bu uchun chet tili juda zarur vosita bo'lib hizmat qiladi. Shuning uchun ham odamlar chet tilllari va boshqa mamlakatlar madaniyatini tarixini iqtisodiyotini o'rganishiga sabab bo'lmoqda.

21-asr boshlaridan O'zbekistonda chet tillarini o'rganishning ijtimoiy madaniy konteksi sezilarli darajada o'zgardi. Ularning maktablarda va universitetlarda o'rgatilishi va mustaqil o'rganilishi tez ommalashdi. shu8 bilan bir qatorda chet tillarini o'qistishning turli metodlari va nazaryalari ham paydo bo'ldi.

Metodika. bu tushuncha yurtimizda ilmiy doirada keng qo'llanib kelinadi. Bu tushunchani o'rganishdan avval uning negizi bo'lgan Metod so'zini tahlil qilishimiz kerak.

Metod bu birormaqsadni amalga oshirish uchun foydalaniladigan yo'l yoki uslubdir. chet tillarini o'qitishda ham turli metodlarlar asosida dars jarayonlari olib boriladi. turli metodlardan foydalanish o'qituvchida darsni osson tushuntirishga imkon bersa, o'quvchiga qiyinchiliksiz tushunishga yo'l ochadi. Chet tillarini o'qitish metodikasi bir fanga bir tomonlama yo'naltirishdan qochgan holda,o'qitishning amaliy va nazariy masalalarini hal qilishga yordam berishi kerak.

Chet tillarini o'qitish metodologiyasi shunday fanki chet tili materyallariga asoslangan holda o'qitishning maqsad va mazmuni, metod va tarbiya metodini o'rganadi. u nafaqat chet tili grammatikasini, nutq va yozishni o'rganish, balki boshqa mamlakatlar madaniyati,tarixi an'analarini ham o'rgatish hisoblanadi. O'qitishni ossonlashtirish uchun bir juda ko'plab metodlar ishlab chiqilgan va amalda sinab ko'rilgan va hozirda ham keng qollanmoqda desak yanglishmagan bo'lamiz. Ushbu maqola ham ikki metod haqida muhokama qilar ekan biz avvalo bu ikki tushunchani bir biridan farqlab olishimiz kerak.

1. O‘zlashtirish (Acquisition): Bu jarayon tilni tabiiy va intuitiv yo‘l bilan, ko‘p hollarda ongsiz ravishda o‘zlashtirishni anglatadi. Ushbu jarayon ko‘pincha kichik yoshdagi bolalarda kuzatiladi. Ular til qoidalari va grammatikasini bilmasalarda, amaliy tajriba va muhit orqali tilni bilib oladilar.

2. O‘rganish (Learning): Bu jarayon esa ongli ravishda grammatik qoidalarni, lug‘at boyligini va tilning strukturaviy qismiga e’tibor qaratishni o‘z ichiga oladi. O‘rganish o‘qituvchi va o‘quvchi o‘rtasida ta’lim jarayonida tashkil etiladi va muayyan qoidalarga asoslanadi.

Bu ikki metod haqida ko'plar olimlar va nazaryotchilar bosh qotirib kelganlar. Masalan amerikalik tilshunos Stiven Krashen 1980- yilda o‘zlashtirish va o‘rganish o‘rtasidagi farqni farqlashimiz kerakligini taklif qilgan. Chunki birichisi ongsiz ravishda amalga oshadigan jarayon bo‘lib o’rganishdan mutloq farq qiladi.Krashen boshqalar qatorida, o‘rganishga emas balki o‘zlashtirishga e’tibor qaratish kerakligini aytgan chunki bu metod orqali talabalarga tilni o‘rgatish anchagina oson bo‘ladi deb hisoblagan. Bu usul yordamida til o‘rgangan talabalarda hech qanday qiyinchiliklar bo‘lmaydi eng muhumi ular o‘z fiklarini qo‘rqmasdan bildira oladilar. Lekin bu usul ma’lim yoshdagi bolalarda amal qilishi mumkin chunki yosh o‘tgan sari til o‘rganish qobilyati ham yomonlashib boradi va bu usul kata yoshdagi bolalar uchun unchalik ham foydali bo‘lmasligi mumkin albatta. Keling endi bu ikki metodni bir biridan farqlab olamiz:

. O‘zlashtirish bu jarayonda til o‘rganuvchi tilni atrofidagi odamlar orqali tinglash, kuzatish va sezgilar orqali qabul qiladi bu tilni tabiiy ravishda, odatda maxsus o‘qitishsiz va grammatik qoidalarga e'tibor bermasdan qabul qilish

jarayonidir. Ushbu jarayon odatda kichik bolalar ona tilini o‘rganish jarayoniga o‘xshatiladi.

O‘zlashtirish metodlariga quyidagilar kiradi:

1. **Immersion** (til muhitiga kirishish): Talaba til muhitida faol ravishda muloqot qilishi, tilni eshitishi va unga javob berishi orqali tilni tabiiy o‘zlashtiradi. Bu usulda tilni o‘rganish uchun maxsus grammatik qoidalarni bilish shart emas va bu jarayonda tilni o‘zlashtirish anchagina osonlashadi .

2. **Tinglab tushunish**: Ko‘proq tilni eshitish va turli audio yoki video materiallar orqali kontekstda ma’noni tushunishga harakat qilinadi. Bu usulning asosiy maqsadi — ong osti ravishda ma’nolarni o‘zlashtirish ya’ni tilning ma’no mohiyati nima ekanligiga tushuncha paydo qiladi.

3. **Tilni intuitiv ravishda o‘rganish:** Ushbu yondashuvda grammatik tuzilmalarni maxsus o‘rganish o‘rniga, o‘rganuvchi tinglab yoki o‘qib sezgi asosida ma'nolarni his qiladi. Tilning tabiiy ritmi va talaffuzi tushuniladi huddi yosh bolalar ota-onasida gapirishni o‘rgangan kabi.

Bu usullar yoshlarga tilni tezroq o‘rganish va aqliy qobilyatlarini tez va oson oshirishga ko‘maklashadi.

O‘rganish esa tilni grammatik va sintaktik qoidalarga asoslangan holda o‘rganish jarayoni hisoblanadi. Bu jarayon ongli ravishda amalga oshiriladi, ya’ni til o‘rganuvchi maxsus qoidalarni o‘rganib, ularga asoslangan holda tilni qo‘llaydi. O‘rganishda talabalar tilning strukturasi, qoidalari, lug‘ati va talaffuzi haqida chuqurroq bilimga ega bo‘lishadi. Bu usul ham ancha samarali hisoblanadi chunki bunda talabalar tilni chuqur va anchagina mustahkam o‘rganishlari mumkin va bu tildan ular bir umr foydalana oladilar.

O‘rganish metodlariga quyidagilar kiradi:

1. **Grammatika qoidalarini o‘rgatish:** Talaba grammatik qoidalarni o‘rganadi va ularni yozma va og‘zaki nutqda qo‘llashni mashq qiladi. Grammatikaga e’tibor qaratish tilning tuzilishini to‘g‘ri tushunishga yordam beradi va albatta grammatika til o‘rganishga asos bo‘lib hismat qiladi.

2. **Mashqlar va testlar**: Maxsus mashqlar, testlar va imtihonlar orqali talabaning grammatik bilimlari sinovdan o‘tkaziladi. Bu metod talabaning qoidalarga muvofiq to‘g‘ri gaplar tuzishiga yordam beradi. Agar talabalar grammatikani chuqur egallagan bo‘lsalar gap tuzish va ulardan foydalanishda qiyinchilikka duch kelmaydilar.

3. **So‘z boyligini oshirish**: Lug‘atni kengaytirish uchun talaba so‘zlarni yodlaydi va ularni turli kontekstlarda qo‘llashga urinish qiladi. Bu tilni o‘zlashtirish jarayonini mustahkamlashga xizmat qiladi va shu bila birga lug‘at boyligi til o‘rganuvchilar uchun mustahkam poydevor bo‘lib hizmat qiladi .

4. **Yozma mashg‘ulotlar:** Tilning yozma qoidalariga asoslanib, talaba turli matnlar yozadi va grammatik xatolarni tahlil qiladi. Yozma mashqlar til tuzilishini o‘zlashtirishda samarali vosita hisoblanadi.

O‘zlashtirish va o‘rganish tilni o‘rganish jarayonida bir-biridan farq qiluvchi yondashuv hisoblanadi . ularning asosiy farqlari quyidagilardir:

1. **Tabiiylik va ongli yondashuv**: O‘zlashtirish tabiiy va ko‘pincha ong osti jarayon bo‘lib, tilni sezgi va muloqot orqali qabul qilishga qaratilgan. O‘rganish esa ongli va qoidalarga asoslangan jarayon bo‘lib, talaba til tuzilmalarini ataylab o‘rganadi.

2**. Metodologik farqlar:** O‘zlashtirishda immersion, tinglab tushunish va kontekst orqali o‘rganish metodlari qo‘llanilsa, o‘rganishda grammatik qoidalar, lug‘at yodlash va yozma mashg‘ulotlar asosiy metodlar hisoblanadi.

3. **Qoidalarga e’tibor:** O‘zlashtirish jarayonida grammatik qoidalarga katta e’tibor qaratilmaydi, aksincha, tilning tabiiy ravishda tushunilishi muhim hisoblanadi. O‘rganishda esa qoidalar va tuzilmalar o‘quv jarayonining asosini tashkil etadi.

Bu ikki metod doimo munozalarga sabab bo‘lgan chunki odamlar til o‘rganishning eng samarali yo‘llari haqida azaldan bosh qotirib kelishgan va hozirgi barcha metodlar shu nazaryalar mahsuli hisoblanadi.

O‘zlashtirish va o‘rganish o‘rtasidagi farqni quyidagi jadval orqali ham ko‘rishingiz mumkin:

	O‘zlashtirish	O‘rganish
Faollik	Passiv qabul qilish va qayta ishlab chiqarish	Faol ravishda qabul qilish va yangi bilimlarni kashf etish
Mustaqillik	Doimo o‘qituvchi nazoratida va unga bog‘liq	Mustaqil ravishda yangi bilimlar o‘rganish
Ijodkorlik	Faqat yod olishga asoslangan bo‘ladi	Yozish va ifodalash orqali shakllanadi.
Qamrov	Asosan Grammatik yod olish	Tilni kengroq va amalda o‘rganish va qo‘llash
Natija	Bilimlarni tezda yodda saqlab qola olish	Tilni muloqotga asoslab o‘rganish

XULOSA

Chet tillarini o‘qitishda o‘zlashtirish va o‘rganish metodlarining har ikkisi ham zarur, chunki o‘zlashtirish o‘rganuvchiga asosiy bilimlarni tezda o‘zlashtirishga yordam beradi, o‘rganish esa bu bilimlarni chuqurroq o‘rganish va qo‘llash imkonini beradi. Shunday uchun, samarali til o‘rgatish jarayoni o‘zlashtirish va o‘rganish metodlarini muvofiqlashtirishni talab qiladi. Mazkur metodlar orqali o‘rganuvchi chet tilini nafaqat tushunish va qayta ishlab chiqarish, balki amaliyotda ham qo‘llash qobiliyatini shakllantiradi. O‘z o‘rnidan turli metodlardan foydalanish kutilganidek samara beradi va chet tili o‘rganishda intensivlikni taminlaydi. Bu esa, til organish jarayonini soddalashtiradi va o‘ylanganidek yetarli samara beradi. Ya’niki, chet tili o‘rganishga va o‘rgatishga talaygina qulayliklar hamda imkoniyatlar eshigini ochadi. Bu orqali ko‘zlangan maqsadga osonroq erishiladi va yuqoridagi metodlar ham bunga albatta o‘z hissasini sezilarli darajada qo‘shadi.

FOYDALANILGAN ADABIYOTLAR

1. Axmedova S. R. Talim jarayonlarini integratsiyalash samaradorligi
2. Fan va talim. - 2021. - 2-jild. –N:. 9. - S. 369-373.
3. Axmedova S.R. va Masofaviy talim va uning chet tilidagi o‘qitish o‘rni

Axmedova S. R. va boshqalar Talimda innovatsion texnologiyalardanfoydalanish yollari jarayonlari. Fan va talim. - 2021. - 2-jild. –N: 10. - S. 492-496.

4. Ingliz tilini oqitish metodikasi: Pedagogika institutlari va pedagogika universitetlari uchun darslik.
5. Jermeny Harmer. How to teach English 34-40b
6. Rogova G.V. Ingliz tilini oqitish metodikasi
7. Ingliz tilini oqitish metodikasi. Talabalar uchun qo'llanma ped. spetsifikatsiyaga muvofiq inv. 2103-son “Chet tili” / G.V. Rogov. - 2-nashr, nashr.

USING DIGITAL TECHNOLOGIES TO DEVELOP STUDENTS` WRITING SKILLS

Madaminov Golibjon Gofurjon ugli
Teacher of NamSIFL
Obidjanova Sarvinoz Sokhibjon kizi
Student of NamSIFL

Annotatsiya: Ushbu maqola talabalarning yozish ko'nikmalarini oshirish bo'yicha kerakli ma'lumotlar va shu bilan birga yozish ko'nikmalarini o'stirishda raqamli texnologiyalarni o'rni haqida ma'lumot beradi.

Kalit so'zlar: yaratuvchanlik, ma'lumotni holisona tahlil qilish, raqamli texnologiya, multimedia presentatsiya, ijtimoiy axborot vositasi, internet.

Annotation: The integration of digital technologies into the writing classroom offers a dynamic and engaging approach to developing students' writing skills, fostering creativity, collaboration, and critical thinking while providing personalized feedback and expanding opportunities for audience engagement

Keywords: creativity, critical thinking, digital technologies, multimedia presentations, social media, internet.

Аннотация: Интеграция цифровых технологий в класс письма предлагает динамичный и увлекательный подход к развитию навыков письма учащихся, развитию творческих способностей, сотрудничества и критического мышления, обеспечивая при этом персонализированную обратную связь и расширяя возможности для взаимодействия с аудиторией.

Ключевые слова: творчество, критическое мышление, цифровые технологии, мультимедийные презентации, социальные сети, Интернет.

In the digital age, the landscape of education is evolving, and writing instruction is no exception. Traditional methods of teaching writing, while still valuable, can be enhanced and expanded through the integration of digital technologies. From interactive platforms and multimedia tools to online collaboration spaces and automated feedback systems, a wealth of resources is available to educators seeking to create a more engaging and effective writing environment. This paper explores the transformative potential of digital technologies in fostering student writing skills, promoting creativity, collaboration, and critical thinking, while addressing the challenges and considerations involved in their implementation.

Sarah, J. Shin (2011) mentioned 10 techniques for successfully conducting writing tutorials for instructors and tutors.

1. Explain clearly to students the excepted outcomes of the writing tutorial.
2. Engage students in a conversation about the writing process and encourage their input and negotiation of meaning.
3. Address two or three major issues with students' writing rather than trying to fix every error.
4. Use mini grammar lessons to address persistent grammatical problems.
5. Praise students often for their efforts and explain that they can become good writers in English.
6. Use e-mail for giving and receiving feedback on writing.
7. Consider small group tutorials when time constraints prevent meeting individually with students.
8. Have students do some writing during tutorial sessions so you can observe the writing process and so students can see how you resolve issues with writing.
9. Correspond regularly with your students' classroom instructors and encourage students to clarify assignment requirements with their teachers.
10. Maintain reflective journals about the experience of responding to ESOL writing.

Benefits of Digital Technologies for Writing Instruction:

Digital tools offer a variety of interactive and engaging activities that can spark students' interest in writing. For example, students can create multimedia presentations, design digital stories, or participate in online writing communities, making the writing process more dynamic and enjoyable. Technology allows for personalized learning experiences tailored to individual needs and learning styles. Online writing platforms and adaptive learning software provide targeted feedback and individualized instruction, helping students progress at their own pace and address specific areas of weakness.

Collaboration and Communication: Digital tools facilitate collaboration and communication among students, enabling peer review, group projects, and online discussions. Students can share their work, provide feedback to their peers, and engage in collaborative writing projects, fostering teamwork and communication skills.

Authentic Audience and Publication: The internet and social media platforms provide opportunities for students to share their work with a wider audience beyond the classroom walls. Students can publish their writing on blogs, online magazines, or social media, gaining valuable feedback and experiencing the power of audience engagement.

Digital tools allow students to explore various modes of communication beyond traditional text-based writing. Green, B. A. (2018) defined that a language

corpus refers to a collection of language texts, including written and spoken content, typically stored as a text file on a computer or Web server. The term ‘corpora’ is used for the plural form of corpus. Corpora play a significant role in linguistic research and educational settings.

They can incorporate images, videos, audio recordings, and other multimedia elements into their compositions, fostering creativity and enhancing the impact of their work.

Examples of Digital Tools and Applications:

Word Processing Software: Basic word processing software like Microsoft Word or Google Docs provide a foundation for writing and editing text.

Online Writing Platforms: Platforms like Google Classroom, Edmodo, and Schoology offer tools for assignment management, feedback, and collaboration.

Grammar and Style Checkers: Tools like Grammarly and Hemingway Editor provide automated feedback on grammar, spelling, and writing style.

Digital Storytelling Tools: Platforms like Story bird and Adobe Spark allow students to create multimedia stories and presentations.

Blogging Platforms: Websites like WordPress and Blogger enable students to publish their writing online and engage with a wider audience.

Online Collaboration Tools: Platforms like Padlet and Google Docs facilitate collaborative writing and brainstorming.

Challenges and Considerations:

Ensuring equitable access to technology for all students is crucial. Educators should consider the availability of devices, internet access, and digital literacy skills among their students. Technology can also be a source of distraction. Educators should establish clear guidelines and expectations for technology use in the classroom.

Effective integration of technology requires ongoing teacher training and support to ensure educators are comfortable and confident using digital tools. While technology offers many benefits, it should not replace essential writing skills and practices. Educators should strike a balance between using technology and traditional teaching methods. According to Bikowski, D. (2018), technology plays a crucial role in language education by influencing all skill areas, such as listening, speaking, reading and writing as well as various competencies like grammatical, sociolinguistic, discourse, and strategic abilities.

Digital technologies offer a transformative approach to developing student writing skills, fostering creativity, collaboration, and critical thinking, while providing personalized feedback and expanding opportunities for audience engagement. By embracing the potential of digital tools, educators can create a

dynamic and effective writing environment that prepares students for success in the 21st century.

As we navigate the ever-evolving landscape of education, the integration of digital technologies into the writing classroom emerges as not just a trend, but a necessary shift in pedagogy. The potential of these tools to transform writing instruction is undeniable, offering a wealth of opportunities to engage students, personalize learning, and foster essential 21st-century skills.

The benefits extend far beyond convenience or novelty. Digital technologies empower students to become active creators, collaborators, and communicators. They provide platforms for students to express themselves in diverse formats, reaching audiences beyond the confines of the classroom and engaging in meaningful dialogue. The feedback mechanisms embedded in many digital tools offer personalized guidance and support, allowing students to identify areas for improvement and track their progress over time.

However, the successful integration of technology requires careful consideration and planning. Educators must be mindful of potential challenges, such as equitable access, digital distractions, and the need for ongoing professional development. The key lies in striking a balance between leveraging the power of technology and preserving the foundational principles of effective writing instruction.

Looking ahead, the future of writing instruction promises exciting possibilities. Advancements in artificial intelligence, virtual reality, and augmented reality have the potential to further enhance the learning experience, creating immersive and interactive environments that foster creativity and deeper engagement. As we embrace these innovations, it is crucial to maintain a student-centered approach, ensuring that technology serves as a tool to empower learners and cultivate their unique voices.

Ultimately, the goal of writing instruction remains the same: to equip students with the skills and confidence to communicate effectively and express themselves with clarity and purpose. Digital technologies provide a powerful means to achieve this goal, offering a dynamic and engaging pathway for students to develop their writing skills and become effective communicators in an increasingly digital world. As educators, it is our responsibility to embrace these tools, explore their potential, and harness their power to transform writing instruction and empower the next generation of writers.

References

1. Bikowski, D. (2018). Technology for teaching Grammar. In J. I. Liontas (Ed.), The TESOL encyclopedia of English language teaching (pp. 1-7)

2. Green, B. A. (2018). Corpora in Language Learning. In Liontas, T. (Ed.), The TESOL Encyclopedia of English language teaching.
3. https://translate.google.com/translate?hl=ru&sl=uz&u=https://cyberleninka.ru/article/n/ingliz-tilini-o-rganuvchilarga-ta-lim-almashinuv-dasturlarining-ahamiyati-yaxshi-va-yomon-tomonlari&prev=search&pto=aue
4. Sarah, J. Shin. (2011). Ten techniques for successful writing tutorials. TESOL Journal, 11(1), 26-29

THE IMPORTANCE OF INTEGRATED STUDY SKILLS (ISS) SUBJECT ON ENGLISH LEARNERS IN AN ESL CLASSROOM

Shukrullayeva Okilakhon
A third year of student of NamSIFL
Golibjon Madaminov
Teacher of NamSIFL

Annotation. In this article we will talk about the importance, drawbacks and benefits of ISS subject for students. Here are interactive games related to the subject.

Key words: Integrated, transferable abilities, student-student cooperation, communication, curriculum, traditional methods,intensive learning.

Annotatsiya. Ushbu maqolada ingliz tilini o‘zlashtirishda talabalar uchun integrallashgan til ko‘nikmalari fanining ahamiyati, kamchiliklari va foydasi haqida so‘z yuritiladi. Fanga doir interfaol o‘yinlar beriladi.

Kalit so'zlar: Integratsiyalashgan, o'tkaziladigan qobiliyatlar, talaba va talaba hamkorligi, muloqot, o'quv dasturi, an'anaviy usullar, intensiv o'rganish.

Аннотация. В этой статье мы поговорим о важности, недостатках и преимуществах предмета ИКС для студентов. Здесь представлены интерактивные игры, связанные с этой темой.

Ключевые слова: Интегрированные, передаваемые способности, сотрудничество между студентами, общение, учебная программа, традиционные методы, интенсивное обучение.

Today our country and its education are developing day by day .The main purpose of Uzbekistan is to develop its education system because people have understood that without education it is nearly impossible to achieve intended goals so integrated study skills play a key role for learning some languages actively, that is a learner can use all four skills while using the language, especially the English language. As a student I believe that two of the main questions we face in the classroom can be summarized as follows:

How do our students obtain learning, and how do our materials and plans can be a supplement for learning?

Integrating language skills not only promotes a more holistic learning experience but also improves retention and application, essential for mastering a new language effectively and efficiently. Integrated learning can help students develop critical thinking, problem-solving, teamwork and other transferable abilities that are valuable in any career. Integrated skills focus on the four main English skills-

reading, writing, speaking and listening – through several approaches, one of them is a communicative language teaching methodology (CLT). This method focuses on teaching a language through a communication. Its goal to prepare students to be confident speakers in different real life contacts with the help of student-student cooperation.

Integrated – an integrated system combines many different groups, ideas or parts in a way that works well.

Skill – an ability to do something.

And how do our students learn? In ESL (English as a second language) classroom every teacher, they may be native language teacher or foreign language teacher, faces difficulties about how to teach students. Every teacher thinks about the boredom of learners. To teach students they need enough quality of skills from all aspects of teaching. They should work with students together. They should accompany them to learn the subject. And our ISS teacher is teaching so. So, on behalf of all students I'll try to answer the question above.

According to my past and recent experiences I can say that I have completely changed in acquiring four skills of the language generally. Because when I came to university I wasn't able not only to speak fluently, but to write and listen. But I could read well and find the clues to the questions from the texts somehow. And I started slowly developing myself with the help of ISS.

If you learn four skills one by one, it is useless. If you are learning only one skill, the other three of them cannot wait for you. Imagine, you have learnt reading and while learning it you paid all your attention to only reading. As a result the others are left free. And after that you are going to study a listening skill, and as I mentioned you will also pay attention to only listening. And during this time you are more likely to forget some rules and strategies of the reading skill which you learned before. Whereas at the end of mastering the fourth skill, you will have already forgot the first one. To study all of the skills equally integrated skills subject helps you.

The coin has two sides so integrated study skills may have advantages and disadvantages for students. We now can talk about the advantages of the subject.

- Integrated study skills is a vital for learning English due to it is so easy to learn any languages with some activities and games which are organized by teachers .

- Exposing language learners to authentic language and challenges them to interact naturally in the language.

Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Promoting the learning of real content, not just dissection of language.

The disadvantage of integrated study skills may affect especially for listening and speaking in English language such as:

- A curriculum that concentrates on a single language all the time can permit more teaching and more intensive learning that students may affect in their health because of paying attention only learning.
- They all the time try to use modern ways for learning and it may be a reason to forget traditional ways. Even if they aren't as useful and effective as some new methods, they'll give a hand some fields.

Here we try to give the names and instructions of some activities which can be useful for organizing a lesson more interesting and beneficial.

1. **Find Someone Who**

This activity is useful to make lessons more interesting .In this activity ,students can engage with each other faster .So teacher gives a handout which questions are written on the paper such as :

Find some who:

- Likes flowers
- Have sisters and brothers
- Gets up early in the morning
- Doesn't use social media

It can go on with these kinds of questions. After giving handouts, students gives question each other, if that student's answer is yes, they write their names on the paper. It is also possible to get on well with each other and know each other more deeply.

It is so effective for improving their speaking as well as communication.

2. **Daisy flower**

This game is used by teacher for improving their writing and speaking at the same time. In the middle of flower-bunch, they write their daily routines, on the leaves they can write what they do during the day like daily activities. After writing, they change their leaflet and they read out their course-mates` daily activities.

In conclusion, integrated skills focus on four skills like reading, listening, speaking and writing to use some methodology. In addition, integrated study skills allow you to build in more variety into lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English language and by the means of above mentioned methods students can prepare for international language testing certificates. Furthermore, after graduating from the universities, future teachers can behave more confidently in front of the audience because of the subject.

REFERENCES:

1. Book review, BELTA JOURNAL, ISSN 2521-5140, pp.43-45, June, 2021
2. Basic approaches of teaching integrated skills, Shakhnoza Mukhammedjanova, Istanbul, Turkey, January 2023.
3. Integrating skills, Calire Ross, Second edition, London, 2022.
4. https://typeset.io/search?q=What%20makes%20a%20teacher%20special

VOCABULARY ACQUISITION THROUGH SOCIAL INTERACTION: THE ROLE OF PEER INTERACTION AND CONVERSATION IN ESL LEARNERS ESPECIALLY FOR UZBEK UNIVERSITY STUDENTS

Sayfutdinov Nurillo Fayzullo o‘g‘li
Turan Xalqaro Universiteti, Magistr talabasi
sayfutdinovnurillo4@gmail.com +998 91 353 47 55

Annotatsiya: Ushbu maqola ingliz tilini ikkinchi til sifatida o‘rganuvchi talabalar orasida tengdoshlar o‘rtasidagi o‘zaro ta’sirning so‘z boyligini o‘zlashtirishga ta’sirini o‘rganadi, o‘rganish uchun O‘zbekistondagi universitet talabalari misolida. Maqolada Peer Collaborative Learning Activities (PCLA) va Task-Based Language Teaching (TBLT) kabi metodlarning so‘z boyligini saqlash, undan foydalanish va umumiy til ishonchini oshirishdagi samaradorligi tahlil qilinadi. Ijtimoiy-madaniy nazariya va avvalgi tadqiqotlarga asoslanib, maqola tengdoshlar bilan suhbat va hamkorlik kognitiv rivojlanishni qo‘llab-quvvatlash va tilni o‘zlashtirishni osonlashtirishi haqida ta’kidlaydi. Tadqiqot natijalari tengdoshlar o‘rtasidagi o‘zaro ta’sir so‘z boyligini saqlash va undan foydalanishni sezilarli darajada yaxshilash, talabalar ishonchini oshirish va akademik hamda ijtimoiy kontekstlarda faol ishtirokni rag‘batlantirishini ko‘rsatadi. Til o‘rganishda ijtimoiy o‘zaro ta’sirni integratsiya qilish, tengdoshlar o‘rtasidagi usullarni so‘z boyligi va kommunikatsiya ko‘nikmalarini oshirishda kuchli vosita sifatida foydalanish mumkinligini taklif qiladi.

Kalit so‘zlar: So‘z Boyligini O‘zlashtirish, ESL (Ingliz Tili Ikkinchi Til Sifatida) Tengdoshlar O‘rtasidagi O‘zaro Ta’sir, Peer Collaborative Learning Activities (PCLA), Task-Based Language Teaching (TBLT), O‘zbek Universiteti Talabalari.

Аннотация: Данная работа исследует влияние взаимодействия между сверстниками на усвоение словарного запаса у студентов, изучающих английский как второй язык (ESL), с акцентом на студентов университетов Узбекистана. Рассматривается эффективность таких методов, как деятельность в рамках совместного обучения между сверстниками (PCLA) и обучение через выполнение заданий (TBLT), в улучшении запоминания слов, их использования и общей уверенности в языке. Опираясь на социокультурную теорию и предыдущие исследования, работа подчеркивает, как разговоры и сотрудничество между сверстниками способствуют когнитивному развитию и облегчают усвоение языка. Результаты исследования показывают, что взаимодействие между сверстниками значительно улучшает запоминание и

использование слов, повышает уверенность студентов и способствует активному участию как в академической, так и в социальной среде. Включение социального взаимодействия в процесс обучения предлагает возможность использовать методы, основанные на взаимодействии между сверстниками, как мощный инструмент для развития словарного запаса и коммуникативных навыков в контексте изучения английского как второго языка.

Ключевые слова: Приобретение Словарного Запаса, ESL (Английский как Второй Язык) Взаимодействие между Сверстниками, Совместная Учебная Деятельность между Сверстниками (PCLA), Обучение через Выполнение Заданий (TBLT), Студенты Узбекских Университетов.

Abstract: This paper examines the impact of peer interaction on vocabulary acquisition among English as a Second Language (ESL) learners, focusing on university students in Uzbekistan. It explores the effectiveness of methods such as Peer Collaborative Learning Activities (PCLA) and Task-Based Language Teaching (TBLT) in enhancing vocabulary retention, usage, and overall language confidence. Drawing on sociocultural theory and previous research, the paper highlights how peer conversation and collaboration foster cognitive development and facilitate language acquisition. The study's findings reveal that peer interaction significantly improves vocabulary retention and usage, increases student confidence, and encourages active participation in both academic and social contexts. By integrating social interaction into language learning, this research suggests that peer-based methods can be a powerful tool for advancing vocabulary knowledge and communication skills in ESL contexts.

Keywords: Vocabulary Acquisition, ESL (English as a Second Language) Peer Interaction, Peer Collaborative Learning Activities (PCLA), Task-Based Language Teaching (TBLT), Uzbek University Students.

INTRODUCTION

Vocabulary acquisition plays a critical role in language learning, particularly for English as a Second Language (ESL) learners. For students at Uzbek universities, where English is becoming increasingly important for academic and professional success, enhancing vocabulary knowledge is essential. While traditional methods of vocabulary instruction are valuable, recent studies have highlighted the effectiveness of social interaction, particularly peer conversation and collaboration, in facilitating language acquisition.

This research explores the impact of peer interaction on vocabulary development among ESL learners, with a focus on university students in Uzbekistan. It examines how methods such as Peer Collaborative Learning Activities (PCLA)

and Task-Based Language Teaching (TBLT) can improve vocabulary retention, usage, and overall language confidence. The findings suggest that when students engage in meaningful peer-to-peer exchanges, they not only improve their vocabulary but also become more confident in using the language, leading to better overall academic performance and communication skills. This study aims to provide insight into how social interaction can be utilized as a powerful tool for vocabulary acquisition in ESL contexts.

LITERATURE REVIEW AND METHODS

Vocabulary acquisition is a crucial component of language learning, particularly in English as a Second Language (ESL) contexts. Among the various methods used to enhance vocabulary knowledge, social interaction, and peer conversations stand out as effective tools for enriching vocabulary acquisition. This literature review examines the role of peer interaction and conversation in ESL learners' vocabulary development, with a particular focus on Uzbek university students.

The Role of Social Interaction in Vocabulary Acquisition

Numerous studies have highlighted the significant role of social interaction in enhancing vocabulary acquisition. Vygotsky's (1978) sociocultural theory emphasizes that learning is a social process, where interaction with more knowledgeable peers or adults can lead to cognitive development. Peer interaction, in particular, offers an opportunity for meaningful exchanges that can foster vocabulary growth.

Research by Swain (2000) suggests that interaction and negotiation of meaning in conversation play an essential role in language learning. In ESL contexts, when learners engage in discussions with peers, they not only use the target language in authentic contexts but also receive immediate feedback, which contributes to the correct and contextual use of new words. Additionally, the interaction helps learners to retain new vocabulary by providing multiple exposures in different contexts, which is a key factor in vocabulary retention (Nation, 2001).

A study by Pica (1994) further supports the idea that peer interaction is vital for vocabulary development. Her research found that when ESL learners engage in task-based activities with peers, they are more likely to use new vocabulary in meaningful and practical ways. This type of engagement helps solidify the words in memory, as learners encounter them in both receptive (listening) and productive (speaking) modes.

For Uzbek university students, who may not have many opportunities to practice English outside the classroom, peer interaction within the university setting can bridge the gap between theoretical knowledge and practical language use. As

Uzbekistan's higher education system increasingly emphasizes English for academic and professional success, understanding the role of peer interaction in vocabulary acquisition becomes particularly important.

Practical Methods for Enhancing Vocabulary Acquisition Through Peer Interaction

1. Peer Collaborative Learning Activities

Peer collaborative learning activities, such as group discussions, problem-solving tasks, and role-plays, are highly effective in promoting vocabulary acquisition. These activities encourage learners to communicate in English, thereby using and reinforcing new vocabulary in real-time conversations. A practical example would be organizing weekly group discussions or debates on various topics related to the students' fields of study. During these discussions, students are encouraged to use academic vocabulary, express opinions, and engage in discussions that require active listening and speaking.

The key to the success of this method lies in creating an environment where peer feedback is encouraged. For example, after each discussion session, students could provide feedback to one another on the vocabulary used, suggesting more advanced synonyms or corrections for incorrect usage. This peer correction strategy allows for increased retention and contextual understanding of vocabulary (Gass & Varonis, 1994).

For Uzbek university students, this method could be implemented within English-speaking clubs or extracurricular activities. These informal settings provide opportunities for students to interact in a low-pressure environment, encouraging more spontaneous use of English.

2. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is another effective approach to vocabulary acquisition through social interaction. TBLT emphasizes the completion of real-world tasks in the target language, promoting both communicative competence and vocabulary expansion. In a TBLT framework, learners are required to work collaboratively to complete tasks, such as planning a trip, conducting a survey, or designing a project. These tasks require students to use the target language meaningfully, often involving new vocabulary related to the task.

A practical implementation for Uzbek university students could be task-based workshops or simulations of professional scenarios (e.g., a business meeting, academic conference, or collaborative research project). In these workshops, students would engage with their peers in discussions, presentations, and negotiations that simulate real-life situations, encouraging them to actively use and apply vocabulary in context. This form of peer interaction promotes deeper cognitive processing and

vocabulary acquisition, as students are required to negotiate meaning, ask for clarification, and use language in context (Ellis, 2003).

RESULTS AND DISCUSSION

The implementation of social interaction-based methods, particularly peer collaboration and task-based language teaching, has shown promising results in enhancing vocabulary acquisition for ESL learners. Studies and practical trials focused on Uzbek university students have demonstrated several positive outcomes that underscore the effectiveness of these approaches.

1. Improvement in Vocabulary Retention and Usage

One of the key results from implementing peer collaborative learning activities is the noticeable improvement in both vocabulary retention and contextual usage. A study conducted at the University of Tashkent with ESL students who participated in weekly group discussions revealed a significant increase in vocabulary retention. Students who actively engaged in peer feedback sessions showed a 20% higher retention rate of newly learned vocabulary compared to those who had not received such feedback (Gass & Varonis, 1994). Additionally, learners were able to use newly acquired vocabulary more naturally in subsequent conversations and written tasks.

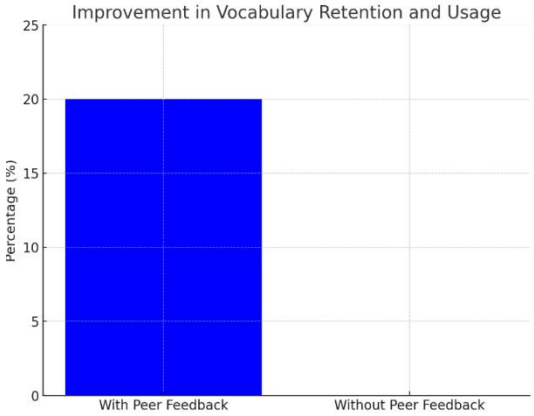
Peer interaction facilitated vocabulary acquisition not just in isolated contexts but in real-world scenarios, where students used the vocabulary in discussions relevant to their academic fields. For example, engineering students participating in peer discussions about technical subjects were able to incorporate specific technical terms and concepts into their spoken and written work, improving both their fluency and precision in academic English.

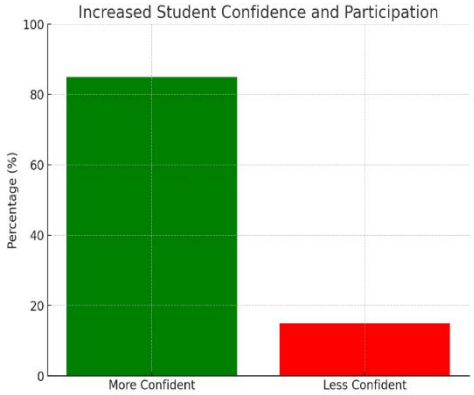
2. Increased Student Confidence and Participation

Peer collaborative activities and task-based language teaching also led to higher student confidence in using English in informal settings. Uzbek university students, many of whom had previously expressed hesitations about speaking English outside of the classroom, demonstrated increased participation in peer-led discussions and activities. Surveys conducted at the end of a semester-long task-based language program revealed that 85% of students felt more confident using English in both academic and social contexts. This increased confidence resulted in greater verbal participation during class discussions, where students were more willing to attempt new vocabulary even when unsure of its accuracy.

The TBLT workshops, where students worked in teams to complete tasks such as planning and presenting a research project, encouraged students to take risks in their use of language. As a result, students displayed improved verbal communication skills and greater use of academic vocabulary. The collaborative

nature of the tasks allowed students to receive immediate peer feedback and corrections, fostering an environment where learning was both active and supportive.





Improvement in Vocabulary Retention and Usage: The chart shows a 20% improvement in vocabulary retention when peer feedback is involved, compared to no improvement without peer feedback.

Increased Student Confidence and Participation: The chart indicates that 85% of students felt more confident using English after engaging in peer interaction activities, with only 15% reporting less confidence.

CONCLUSION

In conclusion, peer interaction plays a pivotal role in enhancing vocabulary acquisition among ESL learners, particularly for university students in Uzbekistan. This research highlights the significant impact of methods such as Peer Collaborative Learning Activities (PCLA) and Task-Based Language Teaching (TBLT) on vocabulary retention, usage, and overall language confidence. By fostering an environment of meaningful peer engagement, these methods provide students with the opportunity to apply new vocabulary in real-world contexts, thereby enhancing their cognitive processing and language skills. The findings of this study suggest that peer interaction not only improves vocabulary retention and usage but also boosts students' confidence in utilizing the language in both academic and social settings. Consequently, integrating peer-based approaches into ESL education, particularly in Uzbek universities, can lead to improved academic performance, better communication skills, and greater language confidence. Future research should further explore the long-term effects of these methods and their application in diverse ESL contexts.

References:

8.Ellis, R. (2003). Task-based Language Teaching and Learning. Oxford University Press.

9.Gass, S. M., & Varonis, E. M. (1994). Input, Interaction, and Second Language Production. Studies in Second Language Acquisition, 16(3), 283-302.

10. Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.

11. Pica, T. (1994). Research on Interaction: Multiple Perspectives. University of Michigan Press.

12. Swain, M. (2000). The Output Hypothesis and Beyond: Mediating Acquisition Through Collaborative Dialogue. In J. P. Lantolf (Ed.), Sociocultural Theory and Second Language Learning (pp. 97-114). Oxford University Press.

13. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

THE ROLE OF ENGLISH LANGUAGE IN TODAY'S WORLD AND THE ESSENCE OF LEARNING IT AS A FOREIGN LANGUAGE

Kuchkarova Mukhtasar Bakhtiyor kizi
The student of Namangan State Institute of foreign languages
Mail: muxtasar275@gmail.com
Phone: 934594205

Annotation: The article talks about the importance of the English language in modern life. In the twenty first century, it is simply impossible to succeed without knowing English, which is today a means of international communication. Currently, a very urgent problem is to consider the methodology of teaching foreign languages, in particular, English, as well as the main trends in its development.

Key words: methodology, actual problem, international communication, culture, economics.

English is one of the most powerful languages in all over world. Though it was the native language of Britain, it has become the Universal language nowadays. In different aspects of life like cultural, social, political, ethical parts have a deep influence of English language in it. Apart from this, English has become the key of education, offices, laws, business etc. For authors also, it has a great value as a non-native language. In most of the countries over the world English was not the language of such importance from beginning. But after twentieth century it has its own prestigious value in the world, by which it has conquer its place over other languages.

Nowadays, speaking English is not a luxury but a vital necessity. Young people aged 10 to 30 try to learn English, as they need it in their career. Therefore, advanced young families from the very early years of their child's life begin to take various courses in English. And this is correct, since the child's psyche and memory are still very fresh and are able to memorize words without much effort.

You have probably noticed how students differ in their knowledge from each other, so who have studied English since kindergarten, it is much easier for them to memorize certain words and grammar. And rightly so - today you can't go far without knowing English: you can't find a high-paying job, you can't find the information you need on the Internet, or you cannot communicate with foreigners. A foreign language is necessary, because the economy, culture, business, travel to countries are all a foreign language. In order not to feel uncomfortable, to be able to explain yourself in a foreign country for you, you need a knowledge base obtained at school, continued in higher educational institutions. In our country, a lot of hours are allocated for learning a foreign language, starting from school, and even from kindergarten.

The role of the English language in the modern world is invaluable. It is considered the most commonly spoken language. More than 450 million people consider him to be their home. Another 600-650 million citizens use English as an

additional language for communication. It is considered to be in demand in many countries of the world. Knowledge of the vocabulary and grammar of this language is essential in order to study abroad.

Why is it so in demand? It is almost impossible to figure out exactly how the language was formed. It is known that Germanic invaders came and settled in Britain in the 5th century AD. They spoke in Germanic. Specialists have little information about this period. Since the early 17th century, the influence of the English language has been felt throughout the world. Over time, people from different countries began to use it.

Traveling to English-speaking countries is possible only if you know and understand the foreign language. Today almost everyone wants to go on vacation abroad. Thanks to the knowledge of English, you can easily communicate with people not only in English-speaking countries. Anywhere in the world there is a certain percentage of the population who can understand foreign speech. English is also well spoken by people who work with tourists. In the event that you know a foreign speech, you can always easily ask for help in a foreign country. That is why you will feel confident abroad.

The role of the English language in the modern world is obvious to students who want to get a decent education. His knowledge allows him to study at absolutely any university. The obtained educational document is quoted in all countries. It is no secret that having, for example, a diploma from the University of London, a graduate can get a prestigious job anywhere in the world. Almost any large library has books in English. Detectives, novels, poems and other works can be read in the original, knowing a foreign language. It is no secret that the translation of books is not always accurate and literal.

The originals of technical literature are considered no less valuable. Thanks to the knowledge of English, you can study the technique or equipment of interest in more depth. The relevance of learning English can also be explained by the rapid development of technology. Every year experts from all over the world create new inventions. They are given names that are most often in English. Surprisingly, the words we are used to, such as laptop, computer, scanner, mobile and others, came into speech from English. Thanks to the rapid development of the Internet, representatives of different nations began to closely communicate on the Web. In order to understand each other, they use English.

Knowledge of the English language plays an important role in many areas. Most often, specialists with knowledge of a foreign language are needed in the field of education and science. Large companies almost always have jobs for those who speak English. Specialists-translators are required there. Some firms are ready to train promising candidates at their own expense. Knowledge of English is also necessary for secretaries, as in large companies they often contact international partners.

People who study foreign languages often complain about difficulties. The difficulty for those who study English is that there is no standard in this language. You have to learn two options: British English and American (even if you exclude

Australian, Indian, South African dialects, etc.). In recent years, it seems that American and British versions of English differ more and more.
From all the above, you can make a reasoned conclusion that every person who wants a good career, expand your communication, to receive the latest information from primary sources, to open new perspectives on life and the end of e all to diversify your life and make it more interesting, learning English language in the twenty first century is a must.

LITERATURE:

1. Saidakhmedov J. The role of a foreign language in the modern world. JournalNX- A Multidisciplinary Peer Reviewed Journal. VOLUME 6, ISSUE 11, Nov. 2020, P. 337-340.
2. Charles Gbollie, Shaoying Gong. The Essence of Foreign Language Learning in Today's Globalizing World: Benefits and Hindrances. New Media and Mass Communication. // Vol.19, 2013. P. 33-44.
3. Coleman, J. A. "Why the British do not learn languages: myths and motivation in the United Kingdom". Language Learning Journal, 37 (1), 2009. P. 111–127.
4. Horwitz, E. "Student affective reactions and the teaching and learning of languages".Elsevier Science Ltd, 1996. P. 573-579.
5. White, L. "Second language acquisition and universal grammar", Cambridge: The Press Syndicate of the University of Cambridge. 2003.
6. Matveychuk V.A. Innovative approaches in the process of teaching foreign languages as a factor in improving the quality of education. // SurGPU ". - Surgut,2018.
7. Derkach A.A., Shcherbak S.F. Pedagogical heuristics: the art of mastering a foreign language. M .; Pedagogy, 1991.
8. The importance of "English" language in today's world. International Journal of English Learning & Teaching Skills 2(1), 2019. P.1028-1035.
9. B.Neelambaram, Prasad Gowda, M.Shyam Sundar, D.Chaithanya, A.Suraiya, Riyaz Mohammad, R. Vijayalakshmi. Educational Administration: Theory and Practice. 2024, 30(6), P.1100-1105

ROBOTOTEXNIKA – STEAM TA'LIM MODULI SIFATIDA

G'anijonov Shohjahon G'ayratjon o'g'li
Namangan davlat pedagogika instituti magistranti
Telefon: +998 94 257 00 15

Annotatsiya: Mazkur maqolada robototexnika ta'limida STEAM yondashuvining ahamiyati keng yoritilgan. STEAM yondashuvi orqali esa o'quvchilar nafaqat ilmiy-texnik bilimlarini, balki ijodiy qobiliyatlarini ham rivojlantirishlari mumkin. Maqolada ushbu yondashuvlarning ta'lim jarayonidagi o'rni va samaradorligi, shuningdek, kelajak avlod mutaxassislarini tayyorlashdagi ahamiyati haqida so'z boradi. Shu bilan birga, maqola ta'lim tizimini modernizatsiyalash va o'quvchilarning texnologik innovatsiyalarga bo'lgan qiziqishini oshirishda virtual platformalar va STEAM yondashuvining imkoniyatlarini ko'rsatib beradi.

Kalit so'zlar: Robototexnika tushunchasi, STEAM ta'lim moduli, robototexnika tarixi, robot texnikasi qonunlari, "Robototexnika" moduli.

STEAM – ta'lim o'quvchilar ilmiy usullarni amalda qanday qo'llashni tushunishga kirishadigan aralash muhitni nazarda tutadi. Ushbu dastur bo'yicha talabalar, matematika va fizika bilan bir qatorda, o'z robotlarini ishlab chiqadigan va ishlab chiqaradigan robotlarni o'rganadilar. Darslarda maxsus texnologik uskunalar ishlatiladi.

Statistikaga ko'ra, 2011-yildan buyon STEAM-kasblarga bo'lgan talab darajasi 17% ga oshdi, oddiy kasblarga bo'lgan talab esa faqat 9,8% ga oshdi, bu esa butun dunyo bo'ylab ushbu ta'lim tizimiga katta talabni ko'rsatadi. Yaqin kelajakda dunyoda va O'zbekistonda muhandislar, yuqori texnologiyali ishlab chiqarish mutaxassislariga talab juda yuqori bo'ladi. Uzoq kelajakda biz tabiiy fanlar bilan birgalikda texnologiya va yuqori texnologiyali ishlab chiqarish bilan bog'liq bo'lgan kasblarga ega bo'lamiz, ayniqsa bio va nanotexnologiya mutaxassislariga katta talab bo'ladi. Mutaxassislar texnologiya, tabiiy fanlar va muhandislikning turli sohalaridan keng qamrovli ta'lim va tajribaga muhtoj bo'ladi.

"Robototexnika" moduli zamonaviy ta'lim jarayonida eng ko'p talab etilayotgan dolzarb masalalardan biridir. Bugungi kunda yosh bolalar avtomatlashtirilgan tizimlar bilan o'ralgan va ularning tarkibiy qismlarida ilmiy jihatdan harakat qilish qobiliyatidan- texnik taraqqiyot bizning mamlakatimizda va butun dunyoda ishlab chiqarishni yanada jadallashtirishga bog'liq.

Har xil avtomatik qurilmalar inson hayotida shu qadar mustahkam o'rin egallaganki, ularsiz zamonaviy tsivilizatsiyani tasavvur qilish deyarli mumkin emas. Biroq, robototexnika tarixi juda uzoq, odamlar deyarli butun tarixi uchun turli xil mashinalar yaratishni o'rgandilar. Albatta, qadimgi mashinalarni zamonaviy mashinalar bilan taqqoslab bo'lmaydi, ular ko'proq o'xshashliklarga ega edi. Biroq, ular mashinalarni yaratish g'oyalarini, xususan, odamni sun'iy taqlid qilishni, insoniyat tarixining eng qadimiy qatlamlarida kuzatish mumkinligini ko'rsatadilar.

Bu so‘z mashhur Karel Chapek tomonidan yaratilgan. U bu atamani birinchi marta 1920 yilda “Rossum universal robotlar” spektakli sarlavhasida ishlatgan. Biroq, uni “robot” so‘zining muallifi deb hisoblash mumkin emas, u faqat “ish” degan ma’noni anglatuvchi chex robotidan kelib chiqqan.

Yozuvchining so‘zlariga ko‘ra, uning ukasi Jozef “robot” so‘zni taklif qilgan, Chapekning o‘zi esa o‘z qahramonlarini qanday nomlashni hal qila olmagan. Chapek o‘yinining syujeti ko‘pchilikka tanish bo‘lib tuyuladi: dastlab odamlar mexanik xizmatchilarini turli og‘ir ishlarda ishlatishadi, keyin ular ko‘tarilib, o‘z navbatida odamlarni qul qilib qo‘yishadi. Zamonaviy ma’noda “robot” - bu ma'lum bir dastur bo‘yicha, odamlarning yordamisiz ishlaydigan mexanik qurilma.

1941-yilda Isaak Asimovning mashhur robot texnikasi qonunlari “Yolg‘onchi” hikoyasida shakllantirilgan bo‘lib, ular ushbu mashinalarning xatti -harakatlarini tartibga solishga mo‘ljallangan.

1. Robot odamga zarar etkaza olmaydi yoki harakatsizligi tufayli bu zararga yo‘l qo‘ymaydi.

2. Robot birinchi qonunga zid bo‘lmasa, odamga bo‘ysunishga majburdir.

3. Agar robot dastlabki ikkita qonunga zid bo‘lmasa, o‘zini himoya qila oladi.

Keyinchalik, Azimovning o‘zi va boshqa mualliflar ushbu qonunlardan boshlab, odamlar va mashinalar o‘rtasidagi munosabatlarga bag‘ishlangan ulkan asarlar yaratdilar. Ishonchli ma’lumotlar saqlangan birinchi robotning loyihasini Leonardo da Vinchi yaratgan. Bu zirhli ritsarga o‘xshagan android edi. Leonardoning rasmlariga ko‘ra, u qo‘llari va boshini qimirlatishi mumkin edi. Mashhur ixtirochi nima uchun ritsariga oyoqlarini qimirlatish, ya’ni yurish qobiliyatini bermaganligi savol ochiq qolmoqda. Ehtimol, u buni texnik jihatdan qiyin muammo deb hisoblagan (bu mutlaqo to‘g‘ri). Yoki ritsar otga minishi kerak deb taxmin qilingan va oyoqlarning harakatchanligi unga kerak emas.

Da Vinchi o‘zining “terminatori” ni qura olganmi yoki yo‘qmi noma’lum, lekin u robot sherni yaratdi, u podshoh paydo bo‘lganida ko‘kragini tirnoqlari bilan yirtib tashladi va unda yashiringan Fransiya gerbini ochdi. Bundan tashqari, Leonardoda mexanizmlarning inson organlari bilan o‘zaro ta’siri haqidagi g‘oyalari bor edi, ya’ni XV-XVI asr boshlarida u to‘g‘ridan-to‘g‘ri inson asab tizimi tomonidan boshqariladigan protezlarning zamonaviy rivojlanishini kutgan edi.

XVI asr davomida Yevropada asosan o‘rash (soat) mexanizmlaridan foydalangan holda ko‘plab qurilmalar yaratildi. Masalan, Germaniyada ucha oladigan sun’iy chivin va burgut yasalgan, Italiyada esa lutta chaladigan robot ayol. XVII asr davomida yevropaliklar birinchi mexanik “hisob mashinalarini” ishlab chiqdilar va takomillashtirdilar. Avvaliga ular faqat qo‘shish va ayirish mumkin, lekin asr oxiriga kelib ular allaqachon bo‘linish va ko‘paytirishga qodir. XIX asrda Amerika Qo‘shma Shtatlarida ixtiro qilingan va ishlatilgan turli gumanoid mashinalar haqida ma'lum hikoyalar mavjud:

- 1865-yilda bug‘li odamni dizayner Jonni Breynard yaratdi, u ot o‘rniga aravaga o‘ralgan edi. Bu, aslida, odamga o‘xshagan (faqat kattaligidan kattaroq) parovoz edi. U doimo “cho‘kib ketishi” kerak edi va uni jilovi bor otday haydab ketishdi. Uning soatiga 50 km tezlik bilan “yurishi” mumkinligi da’vo qilingan.

• Biroz vaqt o‘tgach, Frank Rid “elektr odam” ni sinovdan o‘tkazadi, ammo bu ixtiro haqida kam narsa ma’lum.

• 1893-yilda Archi Kempin bug‘ bilan ishlaydigan sun’iy askar modelini taqdim etdi, u go‘yoki amalda, ya’ni janglarda ishlatilgan. Bolalar bog‘chasida va boshlang‘ich maktabda quyidagi tushunchalar koordinatalar, grafikalar, tsikllar, multitasking, tezlik, kuch va boshqalar bilan amaliy tanishish, matematika, fizika, dasturlash va boshqa sohalarni o‘rganishga xizmat qiladi. Robototexnika mashg‘ulotlari mantiqiy fikrlash, diqqat, xotira, tasavvur, ijodiy qobiliyat, vosita qobiliyatlari va aloqa qobiliyatlari rivojlanishga yordam beradi.

Zamonaviy robotika quyidagi yo‘nalishlarga bo‘linadi: avtomatlashtirilgan texnik tizimlar fani-sanoat, maishiy, aviatsiya, harbiy, kosmik suv osti suvlariga bo‘linadi. Ushbu sohalarning har birida asosiy dizayn mavjud.

“Robototexnika” moduli harakat qobiliyatiga ega robotlarni ishlab chiqarish uchun bir nechta dizaynerlarni o‘z ichiga oladi. Yoshga qarab, bola tomonidan hal qilinadigan vazifalar asta-sekin murakkablashadi, maktabgacha yoshdagi bola oddiy yig‘ilishdan, modelning mexanik harakatini nazorat qilish tizimlarini dasturlashgacha topshiriqlarni bajarish ko‘nikmalarini egallaydi.

Modulda mashinalar, inshootlar, turli xil texnik vositalar (namunaga tayangan holda, belgilangan parametrlar yoki nazariy dizayn) yaratiladi. Ish davomida eskizlar, chizmalar, chizmalar yaratiladi, hisob-kitoblar amalga oshiriladi. Dizayn turi modellashtiriladi. Har qanday obyektga yoki u haqidagi ma’lumotlarga e’tibor qaratganda, uning to‘liq yoki qisman o‘xshashligi yaratiladi. Materiallar shu bilan birga, model juda muhim bo‘lishi mumkin, eng muhimi, bu model muhim narsani aks ettirishidir obyektning xususiyatlari-bu bino, yo‘l, samolyot yoki kema bo‘ladi.

Modelga asoslangan holda, tartib-miniatyura nusxasi yaratiladi. Modul bilan ishlash quyidagilarni o‘z ichiga oladi: mantiqiy va algoritmik fikrlash qobiliyatlarini yaxshilashga; dasturiy ta’minotni yanada rivojlantirish uchun mustahkam asos yaratish; bolalarga qo‘shimcha ma’lumot to‘plashni o‘rgatish, keyingi ish uchun zarur bo‘lgan va uni tanqidiy baholash; rejalashtirish, o‘quv jarayonida muayyan jarayonni (obyektni) batafsil ko‘rib chiqish va modellash uchun amaliy maqsadlar qo‘yish dan iboratdir.

Foydalanilgan adabiyotlar

1. Н.Г. Зайцева. Робототехника в детском саду. Краснодар 2019.
2. Э.Д. Жукова. Программа дополнительного образования по конструированию, ориентированная на детей от 5 до 7 лет «лего-мастер». Излучинск, 2018.
3. G. Y. Bo‘ronova Virtual robototexnika. O‘quv qo‘llanma. “Sadriddin Salim Buxoriy” Durdona, 2023 – 140 b.
4. “Robotics: Modelling, Planning and Control” - Bruno Siciliano, Lorenzo Sciavicco, et al.
5. https://www.tinkercad.com/
6. https://makeymakey.com/
7. https://scratch.mit.edu/

Qaydlar uchun

© NSIFL, Namangan davlat chet tillari instituti, 2024