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АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

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ФИЛОЛОГИЯ ФАНЛАРИ

UDC 808.5

**METHODS OF TEACHING ENGLISH PROVERBS AND SAYINGS IN GENERAL
EDUCATION SCHOOLS***N.K. Abbasova, senior teacher, Ferghana State University, Ferghana*

Аннотация. Ушбу мақолада умумтаълим мактабларида инглиз тили мақол ва маталларини ўқитиш методикаси ёритиб берилган.

Калит сўзлар: мақол, маталлар, усуллар, умумтаълим.

Аннотация. В данной статье освещается методика преподавания английских пословиц и поговорок в общеобразовательных школах.

Ключевые слова: пословица, поговорки, методика, общее образование.

Abstract. In this article highlights of methods of teaching English Proverbs and sayings in general education schools.

Key words: proverb, sayings, methods, general education.

In recent years, the question of applying modern methods and models of teaching foreign languages in General education schools and their effective use to improve the quality of teaching foreign languages to students, the formation and development of their communicative culture has been raised more often. Real practice shows that sometimes the teacher sets pedagogical tasks in accordance with the disclosure of certain educational material, and not based on the opportunities and prospects for the development of students. The use of Proverbs and sayings as a method of organizing training is one of the best ways to make the lesson bright, rich and unusual, and most importantly interesting for students, which certainly contributes to better memorization.

Proverbs and sayings can be used at different stages of the lesson and at all stages of training (primary, secondary, senior) with different levels of language training of students, depending on what goals the teacher pursues and what skills the teacher wants to form in their students at this stage of training.

Proverbs and sayings are apt expressions created by the people and borrowed from literary works, in a short form expressing wise thoughts. Usually Proverbs and sayings consist of two rhyming parts. They have a direct and figurative meaning, which is morality. In foreign language lessons, floorboards and sayings can be used not only for the purpose of memorizing them and correctly interpreting or using them in speech, but also as a means of developing and controlling a whole set of communication skills: lexical and grammatical, speaking and writing, reading and listening.

This technique in English lessons allows you to solve a number of didactic tasks, namely:

Training: practicing pronunciation and improving pronunciation skills, activating grammatical skills, developing translation skills, and enriching students' vocabulary.

Developing: expanding your horizons, developing the ability to Express your thoughts in a foreign language, activating your thinking abilities.

Educational: formation of moral and moral principles, fostering a tolerant attitude to the culture and traditions of other peoples.

Motivating: the development of interest in learning a foreign language by reading in the original language, the formation and increase of stable motivation, the development of cognitive abilities of students.

Since the first lessons of a foreign language primarily focus on pronunciation, it should be noted that the significant role of using Proverbs for the development of pronouncing skills. The use of Proverbs in the lesson will help the teacher to work out the pronunciation of individual sounds at the initial stage of training in a relaxed way. As for the middle and senior stages of training, in this case, Proverbs, sayings can be used as a phonetic charge. This approach provides a logical transition to the main stage of the lesson with a transfer to the topic, and sometimes to the personality of the student.

Moreover, Proverbs and sayings help to activate and automate certain grammatical forms and constructions. Therefore, it is advisable to use them to illustrate new grammatical phenomena, as well as during training exercises.

Thus, the imperative mood, which performs a motivating function in communication, namely: request, advice, suggestion, wish, permission, prohibition, warning, is widely represented in Proverbs:

Never put off till tomorrow what you can do today. Never say die.

When studying individual lexical topics, Proverbs and sayings serve as illustrative material for the formation of lexical skills on many topics, for example, on the topic "Knowledge":

It is never too late to learn. Live and learn.

As practice confirms, thanks to the original form of Proverbs-rhymed and concise, new words are easy to remember and long-lasting memory. Students often include them in their own statements on certain topics.

At the secondary and senior levels of education, a proverb can become an exposition for the lesson and a support for further discussion. The goal of the teacher is to interest students, create motivation for further discussion of the problem, contributing to the development of monological and dialogical speech. So, by topic: "Friends" can start a lesson with one of the following Proverbs:

They are rich, who have true friends.

A friend to all is a friend to none.

Then there is a discussion, you can offer a series of questions on this topic: Do you agree? Do you have any real friends? What should a true friend be like? What qualities should he have?

At an advanced stage, in a group with a fairly good level of communicative competence, a proverb can be a topic for writing.

The need to find means of equivalent translation of proverbs and sayings into Russian develops the ability to adequately select lexical units, stimulates students' interest in working with a dictionary, improves translation skills.

Such researchers as Z. K.Tarlanov, L.B.Savenkova, G.D.Sidorkova, A.Taylor, A.Fox, and N.Barley note that by studying Proverbs and sayings in a foreign language, we can better understand native speakers of this language, since Proverbs and sayings reflect the peculiarities of the history, culture, and life of this people. Thus, we can say that the search for Russian equivalents of English Proverbs makes the process of mastering the English language more entertaining and interesting.

Working with proverbs and sayings helps to develop language and contextual guesswork, since often the words used in English Proverbs sound quite different in Russian translation. (For example, to kill two birds with one stone-one shot).

Since the purpose of a foreign language as a school subject is to form communicative competence, great attention should be paid to speaking – the development of monological and dialogical speech.

The above types of exercises allow each student to show their activity, their creative potential, and activate the cognitive activity of the student in the process of learning English.

Thus, having considered the method of using Proverbs and sayings, it can be concluded that it helps to increase the motivation of the student to study and master new material, and also gives the opportunity to apply their knowledge in various communication situations. One of the significant results of using this model in teaching foreign languages is the interest of students.

Proverbs and sayings allow you to train grammar and vocabulary, give insight into the different language model and thereby widen the scope of our own thinking and be prepared to communicate with representatives not only his, but also another culture.

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UDC: 81

TRANSLATION OF SONNETS BY SHAKESPEARE INTO UZBEK

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Аннотация. Ушбу мақола жаҳон адабиётининг энг машҳур намоёнчаси Вильям Шекспир ижодига бағишланган бўлиб, унинг ижодини ўрганиш катта ахамият касб этганидек, унинг ижодининг таржимасини ҳам оммага тақдим этиш муҳим ахамият касб этади. Шу кунга

қадар Вильям Шекспирнинг ўзбекчалаштирилган сонетлари Мақсуд Шайхзода, Юсуф Шомансур, С. Маршак, Жамол Камол таржимонлари томонидан ўзига хос оҳанг ва усулда таржима қилган. Ушбу мақолада биз дуч келган таржима муаммоларига ечимлар берилади ва таржимонлар томонидан таржима қилинган сонетлар таққосланади ҳамда ўхшаш ва фарқли жиҳатлари кўриб чиқилади.

Калит сўзлар: Мақсуд Шайхзода таржимаси, Юсуф Шомансур таржимаси, Жамол Камол таржимаси, сонет, терцет, катрен.

Аннотация. Эта статья посвящена творчеству всемирно известного литературоведа Уильяма Шекспира, и, поскольку важно изучать не только его творчество, а важно перевести его творчество в общественное достояние. На сегодняшний день сонеты Уильяма Шекспира переведены на узбекский язык такими поэтами как Мақсуд Шейхзод, Юсуф Шомансур, С. Маршак, Джамал Камал в уникальном тоне и стиле. Эта статья предлагает решения проблем перевода, с которыми мы столкнулись, и сравнивает сонет, переведенный переводчиками, и рассматривает похожие и разные аспекты.

Ключевые слова: перевод Мақсуда Шейхзода, перевод Юсуфа Шомансура, перевод Джамала Камала, сонет, терцет, катрен.

Abstract. This article is dedicated to the work of the world famous literary critic William Shakespeare, and since it is important to study his work, it is important to transfer his work to the public domain. Today, the Uzbek sonnet of William Shakespeare from Maksud Sheikhzod, Yusuf Shomansur and S. Marshak was translated by Jamal Kamal translators in a unique tone and style. This article offers solutions to the translation problems that we have encountered, and compares the sonnet translated by translators, and considers similar and different aspects.

Key words: translation of Maksud Sheikhzod, translation of Yusuf Shomansur, translation of Jamal Kamal, sonnet, tercet, quatrain.

William Shakespeare is the most famous representative of world literature. His name has been staying next to such the great thinkers as Homer, Firdawsi, Dante, Nizami, Hafiz She'razi, Sa'di, A. Nawai, F. Dostoevsky, L. Tolstoy and R. Tagore because in such his plays as Hamlet, Othello, King Lear complexities of human beings' psychology, interpersonal relations are depicted without bias. The truth embodied in these plays still engrosses the minds of people and makes them feel empathy. For this reason the works by W. Shakespeare have been arousing interest as usual all over the world. Theatres begin their seasons with his plays and producers consider it an honor to stage such plays as Othello and Hamlet. Actors dream of playing title roles in these plays.

The truth about the nature of human beings is depicted in the plays by W. Shakespeare. Everyone perceives them and falls under their impression in his own way and it is one of the main reasons why translators tackle his works. An interest to the works of the English playwright arouse in Uzbekistan at the beginning of the 20th century. Great Uzbek poet and novelist Abdulhamid Cholpon was among the first who started translating the works by W. Shakespeare. The generation of the Uzbek writers which Gafur Gulom and Maqsud Shayhzoda belonged to translated a number of his plays and sonnets into Uzbek.

W. Shakespeare wrote all his plays and in particular Othello, Hamlet and King Lear in verse and feelings and rushes of the characters are depicted in an impressive way. In the extremely impressive monologues and dialogues the author opens his heart.

W. Shakespeare is famous not only with his plays but with sonnets as well and they are also full of wise sayings about a human being's heart filled with contradictions and his hard lot.

The genre of sonnet has a high position in Western literature as ghazal and rubai have in Islamic one. Sonnet has a strict form like ghazal and rubai. It is a fourteen-line verse and its first two strophes consist of four-line ones and other two – three-line ones. Its four-line strophes are called quatrains and three-line ones – tercets. Sonnet has a peculiar rhyming scheme and its four-line strophes have two sonorous rhymes and three-line ones – two or three. The rhymes in tercets are different from those ones in quatrains. In sonnet each strophe has to be a complete verse. The first quatrain is considered as an exposition i.e. a prologue. The main idea of sonnet is set forth in this quatrain and in the second one a substance aimed at uncovering the idea of the verse is developed. In the following tercets proper

conclusions are made on the bases of the thoughts in quatrains. The conclusion starts in the first tercet and ends in the second one. As we mentioned above rhymes must be sonorous in sonnet. These characteristics of sonnet show how it a complicated poetical form is. It means the translation of sonnets into other languages is more difficult rather than other poetical forms. No matter how these great works are difficult where feelings of human being and the truth about his life are depicted masterly an interest in them will never stop. Translators try to translate into their own languages such works and share these masterpieces of creative thinking with their fellow citizens.

Sonnets by W. Shakespeare have been translated into Uzbek by famous Uzbek poets Maqsdud Shayhzoda and Yuysuf Shomansur. He wrote 154 sonnets. In 1965-1966 Maqsdud Shayhzoda translated a few of them into Uzbek but it was Yuysuf Shomansur who translated all sonnets and it was published as a separate book in 1978. They translated sonnets through Russian.

After 30 years a new book of translation of sonnets by the great poet has come out. The translation was made the People Poet of Uzbekistan Jamol Kamol who translated them directly from English into Uzbek. One can compare his translation with old ones and see a serious difference between them. They are evident almost in all lines and in their meanings too. I think one should think of a big problem of adequacy while reading or researching translations of works by non-Russian authors made through Russian into Uzbek. Most works of authors of English, German, French, Spanish, Japanese literature etc. have been translated into Uzbek through Russian.

The translation of sonnets by W. Shakespeare made directly from English into Uzbek shows how a translation from the original sounds better than a translation from the second language when its initial allure is lost in a certain sense.

The translation of sonnets by W. Shakespeare shows their translators' ability and talent. It is fair to say that both Maqsdud Shayhzoda and Yuysuf Shomansur translated sonnets with a proper intonation and style. If to compare the two poets' and J.Kamol's translations one can see how M. Shayhzoda and Y. Shomansur were constrained to feel free because of not speaking English and they totally depend on their Russian translation. Both M. Shayhzoda and Y. Shomansur reached some positive results in conveying the idea of sonnets and they did their best to keep in the process of translation both the form and content of sonnets' text in Russian. While reading the translations made by J. Kamol one can make sure that the previous translators lost sight of some facets of meanings of Shakespeare's sonnets.

When we compare translations by Y. Shomansur and J. Kamol we witness that both of them tried to make their translations adequate to the original and to avoid adding unnecessary lines. At the same time it is evident a serious difference between them. In order to make sure here we put side-by-side the Sonnet 1 in original and its word-for-word re-translations into English of those translations into Uzbek.

From fairest creatures we desire increase,
That thereby beauties rose might never die,
But as the riper should by time decease,
His tender heir might bear his memory:

But thou, contracted to thine own bright eyes,
Feed'st thy light'st flame with self-substantial fuel,
Making a famine where abundance lies,
Thyself thy foe, to thy sweet self too cruel.

Thou that art now the world's fresh ornament
And only herald to the gaudy spring,
Within thine own bud buriest thy content
And, tender churl, makest waste in niggarding.

Pity the world, or else this glutton be,
To eat the world's due, by the grave and thee.

**Word-for-word re-translations:
J. Kamol's translation**

We want the beauties to get more beautiful,
 Let the rose flourish and never die.
 In case the rose fades and loses its leaves
 May its delicate rosebuds flower.
 And you, the beautiful woman, dedicate
 The heat of your heart and your youthfulness
 To your beauty. You are making a famine
 Where abundance lies
 But it is a foe and enemy to you.
 Is there any beauty as yours?
 You are the only herald to the spring.
 You are wasting while being greedy
 And burying the bud in your heart.
 Pity the world and leave your offspring here
 And do not take him into the grave.

Y.Shomansur's translation

While awaiting the sprouts to yield fruits
 We want the beauty to get flourished.
 It is alright with the aged flower to lose the leaves,
 Because its buds will follow it and flourish
 You are enraptured with your own beauty.
 And sacrificing your unique virtue.
 Your abundance makes you poor,
 And you are a merciless foe to yourself.
 As a perishable herald to the spring
 You are an ornament to the current day.
 Before you are in leaf you are doomed to falling,
 Both waste and greediness are embodied in you.
 Do not allow the harvest to perish!

It should be noted that in poetry a translator cannot follow the author all the time. In particular it is uneasy to overcome all obstacles arising in the process of translation when original and target languages belong to remote families of languages. The process turns more difficult because the translator must convey in the target language not only the idea and spirit of sonnets but their poetics as measures, syllables, refrains and rhymes too.

In this regard one should recognize that both translators Y.Shomansur and J.Kamol had worked hard. The only difference is that if J. Kamol translated the sonnets directly from English and Y. Shomansur did them through Russian. It is evident in their word-for-word re-translation into English.

As an example, we can compare the translations of the first two lines of the first quatrain. First we give here the original:

From fairest creatures we desire increase,
 That thereby beauties rose might never die...

The J. Kamol's translation is more appropriate:

Истаймиз, гўзаллар бўлсин зиёда,
 Гўзаллик барқ уриб, яшнасин абад.

(We want the beauties to get more beautiful,
 Let the rose flourish and never die).

But the Y. Shomansur's translation diverges from the original:

Гўзаллик барқ урсин, сўлмасин, дея,
Аъло новдалардан кутамиз ҳосил.

(While awaiting the sprouts to yield fruits
We want the beauty to get flourished).

One needs to say that this carelessness has caused another problem and introduced a little change into the conclusion:

Етилажак ҳосил бўлмасин хазон!
(Do not allow the harvest to perish!)

To tell the truth not all lines of the translation by J. Kamol are adequate but they sound similar as the original does and convey their meanings in a correct way.

There is a few phrases like “beauty's rose” in the original which were not translated by an adequate phrase into Uzbek and “gaudy spring” has been translated merely “bahor” without any epithets whereas Uzbek is rich of such ones.

But J. Kamol has managed to translate these following lines in an adequate way:

Within thine own bud buriest thy content
And, tender churl, makest waste in niggarding...

Хасислик айлабон этасан исроф,
Куртакни маҳв айлаб ботининг аро...

(You are wasting while being greedy
And burying the bud in your heart...)

There is the same meaning in the translation by Y. Shomansur too but it is difficult to say they are adequate. Comparing to the original one can see that they had been translated into Uzbek another language.

Барг ёзмай жувонмарг сенга истиқбол,
Исроф ва зикналик сенда ялакат...

(Before you are in leaf you are doomed to falling,
Both waste and greediness are embodied in you...)

There are a few inconsistencies between the original and the translation. The same could be said about the rhymes in the translations. Though W. Shakespeare had not been consistent with the classic forms of sonnet the rhymes in the original are very sonorous: increase, decrease, eyes, lies etc. which cannot be said about the rhymes in the both translations. Nevertheless they are important as primary attempts.

Eventually the works in particular the sonnets by W. Shakespeare get more and more attractive for Uzbek poets and translators with their topicality and artistic sophistication. No doubt those fresh and more adequate translations will appear in future.

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UDC 808.5

SELECTION AND CLASSIFICATION OF SPEECH ETIQUETTE

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Аннотация. Мақолада ўрганилаётган тилларда нутқ этикети бирликларини ўқув материаллари матнларига миллий-маданий компонентларини саралаб ва классификациялаб киритиш таклиф қилинган.

Калит сўзлар: нутқ этикети, миллий-маданий ўзига хосликлар, лингвомаданий материал, этник хусусиятлар.

Аннотация. В данной работе предложена систематизация и классификация единиц речевого этикета изучаемого языка, включение в учебный материал текстов с национально-культурным компонентом.

Ключевые слова: речевой этикет, национально-культурная специфика, лингво культурный материал, этнические особенности.

Abstract. In this paper, we propose a systematization and classification of speech etiquette units of the studied language, including texts with a national-cultural component in the educational material.

Keywords: speech etiquette, national-cultural specificity, linguistic and cultural material, ethnic features.

At the same time, we must admit that getting in touch with familiar and unfamiliar people, correctly applying the formulas of speech etiquette, skillfully finding words and intonation to Express emotions, feelings, and relationships to a person is a special art and requires special purposeful training.

Now the situation has changed. In our time, differences in culture, customs, and mores of different peoples are emphasized and specially studied. Thanks to this, people of different nationalities are more likely to eliminate cross-cultural barriers and understand each other adequately.

The modern lesson of a non-native language and country studies is aimed at the contrastive disclosure of a different culture, including every day one, and the vision of both others and their own culture is present in the lesson, and its significant part is made up of stereotypes.

The national-cultural level of language proficiency involves the use of special language tools peculiar to the language being studied, that is, cultural material [1]. Cultural studies material is necessary for the formation and development of communicative competence that contributes to the adequate perception of the national-language picture of the world, the formation of background knowledge about the native speaker.

The culture of communication, as we know, is manifested primarily in respect for another person, courtesy and goodwill, which are verbally expressed in speech etiquette. The study of methodological literature has led to the conclusion that there is no consensus on the criteria for selecting and organizing educational material. Some of them come “from the language system, others - from the conditions of communication, others from cognitive activity related to the culture of the country, etc” [2]. The comparison of national and cultural peculiarities of linguistic and cultural communities allows us to determine the most difficult facts and phenomena of reality to assimilate.

All the realities reflected in the language clearly express the national-cultural component, since they are non-equivalent and characteristic only for this people. “The reality has an appropriate national or historical flavor. It is the color that makes a neutral” unadorned “lexical unit” national-colored” reality”.

Lack of understanding of ethnic or national characteristics or their violation may lead to a violation in communication. Formation of a holistic view of the studied national-language “picture of the world” for students, it is possible only when they are displayed in the text material.

According to E. I. Passov, in the history of the method, each new direction, first of all, put forward some principles. And this is understandable: it is the principles that determine how training takes place. The concept of “principle” is connected, first of all, with the concept of “law, regularity”.

Since the formation of students' background knowledge requires the inclusion of Speech etiquette, when selecting language material with a national-cultural component, special attention was paid to the material with ethno-cultural realities focused on the production and reception of speech, and the material focused only on reception.

According to the goals of training, students should get a large amount of knowledge about the national culture of the people of the language being studied (customs, traditions, holidays, norms of behavior, etc.), use active vocabulary with a national-cultural component, expressed in speech etiquette.

Of course, knowledge of the language does not allow you to speak it. To start speaking, you must automatically perform speech operations, i.e. speech skills must be formed, but this is not enough, skills must be developed.

The specifics of tasks for teaching students the speech etiquette of the studied language must be implemented in such a speech unit as a text. The text, which has a national-cultural component,

contributes to the development of communication skills, contains an educational aspect that forms the general culture of students.

When teaching students a dialogue or polylogue, it is necessary to acquaint them with the entire situation, which is also an element of the text, and train their speech by setting the situation.

Speech etiquette performs a special sign function, which always causes the reaction of the interlocutor. The response can be expressed as a response, gesture, or facial expression. This creates psychological comfort or discomfort of communication. If someone did not pay proper attention to the interlocutor, did not respond to his greeting, it can spoil the mood. Finding out the features of speech culture in the studied language in students will allow students to form other “non-verbal” means of expression in addition to “verbal” means of communication: tone, gestures, facial expressions.

It is impossible to prevent and eliminate the interfering influence of the communicative competence available to second-language learners without a preliminary comparison and analysis of the native and studied culture, which allows describing coincidences and discrepancies, and recording a variety of purely national phenomena.

The use of interactive teaching methods is relevant in modern teaching methods. But this does not mean that language teachers should give up everything they have accumulated over many years. The innovative activity of the teacher is designed to search for new interactive teaching methods.

Research on innovative pedagogy appeared in the mid-60s in Western Europe and the United States. In them, innovative activity is considered as the dissemination of advanced teaching experience.

In the light of modern linguodidactic and methodological views of scientists, the goal of teaching non-native languages is interpreted as the development of students' ability to cross-cultural communication, i.e. to an adequate understanding of two participants in a communication act belonging to different national cultures.

In the new conditions, contact between teachers and students is becoming one of the most effective ways to achieve educational goals.

The main methods of interactive methods are learning a language in a community, learning in collaboration. One of them is to conduct role-playing games, interviews, brainstorming, exchange of opinions, etc.

Conclusion, in order for students to develop the ability to communicate in a second language, they must have a common culture of communication, the ability to choose in relation to each of the interlocutors a method of communication that would not differ from the rules of speech communication and at the same time would best meet the individual characteristics of those with whom they have to communicate.

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MODERN APPROACH TO LEARNING ENGLISH IN HIGHER EDUCATION

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Аннотация. Ушбу мақолада олий таълим муассасалари талабаларига инглиз тилини ўқитишнинг ўзига хос хусусиятлари ёритиб берилган.

Калит сўзлар: инглиз тили, компетенция, мулоқот, ўқитувчи – талаба, таълим сифати, инновацион ёндашув.

Аннотация. В данной статье освещены особенности преподавания английского языка студентам высших учебных заведений.

Ключевые слова: английский язык, компетенция, общение, преподаватель – студент, качество образования, инновационный подход.

Abstract. *This article highlights the specific features of teaching English to students of higher education institutions.*

Keywords: *English language, competence, communication, teacher – student, quality of education, innovative approach.*

The main purpose of teaching foreign languages is to teach free orientation in a foreign language environment and the ability to respond adequately in various situations, that is, to communicate. New views on learning outcomes have contributed to the emergence of new technologies and the rejection of outdated ones.

In modern society, specialists with abilities and skills that allow a professional to be more maneuverable and successful in present conditions of market relations, carrying out effectively lots of labor activity, being at the same time quite socially adapted, is in great demand. In the article the need to determine the scientific and practical importance of the professional competence of the student and teacher as direct interacting initiators and participants within the educational process, its development, in turn, is a prerequisite for the further professional formation of a future specialist. Prospects for the development of education are due to both the use of innovative methods and technologies in the meaningfulness of the educational process, and the growth of the teacher's professional competence [1].

In addition, the level of language training of many graduates remains quite low today. Foreign language skills of employees are an important factor for employers, that is, it is part of its intellectual capital. In our pedagogy of higher education, in our time actively searching for ways to improve the linguistic training of students of a non-linguistic profile is actively being conducted, however, the issues of advanced training of specialists who have already graduated from high schools are not fully covered. An effective way to increase the level of communicative competence of employees is corporate training in a foreign language. This type of training is becoming more and more popular in our country and in many large companies it is an obligatory component of employees' activities [2].

Many teachers, of course, exaggerate the success of students, since these grades are not official in nature, and their objectivity is not verified by anyone. If the teacher will constantly evaluate students, leaders who are well aware of their goals, having seen these reports, might think that the problem is in him, since the students have no progress from his studies. From the point of view of communicative competence, the ability to correctly challenge someone else's point of view, to disagree is extremely important.

Students perceive the activities of the teacher quite critically. They immediately become noticeable if the teacher “prepares for the lesson during the lesson.” It should also be noted that students who want to work in large companies, in view of their high status and financial situation are used to the highest quality service, educational services are no exception to them. Given that classes are held in very small groups, the teacher must quickly adapt to the interests of each student and select material that is relevant to him both from a professional and personal point of view.

The competence can be considered as the formation of the ability, for the qualitative functioning of an employee, in the field of a particular discipline applying some special knowledge, skills, ways of thinking, awareness of responsibility for their own actions aimed at organizing and applying creative abilities in a professional sphere. Of great importance in the implementation of the functional properties of a professional and personal competence, integrating the development of creative abilities, is the communication process.

“The development of modern IT technologies not only contributes to the development of a foreign language, but also emphasizes its relevance” [3]. The increase in information and communication resources in language professional training contributes to the formation of a foreign language to be a real means of communication between future specialists and foreign language colleagues.

Modern pedagogical technologies such as learning in collaboration, project methodology, the use of new information technologies, Internet resources help to implement a person-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, aptitudes, etc. Communication is not limited only to establishing social contacts with the help of speech, to mastering the tourist language. This is the introduction of the individual to the spiritual values of other cultures - through personal communication and through reading. This approach,

implemented on the Internet, attracts trainees by focusing on topics of interest to them and allowing them to choose texts and tasks to achieve the goals of the program. The primary importance is given to understanding, transmitting content and expressing meaning, and the study of the structure and vocabulary of a foreign language serves this purpose.

Moreover, the Internet develops skills that are important not only for a foreign language. This is primarily related to mental operations: analysis, synthesis, abstraction, identification, comparison, juxtaposition, verbal and semantic forecasting and anticipation, and so on. Thus, the skills and abilities that are formed with the help of Internet technologies go beyond the limits of foreign language competence, even within the "language" aspect.

Thus, active learning methods represent learning through activity. In such training, students' activity is supported by a certain system of motivation, which includes the use of such motives as:

a) interest in the future profession;

b) the creative nature of educational and cognitive activities;

c) competition, the use of elements of the game in the classroom. The use of active methods has a significant impact on the preparation of students for future professional activities, equip them with basic knowledge, form the skills and abilities necessary for a qualified specialist.

In addition, all active methods are aimed not only at mastering specific knowledge, but also at improving certain skills of specialists: strengthening the ability to analyze, make responsible decisions in difficult conditions, and the ability to react quickly. As for interactive teaching methods, they most correspond to a person-oriented approach, since they involve co-learning (learning in collaboration), while the subjects of the educational process are both the trainee and the trainee. In this case, the teacher only organizes the learning process, creating conditions for students' initiative.

Teaching using interactive educational technologies involves a different logic of the educational process from the traditional one, namely: not from theory to practice, but from the formation of a new experience to its theoretical understanding through application. Thus, improving the learning process through the introduction of active and interactive educational technologies leads to an increase in the students' own activity and their motivation for educational and cognitive activities. The information technologies included in this process allow students to move from passive learning to active application of knowledge.

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UDC 81-13

INTERACTION OF CONTRASTING LINGUISTICS AND TRANSLATION THEORY

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Аннотация. Мақолада контрастив лингвистика ва таржима назариясининг ўзаро муносабатлари хусусида фикр юритилади.

Калим сўзлар: контрастив лингвистика, контрастив таҳлил, таржима нусха, лексика, фразеология.

Аннотация. В статье рассматриваются взаимоотношения контрастивной лингвистики и теории перевода.

Ключевые слова: контрастивная лингвистика, контрастивный анализ, переведённый экземпляр, лексика, фразеология.

Annotation. This article discusses mutual relations of contrastive linguistics and transfer theories.

Keywords: contrastive linguistics, contrastive analysis, the translated copy, lexicon, phraseology.

Currently, the question of the interaction of contrasting linguistics and the theory of translation causes a lot of controversy. In the recent past, there was no clear boundary between these two

disciplines. The comparative study of language phenomena and the determination of certain discrepancies between the original and the translated language serve as such a fundamental function. These correspondences in lexical, phraseology, syntax and style fields should form the basis of the theory of translation.

Thus, the theory of comparison and translation of language and language phenomena is equated to each other, and at the same time they are regarded as exactly the same thing. The method of contrast analysis is of particular importance for the theory and practice of translation. M.A. Grosheva noted that translation is generally considered a practical science, while contrast linguistics is recognized as its theory [1]. She pointed out the need to investigate the compatibility of contrasting linguistics and translation theory. The theory of translation provides information on the practical basis of contrasting linguistics and the typology of the two languages, while contrast analysis provides information on the application of the chosen form and content as a method of choice of the form.

Such an opinion on the interaction of contrasting linguistics and the theory of translation still manifests itself in some theoretical devices that lead to the compatibility of translation problems with some lexical units, morphological categories, syntactic structures.

There is often a causal link between contrast linguistic data and translation theory data. At the same time, contrast linguistics in a number of cases answers the question of why in translation this or that practice is carried out. Contrast linguistics serves as the initial source of data for the theory of translation. These data serve as a base point for translation analysis, highlighting the differences between structural types, systems and norms of languages. But at the same time, contrast linguistics is not oriented to the theory of translation to a greater extent than the teaching of foreign languages. The difference between the theory of contrasting linguistics and translation also applies to the characteristics of the transformations applied in these sciences.

Parallel texts in the first language and translation, similar functional genre or stylistic, with close content, are also compared (thus, differences in the application of language tools in suitable texts can be determined and this makes the necessary stylistic adaptation in translation). Also points to the contrast analysis not only the similarity in the structure of the text, but also the similarity in the content of the text, the difference and the correspondence, as a holistic device, the need to enclose not only the texts themselves, but also their individual units [2].

At the same time, the so-called parallel texts are obtained in the linguistics of the interlacing text. These texts can not be considered in relation to "original-translated copy". Sometimes, such texts are obtained for chattering, which in general do not have semantic equivalents, but in the languages in which they are chattering, allow to determine the distinctive signs of the texts of this genre. Contrast analysis is aimed at determining the specific and general aspects of the structure of texts under study, their lexical, syntax, phraseology, style.

At the same time, clutter is usually of a statistical nature and does not aim to find translation equivalents. The object of studying the theory of translation is the original text and the translated texts. But if the main direction of scientific research in the theory of conjugation of the text, which speaks about the different types of texts, is to accurately indicate the specific features of the texts of this type, then the theory of translation takes the general characteristics of the texts for information and draws the main attention to how these characteristics manifest.

In addition, for contrast linguistics, it is necessary and sufficient to determine the compatibility of texts of the same type in different languages. And for the theory of translation, the integral, inextricably linked nature of the stagnant "table of relations" is important. That is, an analysis based on the typology and hierarchy determination of the equivalent relationship between the initial and translated texts, with dynamic models that restore the path of translation from the initial text to the translated text, as a set of modifications, subject to certain laws, is important. For this reason, not only the relationship between contrasting linguistics and the theory of translation, but also the issue of the role of linguistics in translation. Because, undoubtedly, linguistics is important in the theory of translation. This is determined by the role of the language in the translation process. It is impossible to consider translation as a process aimed at a specific goal, to implement the plans, structure and implementation of this activity, that is, without entering into the psychology of translation in other words. Without taking into account the psychological component, it is impossible to reveal the position of the human factor in

translation, since in any translation action a creative approach is manifested in unplanned and unexpected stops. It is not possible to describe the truly creative solution of the translator through an excellent linguistic formula "algorithm".

In such cases, it is possible to talk not about the "table of relations" between languages, but about such a side of translation activity as "high skill".

The theory of translation takes into account the sociocultural and psychological differences between different linguistic communicators, as well as a number of sociocultural and psycholinguistic determinants. At the same time, the translation is not just a change of language code, but also an adaptation through another culture window, so that the text is understandable. The above points should not be taken as an act of diminishing the importance of linguistics, the role of which is incomparable for the theory of translation.

According to L.S. Barkhudarov, since the theory of translation and Linguistics of condensed text studied texts exactly semantically similar to each other, the subject of these sciences coincides with each other [3].

Thus, the contrast analysis is active, it is a multifaceted process, the basis of which is the development and improvement of translation, the basis of which is the contrast analysis. The relationship of contrasting linguistics and translation theory is characterized by two opposite directions. On the one hand, if each of these disciplines claims its independence, their interrelationships with the second hand are approaching. Based on contrasting linguistic data, the theory of translation studies the impact of language compatibility on the translation process at the structural type, system and Norm levels. In turn, the wide involvement of translation theory data opens up new perspectives for contrast analysis.

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UDC 81-13

THE ROLE OF DIDACTIC GAMES IN THE TEACHING FOREIGN LANGUAGE

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Аннотация. Мақола чет тилини ўқитишида дидактик ўйин технологияларининг ўрнини ёритишига бағишланган.

Калит сўзлар: инглиз тили, дидактик ўйинлари, самарадорлик, инновацион фаолият.

Аннотация. Статья посвящена роли игровых учебных технологий в преподавании иностранного языка.

Ключевые слова: английский язык, дидактические игры, эффективность, инновационная деятельность.

Annotation. The article is devoted to the role of educational gaming technology in teaching a foreign language.

Key words: English, educational games, efficiency, innovative activity.

The game is a traditional, recognized method of training and education. This is a unique means of non-violent learning for children. The game meets the natural needs and desires of the student, and therefore with its help he will learn with pleasure. Gaming activity in the English class not only organizes the process of communication in a foreign language, but also brings it as close as possible to natural communication. The game develops mental and volitional activity [1].

The definition of "game pedagogical technologies" includes a set of techniques and methods for organizing the educational process in the form of games. Scientists have long emphasized the importance of the game for the development of intelligence. Thus, Plato claimed that play is one of the most useful activities, and Aristotle considered it a source of mental balance, harmony of soul and body.

In his most important work “Poetics”, he noted that the most useful for development are word games and puns.

Game technologies are considered to be one of the most innovative educational technologies today.

The role of games in a foreign language lesson is huge, as the game allows you to make the educational process more interesting and attractive for each student. Using game technologies in foreign language classes, you should observe a number of conditions:

- the game must meet the educational, educational and developmental goals of the lesson;
- the form of the game must be chosen in accordance with the age of the audience;
- when using games in the classroom, you must observe moderation. Coordination of learning goals and communication needs of students is of particular importance for the formation of speech competence. In the methodology of teaching a foreign language, game methods are considered as a special learning system that differs from traditional ones in the following parameters:

- maximum activation of students in the lesson;
- mobilization of hidden internal reserves of the student's personality. "Activation of training, which contributes to its intensification, is provided by a special organization of educational material"[2].

The game as a form of organizing a foreign language lesson not only stimulates the communication process, but also brings it closer to natural communication.

The game method has a huge educational and psychotherapeutic potential, as the game creates mental stress, without which it is impossible to activate the learning process in high school. Let's consider various classifications of educational games, which today in the methodological literature there are a huge number. Typologies of games are based on their goals and objectives, forms of their conduct, degree of complexity, methods of organization, and the number of participants. According to the goals and objectives of training, educational games that are most often used in foreign language lessons are usually divided into aspect and communicative. Aspect games, in turn, are divided into phonetic, lexical, grammatical, syntactic, and stylistic games. Language games help to activate the activity of students in the classroom, as well as develop speech initiative. Communication games are aimed at developing competencies in all types of speech activity. Each type corresponds to a specific type of educational game aimed at teaching listening, monologue and dialogic speech, reading and writing.

According to the number of participants, the games are divided into individual, pair, group, team and collective. Educational games perform a number of functions:

- educational, as they contribute to the acquisition and formation of competencies within one or more educational topics;
- orienting, since games teach to find solutions in a specific situation and independently select adequate verbal and non-verbal means of communication;
- compensatory, because games bring educational activities closer to the conditions of using language in real life, thereby compensating for the lack or lack of speech practice. Educational games undoubtedly help to overcome the language and psychological barrier. Their use allows us to concentrate on mastering speech skills in the process of natural communication.

The role of the game during the lesson and its duration depends on several factors that must be taken into account when planning the lesson. These factors include the level of training of students, the level of their active work, the degree of complexity of the studied or controlled material, as well as the goals and objectives of a particular lesson. The experience of using educational games demonstrates their positive impact on the educational process. Each type of game performs a certain function and contributes to the accumulation of language experience in the child, the consolidation of previously acquired skills, the formation of speech skills.

The game as a pedagogical technology contributes to the development of students' intellectual abilities, fixing language images in memory, and provides an opportunity to use previously acquired communication skills in different speech situations. The use of games in teaching a foreign language greatly facilitates the educational process, making it easier to understand. The game makes the activity more diverse and exciting.

In addition, game technologies significantly increase the effectiveness of the lesson, attracting students to active communication activities. “Game technologies increase the amount of lexical and

grammatical material worked out in the classroom, ensure its assimilation, improve the quality of training, and form the skills of adequate communicative behavior in socially significant situations of intercultural communication using linguistic, communicative and socio-cultural knowledge" [3]. As practice shows, games help not only to improve the quality of academic performance and expand the vocabulary of students, but also contribute to the development of personal and creative potential, develop independence. Educational games develop thinking, memory, imagination, and stimulate creativity. The use of games in lessons and extracurricular activities undoubtedly has a positive impact on the quality of learning, increasing its effectiveness.

In conclusion, educational games are based on the principles of collective work, practical utility, competitiveness, maximum employment of each student and unlimited prospects for creative activity. During the game, logical thinking, the ability to search for answers to questions posed, the ability to communicate with each other develop.

The use of the game in English lessons is of great importance for the formation of new skills. The game occupies a special place in the process of active learning, being both a method and a form of organization of training. The use of various game techniques and situations in the classroom contributes to the formation of a friendly team in the classroom, fosters responsibility and mutual assistance, since in the game they must be "one team", help and support each other.

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UDC 81-13

EDUCATIONAL GAMES IN THE TEACHING FOREIGN LANGUAGE

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Аннотация. Мақолада олий таълимда чет тилини ўқитиш жараёнида таълим ўйинларидан фойдаланиш имкониятлари ҳақида фикр юритилади.

Калит сўзлар: чет тилини ўқитиш, ўйин методикаси, ўйин турлари, инновацион технологиялар, компетентлик.

Аннотация. В статье рассматриваются возможности применения развивающих игр в процессе обучения иностранному языку в ВУЗе.

Ключевые слова: обучение иностранному языку, игровая методика, виды игры, инновационные технология, компетенция.

Abstract. The article discusses the possibilities of using educational games in the process of teaching a foreign language in higher education.

Keywords: teaching a foreign language, game methods, types of games, innovative technology, competence.

The concept of "game pedagogical technologies" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. In contrast to games in general, the pedagogical game has an essential feature-clear learning and the corresponding pedagogical result, which can be justified explicitly and are characterized by educational and cognitive orientation. The game form in the educational process is created with the help of game techniques and situations that act as a means of inducing stimulation to activity.

Analysis of the works of these scientists allows us to conclude that it is the game technology that allows the student to be personally involved and involved in the functioning of the studied phenomenon, which gives him the opportunity to simulate real life conditions. K.D.Ushinsky believed that games are partly a person's own creation, which does not pass without a trace, but to a certain extent contributes to the formation of his personality [1].

The concept of "game technologies" includes a fairly large group of techniques and methods of organizing the pedagogical process in the form of a variety of pedagogical games. The pedagogical game is characterized by a precisely formulated goal of teaching and a pedagogical result corresponding to this goal, which has an educational and cognitive orientation, thanks to which, in combination with well-organized educational work, students "noticeably develop aesthetic feelings, the ability to notice, emotionally perceive and love the beautiful in the surrounding reality: in nature, art, social life". Use in educational process of higher education gaming technology involves "intensive teaching method", which is that all training information is given to the student during one lesson in large enough quantities that exceed the subjective "barriers" to learning [2].

It is appropriate to give classifications of games that will help you find out which games can contribute to the development of certain language skills. Thus, M. F. Stronin distinguishes the following types of games:

1. Lexical.
2. Grammar.
3. Phonetic.
4. Spelling.

5. Creative [3]. The first four can be attributed to the so-called language skills, the purpose of which is to form appropriate skills. Creative games are complex and involve the creative application of acquired knowledge and skills in a game situation. There are other classifications of games.

Linguistic games and divides them into non-communicative, pre-communication and communicative, depending on the formed competencies. It is obvious that in all classifications we are talking about games in which the material is assimilated (new lexical units, grammatical structures), the development of individual language skills (phonetic, grammatical) and games aimed at transferring the studied material and skills in non-standard situations, in communication within the game. It is important to take into account the principle of didactic consistency: first, tasks are performed for memorization, for reproduction (including by sample), and then for creative application of the studied material.

For the games discussed in this article, we suggest the name "word games" – they are all related to the word, its spelling, meaning, and compatibility with other words. Word games allow students to:

- expand your vocabulary by learning new vocabulary units;
- learn more familiar lexical units;
- to practice the spelling words;
- to activate speech-thinking activity;
- gets acquainted with the compatibility of lexical units, stable expressions, phraseological units.

Word games include the following:

1. Anagrams
2. Crosswords
3. Search for words among the letter chaos (Wordsearch)
4. "The Gallows" (Hangman)
5. "Words" (making shorter words out of one long one, often temporarily).
6. "Unscramble" (making a word from an existing set of letters).
7. Wordchain (creating a list of words by replacing one letter in each subsequent word, possibly based on definitions).

based on definitions).

8. Constructor (making words from morphemes presented on separate cards).

9. "One letter – many words" (students call the words they know to a specific letter of the alphabet).

10. "Last letter" (name a word beginning with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable-e at the end of the word, it may be suggested to start the word with the last sound of the previous one).

11. "Missing letters" (guess the word only by vowels/consonants).

12. Hot Chair (guess a word by its definition, synonyms, antonyms, etc.) and others.

In General, students consider the use of games in English classes "an interesting, effective method for better memorizing material." Of course, verbal play in English classes at the University should not be an end in itself, although in some cases it can serve as a kind of "discharge" after hard work.

The game is not only fun and joy for the child, but also the consolidation of skills that he has recently mastered. Children in the game feel independent, communicate with their peers at will, implement and deepen their knowledge and skills. While playing, children learn about the world around them, learn colors, shapes, material properties and space, get acquainted with plants and animals, and adapt to the diversity of human relationships.

Thus, game technology plays a major role in the development of the child. Using the game as a means of forming communicative competence, the teacher has the opportunity to direct children's attention to those phenomena that are valuable for expanding the range of ideas, for enriching the vocabulary. And at the same time, the teacher feeds the children's interest, develops curiosity, need and awareness of the need to learn knowledge through play. During the game, it forms the ability to manage knowledge in various conditions. Leading the game, the teacher educates the active desire of children to learn something, to search, to share their findings with others. And this all contributes to mental, speech and General development.

Game technologies are one of the unique forms of learning, which allows you to make interesting and exciting not only the work of students at the creative and search level, but also everyday steps to teach educational subjects. The game promotes the use of knowledge in a new situation, so the material that students learn goes through a kind of practice, brings variety and interest to the learning process.

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UDC 81-13

PRINCIPLES OF DEVELOPMENT OF EDUCATIONAL MOTIVATION OF STUDENTS

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Аннотация. Мақолада ўқув мотивациясининг ўқитиш жараёнида ривожлантириши асослари, хусусан инглиз тилини ўқитишда ўқув мотивациясини ривожлантириши тамойиллари кўрсатилган, зарур таклиф ва тавсиялар берилган.

Калим сўзлар: инглиз тили, мотивация, ўқитиш тамойиллари, самарадорлик, таълим сифати.

Аннотация. В статье рассматриваются основы развития учебной мотивации в учебном процессе, в частности принципы развития учебной мотивации при обучении английскому языку, даются необходимые предложения и рекомендации.

Ключевые слова: английский язык, мотивация, принципы обучения, эффект, качество образования.

Abstract. The article covers the basics of the development of educational motivation in the teaching process, in particular the principles of the development of educational motivation in the teaching of English language, the necessary proposals and recommendations are given.

Key words: English language, motivation, principles of teaching, effectiveness, quality of education.

In the state standard of education for foreign languages of the system of continuing education, the main purpose of teaching a foreign language at all stages of education is defined as the formation of communicative competence in a foreign language for the activity of learners in everyday, scientific and professional spheres in the multicultural world.

The purpose of the lessons is to make the students clear and its relevance to the relevant professional and academic needs will lead to the formation of motivation in the students towards material assimilation. It is aimed at the formation of the established practice in the development and transformation of the demand into a stable self-improvement motivation by the end of the lesson, correctly selected types of exercises and their systematization are of great importance.

The didactic principle that is widely used in the teaching of any subject if we look, we can witness that all of them are aimed at finding a solution to the problem of interest of the learners to the subject being taught. When it comes to methodological principles, we certainly believe that it is permissible to remember the general principles of teaching. As the basic principles of teaching, it distinguished the following[1]:

- 1) consciousness and activity;
- 2) visual acuity;
- 3) systematization and sequence;
- 4) durability;
- 5) science;
- 6) understanding;
- 7) connection of theory with practice.

In the development of the classification of the principles of teaching foreign languages, a number of scientists proposed their approaches. If the general didactic principles are included in the consciousness and vision of the above principles, then as methodological principles, it can bring the following:

- 1) priority and proposition of oral speech;
- 2) complex approach (integrity);
- 3) taking into account the mother tongue;
- 4) synthetics of assimilation;
- 5) programming of communicative activity in exercises;
- 6) innovation;
- 7) uniqueness and diversity of teaching objectives and pathways;
- 8) principles of filling each other.

In all of the principles, there are motivational factors such as the satisfaction of the learners' basic speaking needs and interest, and it is imperative that they contribute to the formation of educational motivation and its resilience.

The need, stimulus, motivation, interest and aim being components of motivation come in this sequence, together with the functions of the above mentioned principles, to create the appropriate need for material assimilation in the learner, to generate motivation in the form of stimuli and subjective in the form of an object of satisfaction of this need, to establish motivation in the form of we will not be mistaken.

The formation of educational motivation in the components of motivation we can also understand the sequence of holidays by putting short questions before the students. In this need - why (I need to master this material)? stimulus - (for this) what should I do? motivation - (as a result) what do I achieve? Interest - (the process of achieving the result) how will it be? the goal - (to assimilate) I have to achieve.

The motivation of their students to master the English language is mainly based on external factors and they often react to the process of mastering under the influence of factors such as formal assessment, the interest of the materials presented in the lessons and the way the teacher conducts the lessons. In the formation of educational motivations of students, it is required to develop ways to achieve the formation of internal motivation, such as self-improvement through the use and development of their social, communication and other existing motivations.

Motivation is the ability of a person to have a positive character as an internal motivation that motivates him / her to activities can greatly contribute to the effectiveness of educational activities. As a task of the teachers, at this stage, it will be determined that the result achieved by the students will be appropriate to the need to be met. And this corresponds to the clauses of the general methodological principles of visualization, consciousness and the linkage of theory with practice.

In the teaching of foreign languages, in most cases, the arousing interest of students towards the emergence of social motivations and the study of communication in them by motivating them to interact will serve to the realization of motivational provision. The motivation for the satisfaction of the need must be maintained at the appropriate level, through the factors and means of teaching that influence the interest, by the teacher, towards the fulfillment of the same need. The materials used in this study should

be selected on the principle of easy to complex and should be provided with new incentives and motivations through them. The following are the criteria of interest of the learners to the content of materials:

- innovation;
- the importance of material (educational or professional);
- vitality.

Interest, according to psychologists, arises from the need, and the first, unlike the second, is satisfied not by the result, but by the process. This is why the importance of the process in developing the interests of the student is so important that its systematic and goal - oriented lead the students to take a conscious approach to the process and pursue specific goals[6].

Proceeding from the above, we defined the principles of the development of motivation of the requirements of the University in the teaching of foreign languages in the following order:

- 1) the process of teaching is organized in accordance with the needs and interests of the students;
- 2) each didactic process to be targeted;
- 3) the content of teaching aids reflect modern reality;
- 4) to reflect the evaluation criteria of the content of the study.

Thus, it is a modern requirement that foreign language classes are aimed at developing the motivation for independent research and improvement of the knowledge and skills acquired by students on the scale of science and in the professional and scientific fields, not only due to the general didactic and methodological factors defined, but also to the goals and objectives for the teaching.

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UDC 81-13

EDUCATIONAL METHODS OF TEACHING ENGLISH GRAMMAR

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Аннотация. Ушбу мақолада инглиз тили грамматикасини ўрганишнинг аниқланган мақбул вариантлари баён этилган. Инглиз тили дарслигини яратишнинг янги тамойиллари кўриб чиқилган.

Калим сўзлар: инглиз тили, методика, грамматика, маданий тилишунослик.

Аннотация. Приводится описание выявленной оптимальной последовательности изучения грамматики английского языка. Рассматриваются новые принципы построения учебника английского языка.

Ключевые слова: английский язык, методика, грамматика, лингвокультурология.

Abstract. The article describes the identified optimal sequence of learning English grammar. New principles of building an English textbook are considered.

Key words: English language, methodology, grammar, cultural linguistics.

When learning English, it is the grammar that causes the greatest difficulties. In English grammar, the most complex forms are predicate, which can have from one to four different verb forms, that is, the most complex section of English grammar is the modern forms of the verb. To fully assimilate and remember complex phenomena (in this case, these are the modern forms of the English verb), it is necessary to understand these phenomena. Understanding is facilitated by the transition from simple to complex in a logical sequence [1].

As a result, students are forced to memorize complex forms that are incomprehensible to them without understanding how to build these forms, which significantly reduces the level of learning of the material.

Let's look at these principles in detail. Given that the basis of language learning is the study of grammar, the main principle of the new textbook is a step-by-step study of grammatical phenomena from the simplest to more complex in accordance with the identified optimal sequence of learning English. At the beginning of the manual, the simplest types of sentences are given, and people who have studied English take the manual as a very convenient Phrase Book, without realizing that they are learning grammatical rules.

But it is necessary to explain grammar on the basis of the vocabulary of the language being studied. Textbooks are usually based on texts. It didn't suit us. After all, our task was to determine what the minimum level of grammar should be and what the minimum number of words you need to know to speak English. We had to find a different approach. We decided to use the vocabulary from the frequency dictionary. In this case, the student learns grammar based on the most frequently used words, followed by the introduction of words that are used less often.

Thus, the next principle is the study of English vocabulary based on the frequency dictionary of the English language.

The third principle-vocabulary is grouped by topic and is also studied on the principle of "from simple to complex", that is, first simple words are studied, and then more and more complex ones.

The fourth principle is the Coordination of phonetics with vocabulary. This means that words on the same phonetic rule are grouped and given in one lesson. This facilitates the study of transcription, which is given in parallel. In this way, the study of vocabulary, phonetics, and transcription is coordinated.

The fifth principle when studying each grammatical phenomenon, translations from the native language to English are mandatory. Grammatical rules and vocabulary are immediately fixed in spoken speech. An important feature of the textbook is that students must constantly translate from Uzbek to English. Moreover, it should be noted that the rather rigid construction of the English sentence makes the student Express their thoughts more clearly, that is, formulate their proposals, and in Uzbek, which increases the overall culture of their language communication.

The sixth principle - when studying each grammatical phenomenon, it is necessary to make your own sentences in English for this grammatical phenomenon, taking into account previously studied vocabulary and grammar. In practice, this is "modeling of various communicative situations" in the English-speaking environment.

In class, each student reads out their sentences, and the other students translate them in turn. If the assignment includes preparation of questions, the transferring student must also respond to it. This task in practice includes listening, consecutive translation and the ability to quickly compose an answer to a question. As a result, students develop skills of real dialogical speech. They hear how differently everyone pronounces the same words, especially if there are foreigners in the group, and learn to recognize them with different pronunciation. This method of teaching English gives real results.

Thus, the seventh principle is the constant practice of listening, consecutive translation, and the ability to compose answers to questions asked in English.

In Uzbekistan, where many students speak Uzbek as their native language, it is necessary to take this into account when teaching English. Fortunately, there are many Parallels between English and Uzbek, which makes it easier to learn English and Uzbek who know Uzbek. The proposed method is universal, it is intended for native speakers of any language, as it explains the internal logic of complicating the grammar of the English language itself with the help of clear formulas for the formation of specific forms of the English verb.

We believe that the identified pattern and its practical application in the form of an optimal sequence of learning English as a foreign language will help to increase the level of teaching and accelerate the acquisition of English by students.

Linguists have been trying to find this way for years, studying the connections between language and thinking and how our brains perceive and learn new languages. Children's ability to learn languages is especially often studied, because it is much easier and faster in childhood.

What is the easiest way to learn English? 3 proven methods to choose from

Here are the three most effective methods of learning English. You've probably heard of them and tried at least one. The trick is to choose the method that suits you and learn how to use it effectively.

1. The Immersion Method. The immersion method is also called the natural method of learning a language. This method, as is clear from the word "immersion", involves creating a so-called "language environment" around yourself. In other words, you should surround yourself with English on all sides. This method does not just help you learn a language, it helps you think in it. When you learn English by immersion, you change your way of thinking to the way native English speakers do.

2. The Classroom Method. Do not give up this method just because you do not have the opportunity to attend full-time English classes! To learn using the traditional (classroom) method, you do not need to be physically present in the classroom. You will simply learn as if you are sitting at a desk with other students around you and a teacher in front of you.

3. The Dual Method. Do you think you can use both of these methods at once? The correct answer is Yes! The dual method combines immersion and traditional methods of teaching a foreign language.

One study compared students who learn English as a foreign language using their native language, and those who learn English exclusively by immersion without translation. Research has shown that the immersion method gives quick initial results, but then progress slows down. Students who studied using the traditional (bilingual) method progressed more slowly, but eventually learned more.

Since the dual method combines immersion and traditional lexical and grammatical techniques, you can use any of the sources that we mentioned in the previous two sections. Too long classes without a break will do more harm than good! Work out the right rhythm of classes. For example, devote the morning hours to learning new material, and then try using it throughout the day.

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UDC 81-13

THE USE OF CREATIVE PROJECT TECHNOLOGY IN TEACHING ENGLISH

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Annotatsiya. Ushbu maqolada talabalarga ingliz tilini o'qitishda ijodiy loyiha texnologiyasidan foydalanish yoritib berilgan.

Kalit so'zlar: ijodiy loyiha, ingliz tili, innovatsiya, interaktiv texnologiya.

Аннотация. В данной статье освещается использование технологии креативных проектов в обучении студентов английскому языку.

Ключевые слова: креативный проект, английский язык, инновации, интерактивные технологии.

Abstract. This article highlights the use of creative project technology in teaching English to students.

Keywords: creative project, English, innovation, Interactive technology.

It is known that our president has put forward five important initiatives to launch a new system in the social, spiritual and educational spheres. The first initiative is aimed at increasing the youth's interest in music, painting, literature, theater and other types of art, as well as revealing their talents. Therefore, in order to increase creative activity even in foreign language lessons, the author proves that in its implementation it is an effective means to encourage students to learn a foreign language, to reveal their intellectual and creative potential, to develop language skills[1]. He pays great attention to the formation of independent creative thinking of students. This will help to put the acquired knowledge into practice.

Teachers began to talk about the application of creative projects in teaching at the beginning of the last century. They try to find ways to develop active independent thinking of students, not only to memorize and repeat knowledge, but also to provide opportunities for the practical use of their knowledge. At the present stage of the methodology development, the researchers demonstrate the

possibilities and possible advantages of the creative project method as a useful method of teaching and learning.

At the same time, despite the existence of a large number of publications, most researchers pay attention to the application of creative project technologies in the educational process of research in the field of Higher Education. This led us to the chosen topic. The teacher should define the creative project as "a research activity that is organized for the students, using a foreign language that is performed in the long term, in training sessions and extracurricular times".

Creative project technology allows us to solve a didactic problem and make foreign language lessons a truly interesting, meaningful, and practical solution for students to become a place of discussion or research. In this case, the highest technological value of individualization of education is realized, relying on the subjective experience and educational interests of students.

It is very important that this teaching technology is not aimed at combining real knowledge. Instead, it is aimed at practical application and obtaining new information (often through self-education). The main task of the creative project: to teach students to think independently, to find out the relationship between the reasons for finding and solving problems by applying this knowledge in different areas, to predict the results and consequences of different solutions.

In our opinion, the responsibility of teachers for project activity, sometimes weak methodical preparation, didactic and instructional materials and tools for professionally oriented projects, the reluctance, fear of teachers, or the subsequent difficulties that teachers face, despite the clear effectiveness of the teachers, will come out of the cases of avoiding projects.

The analysis of scientific literature has shown that although the project Technology fans are increasingly, there is a gap and even a replacement of concepts. In recent years, the project has a tendency to be called almost any event, and the lack of coherence in the development of the theory and practice of the project decreases the effectiveness of foreign language and practical activities.

Scientific experts consider the following stages of the project work:

- first stage-preparation: selection of the project topic, discussion, problem formulation, study of new language material, development of the project structure, discussion of the results of the project activities and methods of its presentation;
- the second stage-work management: search for data (reading texts, literature, interview, questionnaire) discussion of data and preliminary results in groups;
- the third stage-intermediate control: discussion of the design of the project, documentation (at this stage, students are required to prepare posters, brochures, small texts according to the chosen topic, photos, a short video or album with photos);
- the fourth stage-presentation: discussion, design, presentation of the project methods of demonstration of projects in groups;
- the fifth stage-summarization: discussion of the project, final evaluation.

The precise planning and implementation of creative project activities in higher education allows teachers to turn it into a practical learning process for the improvement of language knowledge, and not an event of entertainment. It should be noted that in the process of project activities, teachers should take into account the professional qualification of the students, their language knowledge, the level of teaching and the complexity of the tasks. We cannot offer tasks that are impossible or very difficult for students. This violates the basic idea of the project activity - "transition from theory to practice, harmonization of academic knowledge with pragmatics and adherence to their balance at each stage of study"[2].

Thus, the effectiveness of the use of creative project technology in teaching a foreign language is determined primarily as the development of students' cognitive skills, critical thinking and communication skills, the formation of self-teaching skills and the selection of information on a given topic.

Creative project technology is an effective approach to teaching a qualified individual because students participating in project activities improve their skills of working in collaboration, skills of working with information sources, develop and develop problem-solving methods. They get the experience of doing scientific-practical and practical work, working independently. Project work

provides a step-by-step transition from theory to practice and harmonization of scientific knowledge and pragmatics at each stage of Education.

The purpose of using the technology of creative project activities to learn the languages that will be organized with the help of the project is to facilitate learning and self-learning. True, a creative project is one of the most important goals of teaching the language. The development of interest and interest in students, the creation of the lesson context should be based on the openness of instructional materials and information, which can be a practical way of engaging students in learning. In the process of optimizing the teaching of a foreign language in a creative project technology, students are not so much dependent on their native language, but are active and guided in communicating with each other.

When we come to the development of technology, we believe that in the future the teaching of creative project technology in a foreign language will be further developed. The process of studying a foreign language is aimed at students. Therefore, the quality of teaching is improved and the scanning of students in practical foreign language is effectively developed, that is, the communicative competence of the students is formed [3].

We believe that this process will be able to fully improve students' ideas and practical language knowledge, which is useful for ensuring and implementing effective result of teaching and learning. Through the elimination of several problematic areas, creative project technologies can be effectively used in the study rooms, relevant knowledge by the teachers will enable them to overcome the problems and be creative to the teachers.

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MODERN PEDAGOGICAL TECHNOLOGIES IN THE TEACHING FOREIGN LANGUAGE

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Аннотация. Ушбу мақолада ҳозирги замон талабларига тўлиқ жавоб берадиган таълимнинг янги сифатига эришиш учун бугунги кунда инглиз тили педагоглари АКТ ни ўзлаштирган бўлишлари шартлиги ёритиб берилган.

Калим сўзлар: АКТ, модель, ўқув материаллари, компьютер технологиялари, интернет, модернизация.

Аннотация. В данной статье выделены такие технологии, как условие, при котором сегодня преподаватели английского языка овладели ИКТ для достижения нового качества образования.

Ключевые слова: ИКТ, модель, учебные материалы, компьютерные технологии, Интернет, модернизация.

Abstract. In this article highlights of technologies such as the condition that today English teachers have mastered ICT in order to achieve a new quality of education that fully meets the modern requirements.

Key words: ICT, model, educational materials, computer technology, internet, modernization.

The new technology of teaching using allows to significantly increase the degree of meaningfulness of the educational material, first, due to the clarity, concreteness and minimal of the statement of each project task, and, secondly, due to the use of not only abstract models, but also visual images that are understandable to each student. The introduction of visual and, if possible, well-known visual images into didactic means of teaching English significantly increases the degree of meaningfulness of the educational material.

In practice, information technology training refers to all technologies that use special technical information tools (audio, film, video). When computers became widely used in education, the term “new information technology of learning” appeared. Generally speaking, any pedagogical technology is an information technology, since the basis of the technological process of learning is information and its movement (transformation). A better term for computer-based learning technologies is computer technology [1]. Computer technologies develop the ideas of programmed learning, open completely new, yet unexplored technological options for learning related to the unique capabilities of modern computers and telecommunications.

Computer (new information) technologies of training are processes of preparation and transfer of information to the trainee, the means of which is a computer. Computer learning tools are called interactive, they have the ability to “respond” to the actions of the student and teacher “enter” into a dialogue with them, which is the main feature of the method of computer learning. The computer can be used at all stages of the learning process: when explaining (introducing) new material, fixing, repeating.

The activity of students in English classes has increased. Students have a sense of satisfaction from the work done. New information technologies form and develop students' motivations.

New information technologies are no longer part of the future, and teachers must make an effort to become literate in their application and implementation in teaching and learning. The use of new information technologies expands the scope of the educational process and increases its practical orientation. The motivation of students in the educational process increases, and conditions are created for their successful self-realization in the future. [1]

In this regard, it should be noted that the use of didactic capabilities of information and communication technologies (ICT) and Internet technologies in the content of secondary education in a foreign language is not carried out systematically. The main reasons for this state of Affairs is the lack of conceptual development of theoretical foundations for the use of information and communication technologies in educational activities and the introduction of non-traditional methods of organizing educational activities using ICT.

The use of ICT in educational activities sometimes becomes an end in itself for teachers who do not think about the effectiveness of using ICT tools based on traditional teaching methods. It is necessary to change the situation by developing methodological and technological aspects of using ICT tools in the new information and communication educational environment.

The information and communication educational environment and various methodological technologies implemented in it have a great pedagogical potential and allow us to consider it as a promising environment for organizing educational activities in the study of a foreign language. In this regard, the huge potential of the didactic capabilities of ICT tools, fully disclosed in this environment, will give qualitatively new results in the study of various topics of English. To improve the effectiveness of the educational process during English lessons I use educational technologies: For example, games.

The effectiveness of training here is primarily due to an explosion of motivation, increased interest in the subject. The role-playing game can be used both at the initial stage of training, and at the advanced stage. It always presents a situation that is created by both verbal and non-verbal means: visual, graphic, monological/ dialogic text. The situation indicates the conditions for performing the action, describes the actions to be performed, and the task to be solved. In this situation, it is necessary to provide information about the social relationships of the partners. The role description is given in the role card. Students should be given time to get into the role. Roles are assigned, but students can choose them themselves. This depends on the characteristics of the group and personal characteristics of students, as well as on their level of foreign language proficiency.

Currently, educational organizations are well equipped with technical training tools. In our opinion, an interactive whiteboard is an effective tool that helps to increase the cognitive activity of schoolchildren. Interactive whiteboards allow not only "to present audio-visual information using various multimedia resources, but also contribute to the activation of educational and cognitive activity of students through the interaction of participants in educational relations during an interactive dialogue, implemented through the use of various types of feedback, independence in the choice of learning

educational information, the volume and level of complexity, time and pace of work, creating a creative educational product in the process of active transformation of educational information" [2].

The use of interactive whiteboards in educational activities makes it possible to combine information and communication and traditional techniques, forms of organization of educational activities. Also, thanks to the interactive whiteboard tools, each action or reaction of the interaction participants is reflected on the screen, available for consideration, awareness and discussion by all participants of educational activities. As a result, there is an increase in the productivity of the learning process by reducing the time for individual interaction with the student [3].

Based on our experience, we can state the fact that the use of interactive whiteboard tools at an early stage of teaching foreign languages allows us to provide real visibility and situate, creative work of students, the joy of learning when successfully completing tasks, hence the development of thinking and situational speech.

Thus, the use of information and communication technologies is possible at all stages of training and for various purposes: to provide visibility, build a monologue and dialogue, prepare for the state final certification, etc. The use of information and communication technologies in educational activities "makes it possible to form key competencies of students, achieve a positive result in the formation of universal educational actions, and implement cross-cultural communication in practice" [3].

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UDC 81-13

INTERACTIVE EDUCATIONAL TECHNOLOGIES IN THE TEACHING FOREIGN LANGUAGE

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Annotatsiya. Ushbu maqolada xorijiy tillarni o'qitishda interaktiv ta'lim texnologiyalari yoritib berilgan.

Kalit so'zlar: interaktiv ta'lim texnologiyalari, xorijiy til, innovatsiya.

Аннотация. В данной статье освещены интерактивные образовательные технологии в обучении иностранным языкам.

Ключевые слова: интерактивные образовательные технологии, иностранный язык, инновации.

Abstract. This article highlights interaktiv educational technologies in teaching foreign languages.

Keywords: interactive educational technology, foreign language, innovation.

Currently, modern methods of teaching are widely used in the educational process. The application of modern techniques of teaching leads to the achievement of high efficiency in the teaching process. It is worthwhile to choose these techniques, proceeding from the didactic task of each lesson. While retaining the traditional form of lessons, enriching it with a variety of techniques that will enable the activities of educators will lead to an increase in the level of mastering of educators.

Today, in a number of developed countries, methods that form the basis of great experience in the application of modern pedagogical technologies that guarantee the effectiveness of the educational process are called interactive methods. Interactive learning techniques are now one of the most common and widely used techniques in all types of educational institutions. At the same time, there are a lot of types of interactive educational methods, and there are currently suitable for the purposes of carrying out all the tasks of the educational process.

In practice, it is possible to distinguish between them for certain purposes and apply them accordingly. This situation has now raised the problem of choosing the right interactive learning techniques to accomplish specific objectives.

To do this, it is necessary to organize the lesson process wisely, to increase the interest of the educators by the educator, to stimulate their activity in the educational process in an absolute way, to break the learning material into small pieces, to open their content, to use such techniques as smart attack, work in small groups, discussion, problematic situation, directing text, project.

An interactive method is the solution of an activity or problem in a way that interacts, interacts, interpersonal thinking, in harmony. The advantage of this method is that the whole activity teaches the student-student to think independently, preparing for an independent life.

In the selection of interactive methods of teaching, attention is paid to the purpose of education, the number and opportunities of teaching staff, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc.

When we say interactive methods-methods that motivate educators to think actively and independently, at the center of the educational process are understood, which are educational. When these methods are used, the educator urges the educator to actively participate. The educator is involved throughout the whole process. The useful aspects of the approach in the educational center are manifested in the following:

- the effect of education is higher education-learning;
- high level of motivation of the educator;
- attention should also be paid to the previously acquired knowledge;
- coordination of the educational process with the objectives and exteriors of the educator;
- support of initiative and responsibility of the educator;
- learning through practice execution;
- creation of conditions for two-way feedback.

Thus, the use of interactive techniques in the process of teaching subjects has its own peculiarity. The rigorous study and practical application of each interactive method used in educational practice has a positive impact on the thinking of the student-students as well as finding the right solution to the problem. Student-increases creativity and activity of students. When various theoretical and practical problems are analyzed through interactive techniques, students' knowledge, skills, competences and deepening are achieved.

From the foregoing, the need for proper analysis of interactive learning techniques and their classification on this basis will be known. Below we give general feedback on this issue.

When classifying these techniques, they can be divided into interactive techniques, interactive learning strategies, interactive graphic organizers.

Currently, the most popular methods of interactive education are as follows:

Interactive techniques: "Keys-study" (or "training keys"), "Blits-request", "Modeling", "Creative work", "Problematic education", etc.

Interactive learning strategies. "Smart attack", "Boomerang", "Galerie", "Zig-zag", "Zinama-zina", "Muzyorar", "SWOT" and etc. The approach to the organization of group work in the separation of interactive educational strategies from the structure of interactive educational methods is based on a comparison of strategies in a certain sense. In fact, these strategies are also more relevant to interactive learning techniques, among which there are no other differences.

Interactive graphic organizers: "Fish skeleton", "BBB", "Constualual table", "Venn diagram", "T-table", "Insert", "Cluster", "why?", "How?" and others. The main points in such training in the separation of interactive graphic organizers are based on the fact that they are expressed in written form in different graphic forms. In fact, working with these graphic organizers is also more relevant in terms of interactive training techniques, among which there are no other differences.

Interactive learning techniques are often used simultaneously with instructional technology in various forms. The use of these techniques serves to improve the effectiveness of training, increasing the activity of training participants.

It is important to emphasize that some of the interactive learning techniques in this table are favorable for their application with different forms of instructional technologies, while some are conditional and in fact, with certain instructional technologies, other more interactive techniques can be used with specific purposes.

In didactic literature, the relationship between the correct choice of teaching methods and the effectiveness of their application by various factors is noted as follows:

- first of all, it depends on the didactic goals and objectives of the training;
- secondly, it will be explained depends on the character of the material;
- third, it depends on the level of knowledge and development of the educators;
- four, it depends on the methods of a particular (current) period of study of the fundamentals of Science in the educational process;
- fifth, it depends on the circumstances of the higher educational institution or university;
- sixth, it is connected with the material and technical support of the educational process;
- seventh, the pedagogical skills of the teacher, the level of his preparation and organization of the educational process, as well as the knowledge of the teacher on the modern methods.

Thus, the process of vocational education in higher educational institutions is carried out within the framework of a multifaceted holistic system, which is organized in accordance with modern forms and methods of teaching. In this, each form performs the tasks set before it, but the set of forms and methods forms a single didactic complex. And the implementation of this didactic complex is determined by the psychological and pedagogical legalities of the educational process.

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INTERACTIVE METHODS OF TEACHING ENGLISH IN PRESCHOOL PUPILS THROUGH FAIRY TALES

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Annotatsiya. Ushbu maqolada ertaklar vositasida maktabgacha ta'lim tarbiyalanuvchilarida ingliz tilini o'rgatishda interfaol usullar yoritib berilgan.

Kalit so'zlar: interaktiv metod, ingliz tili, ertak, audioertaklar, multfilm, video.

Аннотация. В этой статье рассказывается о интерактивных методах обучения английскому языку у дошкольников посредством сказок.

Ключевые слова: интерактивный метод, английский, сказка, аудиоверсия, мультфильм, видео.

Abstract. This article highlights the interactive methods in teaching English in preschool teachers through fairy tales.

Keywords: interactive method, English, fairy tale, audios, cartoon, video.

Preschool age is the best time to introduce a child to a foreign language. Moreover, many authors believe that the age period from 3-10 years can guarantee a child's better perception of the language. After 10 years of age, only those children who have linguistic characteristics can easily learn a foreign language. And children under 3 years old have not yet fully mastered their native language, in order to immerse themselves in learning a new language.

Lexical material in a group of this age is easier to remember, faster. In addition, preschoolers have a healthy genuine interest in communication, there is no fear, a barrier that can interfere with communication in a foreign language.

For children, learning a foreign language is perceived as an incredible new discovery. They are just beginning to learn the world around them, and if you correctly approach the acquaintance of the baby with a foreign language, you can achieve amazing results. In this case, the foreign language will become almost native for the baby, organically entering into his system of knowledge about the world. Therefore, the teacher has a huge responsibility. Its task is to captivate the child, impress, surprise, give prospects, and not to tire and permanently discourage the desire to learn foreign languages. Also, it should be taken into account that teaching a foreign language for each age has a number of features that a teacher should know and apply correctly[1].

Preschoolers are a special group whose main activity is play. Thus, the learning process should be in a playful way, children do not learn the language, but play with it. At this age, there is no need to force something to learn - in children, involuntary memorization prevails, so positive emotions are needed. Educational games will help you do this. How often you can hear from a child that they do nothing in class, but only play. But at the same time, children easily remember new foreign words.

Game exercises in learning English are the basis for the development of General educational skills, such as setting and achieving goals, monitoring, evaluating actions, and analysis. But this is a great way to work out the language material. But of course, the lexical material should be carefully selected taking into account the age of children. These should be words that are well-known, frequently used and used in the native language. It is better that these are objects and phenomena that you can see, touch, draw, hear, etc. approximate topics are blocks for learning: the alphabet, numbers, animals, family, toys, food[2].

The use of game situations in a foreign language lesson contributes to the activation of educational and cognitive activity of students. A fairy tale as a game situation arouses the interest of schoolchildren in learning a foreign language. It seems that such educational material that allows you to create a foreign cultural environment in the classroom, develop the skills of listening and speaking in a foreign language is a fairy tale. A fairy tale is a literary genre that arose from folk art, which is characterized by:

1. The inclusion of unreal characters, events and conditions (space, time, circumstances);
2. The presence of multi-valued symbolic images and metaphors;
3. Strict definition of the plot scenario, formed on a common basic intention, which is built up

depending on:

a) ideas about the fate that determines the degree of freedom of the hero of the fairy tale;

b) the relationship to a particular hero or phenomenon, as archetypal. A fairy tale has an impact on the emotional state of children: it reduces anxiety and negative manifestations, provides food for perception, empathy, communication with their favorite characters, and for their own creativity. As you know, all children and even some adults love fairy tales, read them with interest, watch them, and also stage them. And interest as a motive plays an important role in teaching foreign languages to schoolchildren. If children are interested, they easily overcome difficulties, master the material well, and develop strong speech skills. Staging fairy tales gives students great joy and gives them the opportunity to firmly fix the vocabulary and grammatical forms necessary for the development of skills and abilities of oral speech. With great pleasure, children present animals from fairy tales. They are able to convey their character and behavior.

A fairy tale can act as a unit for teaching oral speech when teaching preschool children, if the selection, adaptation and teaching methods used meet certain requirements. Such requirements are determined by the psycholinguistic patterns of speech development of a preschool child, as well as by the linguistic-psychological and linguistic-stylistic features of a fairy tale.

As you know, the choice of a specific text is crucial for the organization of the entire learning process. Based on the analysis of various factors, the following criteria for selecting texts are proposed: genre, thematic, psychological, Ling-Oriental, language and developmental.

The methodological effectiveness of working with a fairy tale is also determined by the correct organization of the text, which is considered as a set of linguistic, paralinguistic and extralinguistic components. In connection with the latter, this study examines in detail the types and ways of adapting and preparing the text for storytelling and co-storytelling. Adaptation refers to the transformation of the text of a fairy tale that provides the best understanding of the fairy tale by children when listening.

When a preschooler's vocabulary reaches several dozen words, you can diversify direct educational activities with the help of audio fairy tales in English. Audio stories can be divided into:

Audio stories "in their purest form". Audio stories are a great help for children to learn English. Tiny English stories will do for a start. For example, you can listen to such fairy tales as "Three little kittens" or etc. with children. It is extremely important that the essence of the audio story is clear, because otherwise the child will quickly lose interest. And direct educational activities without interest will not be so fruitful and effective. Audio stories combined with illustrative material. In the course of

the audio fairy tale, children together with the teacher look at the pictures and simultaneously pronounce the words.

Audio stories and the “full immersion” method. To make listening to English audio tales more interesting, you can use one of the methods of fairy tale therapy – drawing a fairy tale. But you will be able to draw during the listening process if the plot of the fairy tale is at least a little familiar to the child. Therefore, children are given pencils and paper when the fairy tale is listened to for the second or third time. The fact is that drawing while listening is a process that affects the deep skills of simultaneous perception and reproduction of information. In the course of drawing, the child forms associative connections with what he has heard. Willingly or unwittingly, foreign words are remembered, associated with the plot depicted in the drawing. Along the way, you need to pay attention to whether he can simultaneously listen and draw what he heard. At four or five years of age, most children lack the skills to quickly reproduce the information they hear. But by the age of six, those children who regularly listen to and reproduce the information they have just heard in the form of a retelling, drawing, application, etc., develop the ability to simultaneously listen, hear, understand and interpret what they have heard.

The purpose of the video is to teach English to children of preschool and younger age using a communicative teaching method. The program material is interesting for the child, but at the same time educational. Children are included in the knowledge of the surrounding world, and, playing, learn English.

Lexical and grammatical material is introduced in an entertaining way. Not only the vocabulary is introduced, but also the action that can be performed with a certain subject is clearly shown, which contributes to the rapid memorization of vocabulary and the development of basic conversational skills in a foreign language. The presence of a native speaker contributes to the successful assimilation of phonetic material.

Cartoons in English are one of the best helpers in teaching English. Children love cartoons and enjoy watching them many times in a row. Therefore, cartoons in English help solve many problems of teaching a foreign language to children at once:

- the child does not have the question «why learn these words»;
- he is interested in watching a cartoon and he repeats the phrases of the characters with pleasure;
- cartoons help your child not only learn and learn new words, but also learn the sounds of English speech;
- repeatability – if a child likes a cartoon, they are ready to watch the same cartoon over and over again until they learn it by heart.

Videos for teaching children a foreign language need to be selected specifically, it is best to put the child animated songs and cartoons for kids, designed for the age of 2-3 years (for example, videos about the mouse *Maisy-Maisy Mouse*). It will be much easier for a child to understand such cartoons – due to the availability of themes – the score, animal names, etc. and a quiet pace.

Thus, the fairy tales is a game focused on the zone of immediate development, combining a pedagogical goal with an attractive motive for the child's activity.

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UO’K: 81

REALIYALAR TARJIMASI – MADANIYATLARARO MULOQOTNING ASOSIY OB’YEKTI SIFATIDA

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Annotatsiya. Ushbu maqola adabiyotshunoslikdagi xos so’zlar- realiyalarning tarjimada aks ettirilishi bilan bog`liq masalalarga bag`ishlanadi.

Kalit soʻzlar: asliyati tili, muqobilsiz leksika, realiya, milliy oʻziga xoslik, tarjima tili, transkripsiya, adekvatlik, kontekstual maʼno, madaniyatlararo aloqalar, milliy va tarixiy kolorit.

Аннотация. Данная статья посвящена проблемам, связанным с отражением в переводе реалий-специфических слов литературоведения.

Ключевые слова: язык оригинала, непереводаемая лексика, реалия, национальная свойственность, язык перевода, транскрипция, адекватность, контекстуальное значение, межкультурные отношения, национально-исторический колорит.

Abstract. This article is dedicated to the translating matters of the nonequivalent vocabulary – realia in literature.

Key words: source language, nonequivalent vocabulary, realia, national peculiarity, target language, transcription, adequacy, contextual meaning, intercultural relations, national and historical color.

Insoniyat mavjud ekanki, yaratuvchanlik faoliyati u bilan har doim yonma-yon yuradi. Oʻz qarashlari va hayotiy ilmi, tajribalari asosida yuzaga keluvchi yaratuvchanlikning bir qator turlari borki, ular biron shaxs tomonidan yaratilib, keyinchalik esa butun bir xalqqa xizmat qiladigan vositaga aylanishi mumkin. Bunday faoliyatning shunday bir turi borki, u nafaqat shu xalq, balki, oʻzga xalq va millatlar hayotida ham munosib baholana olinadi. Bu ijod turi adabiyot hisoblanib, uning zabardast vakillari tomonidan yaratilgan asarlar oʻz badiiy qiymati bilan, taʼbir joiz boʻlsa, butun dunyo xalqlari tomonidan yuksak eʼtiroflarga loyiq koʻriladi va ularni oʻrganish va bilish shart boʻlgan asarlar qatoriga qoʻyiladi.

Maʼlum tilda yaratilib, shu xalq merosi hisoblangan asarlar qanday qilib shu tildan bexabar xalq va elatlar hayotida bunday rol oʻynashi mumkin? Bu savolga, albatta, tarjima faoliyati orqali erishiladi, deb javob beramiz. Bizga maʼlumki, tarjima bu insoniyat faoliyatining eng murakkab sohalaridan biri boʻlib, u bir tilda yaratilgan nutqiy ifodani ikkinchi bir tilga oʻgirish hisoblanadi, boshqacha qilib aytadigan boʻlsak, ayni adabiyot sohasi misolida, maʼlum xalq merosi boʻlgan badiiy durdonalarning oʻzga xalqlar tilida oʻzining shaklan va maʼnan mutanosibligini saqlagan holda qayta yaratilishidir.

Tarjima insoniyat tarixida qadimdan kuzatilib kelinayotgan faoliyat turi boʻlib, bu orqali biz hozirda mavjud boʻlib turib ham butun insoniyat tarixini barcha tafsilotlari bilan koʻz oldimizga keltirishimiz mumkin boʻladi. Tarjima xalqaro doʻstlik, qardoshlik hamda hamkorlik aloqalarini mustahkamlovchi, bir necha sohalarda, chunonchi, iqtisodiy, siyosiy, ilmiy, madaniy va albatta, adabiy aloqalarning kengayishiga zamin yaratuvchi qudratli vosita hisoblanadi. Tarjima orqali turli xalqlar va elatlar adabiy merosining oʻzaro aloqasi va bir-biriga taʼsiri jarayonini tezlashishiga erishish mumkin. Yana shuni ham taʼkidlash joizki, oʻzaro aloqa va taʼsir quroli deya atayotganimiz tarjimaning jahon tilshunosligi va adabiyoti ummonidan bahra olishimizdagi oʻrnini inobatga olgan holda, usiz jahon adabiyotini milliy til va adabiyot yutuqlaridan bahramand etishning iloji boʻlmasligini aytib oʻtishimiz lozim. Shu sababdan ham bugungi kunda tarjima va tarjimashunoslik sohasi har davrdagidan koʻra ham rivoj topishi, unga tilshunoslikning asosiy boʻgʻinlaridan biri sifatida qaralish zaruriyati paydo boʻlmoqda. Zero, tarjima til bilishda, shu tilni oʻrganish va oʻrgatishda, oʻzga millat va elatlarning oʻziga xos xususiyatlarini bilish va oʻz madaniyatimizni chet davlatlarda targʻib qilishda asosiy oʻrinni egallaydi.

Til va madaniyatimizda uchray turadigan oʻziga xosliklar haqida gap ketar ekan, tarjimashunoslikda duch kelinadigan asosiy leksik birliklar haqida fikr yuritishni joiz deb topdik. Shunday soʻzlar borki, ular faqatgina maʼlum bir xalq turmushida aks etadi. Bunday lisoniy birliklar oʻsha xalq, millat va elatgagina xos tushuncha, narsa va hodisalarni oʻzida aks ettirish orqali asardagi milliy xususiyatni koʻrsatib beradi. Bunday xos soʻzlar oʻzi mansub boʻlgan xalqlarning urf-odat va anʼanalarini, maʼnaviyati va dunyoqarashini, diniy eʼtiqodi, axloqiy qadriyatlarini va ularning tafakkur yoʻnalishini belgilab beradi. Bunday oʻzaro tafovut odatda biron xalq hayotidagi maʼlum tushuncha, hodisa va urf-odat va anʼanalarning boshqa bir xalq hayotida uchramasligi natijasida, tabiiyki, ularning nomlari oʻsha ikkinchi bir xalqning lugʻati tarkibida mavjud boʻlmasligi bilan belgilanadi. Shuningdek, agar shu leksik birlikning ekvivalenti tarjima qilinayotgan xalqlar tili lugʻatida topilgan taqdirida ham, ularning biron xususiyati bilan bir-biridan farqlanishi kuzatilishi tabiiy holdir [1].

Asliyatning o'ziga xosligini belgilovchi leksik vositalar realiyalar hisoblanib, tarjimashunoslikda ularni o'rganishning ahamiyati tobora oshib bormoqdaki, endilikda bu tarjimonlar oldiga yuksak mas'uliyatni qo'yishi ayni haqiqat. Zero, milliy o'ziga xoslikni o'zida saqlab, uni dunyo tillariga shikast yetkazmay ko'rsatib bera olish tarjimonning yuksak mahorat va salohiyat sohibi ekanligini belgilovchi omillardan biri hisoblanadi.

Xalqlar turmush madaniyatini bor o'ziga xosliklari bilan o'rganilishi ayni paytda, madaniyatlararo muloqotga chorlovchi asosiy vositalardan biridir va bu hodisa realiyaning tarjimada berilishi bilan amalga oshadi. Aslida *realiya* so'zi lotincha *realia* so'zidan olingan bo'lib, u “*ashyoviy*”, “*haqiqiy*” degan ma'nolarni anglatadi. Realialar muqobilsiz leksika tarkibiga kirib, badiiy adabiyot va publitsistik asarlarda ko'proq uchraydi. Ular milliy va tarixiy koloritga ega bo'lib, ma'lum bir xalq taraqqiyotida shu xalq dunyoqarashini o'zida aks ettirgan holda yaratiladi. Uning o'ziga xosligi ma'lum xalq orasida ko'pchilik tomonidan qo'llanilishi, ommaviyligi, shu xalq tilida ma'lum-u, va aksincha, tarjima tilidagi kitobxonga noma'lum tushuncha ekanligida namoyon bo'ladi.

Ma'lum bir xalq turmush tushunchalarining tarjima tilida xuddi asliyatdagidek, yana ham aniqrog'i, shakl va ma'no birligini saqlagan holda bera olish, asliyat tilidagi milliy xoslikni kitobxonga to'la-to'kis yetkazib berishdek mas'uliyatli vazifa tarjimonlardan o'z xalqi uchun notanish, binobarin, nomlari ham tilida uchramaydigan tushuncha, narsa va voqea-hodisalarni o'ziga xalq kitobxoniga to'la anglatishni ko'ndalang qilib qo'yadi.

Yana shuni ham ta'kidlash joizki, xalqlar turmush tushunchalarini anglatadigan so'zlar shubhasiz badiiy yodgorlikning milliy bo'yog'ini, uning o'ziga xosligini tashkil etadi. Asarning milliy fazilatini belgilaydigan yana shunday omillar ham uchrab turadiki, ular xalqning milliy-madaniy ruhiyati bilan bog'liq bo'ladi. Bunday xususiyatlarning tarjimada e'tibordan soqit qilinishi pragmatik adekvatlikning yaralmay qolishiga olib keladi [1].

Realialar tarjima sohasidagi ahamiyati jihatidan yuqori o'rinlarda turuvchi tadqiqot obyekti hisoblanib, ular milliy koloritning muhim omili bo'lganliklari uchun ham madaniyatlararo aloqalarning tezlashuvida dolzarb ahamiyatga ega hisoblanadi. Shuning uchun ham asliyat tilida berilgan realialarni tarjima tiliga o'girishdan oldin tarjimon ularning tarkibini, xususiyatlari va tasnifini bilib olishi maqsadga muvofiq bo'ladi. O'zbek adabiyotidagi milliy realialarni ingliz tiliga tarjima qilish jarayonida transkripsiya, transliteratsiya, izohlash, tushuntirish, sharhlash va muqobil variantdan foydalanish kabi tarjima usullaridan unumli foydalanish orqali tarjimonlar samarali ijod mahsulini yaratishga erishadilar. Ularga qo'yiladigan talab shuki, tarjimonlar bu usullarni qo'llashda kontekstning o'rniga va muallifning mazkur realiyani qo'llashdan nimani maqsad qilganligiga ahamiyat berishi lozim bo'ladi. Shuning bilan birgalikda, asar kontekstida keltirilgan realialar asar mazmunidan alohida ajratib olingan holda tarjima qilinmaydi: uning kontekstual ma'nosiga e'tibor qaratilgan holda tarjima qilinadi. Tarjima asarni kitobxonga to'laqonli yetkazib berishning yana bir qo'shimcha manbasi- bu shu asarda qo'llanilgan realialarni asliyat va tarjima tilida tuzilgan lug'atini yaratish hisoblanadi.

Realialarning ko'plab uchrash hollarini biz milliy durdonalarimizdan biri hisoblanuvchi Zahiriddin Muhammad Boburning adabiyotshunosligimizda o'zining tarixiy matni bilan qimmatli hisoblangan ulkan adabiy- milliy merosimiz “Boburnoma” asari va uning ingliz tiliga o'girilgan tarjimasi “Baburnama” misolida ko'rib chiqsak. “Tengri taoloning inoyati bilan va hazrati on Sarvari koinotining shifoati bilan va chahoryori bosafolarning himmati bilan seshanba kuni **ramazon** oyining beshida tarix sakkiz yuz to'qson to'qquzda Farg'ona viloyatida o'n ikki yoshda **podshoh** bo'ldum”... [2].

“In the name of God, the Merciful, the Compassionate.

In the month of **Ramzan** of the year 899 (June 1494) and in the twelfth year of my age, I became **ruler** in the country of Farghana”... [3].

Yuqorida keltirilgan jumlada asliyat tilida podshoh deb berilgan va u tarjima tiliga “ruler” tariqasida o'girilgan. Podshoh so'zi Yaqin va O'rta Sharqdagi ayrim mamlakatlar hukmdorlari nomi hisoblanadi. Bobur ham ayni vaqtda o'z yurti uchun podshoh hisoblangan. Bu so'z tarjima tilida so'z ma'nosini umumlashtirgan holda “ruler” deb berilgan va matnning quyi qismida u izohlab o'tiladi: “pad-shah, protecting lord, supreme. It would be an anachronism to translate pad-shah by King or Emperor, previous to 913 A, (1507 AD) because until that date it was not part of the style of any Timurid, even ruling members of the house being styled Mirza. Up to 1507 therefore Babur's correct

style is Babur Mirza”. Tarjimasi quyidagicha: “podshoh- bu himoya qiluvchi janob, oliy maqomdagi kishi. Agar biz podshoh soʻzini „king”- “qirol” yoki “emperor”- “Imperator” soʻzlari bilan tarjima qilganimizda anaxronizmga yoʻl qoʻygan boʻlar edik, chunki Temuriylar aʼzolari Mirzo maqomida boʻlishgan. 1507-yilgacha ham Boburning nomi Bobur Mirzo nomi bilan murojaat qilingan”. Bu yerda tarjimon nafaqat nomni umumiy lashtirish orqali bergan, balki unga izoh berib, kitobxonning tasavvurini boyita olgan.

Xuddi shu misolimizda **ramazon** oyi haqida gap ketadi. Asliyatda ramazon deb yoziluvchi bu soʻz musulmon ahliga juda ham tanish boʻlgan oy nomi, yaʼni roʻza oyidir. Ushbu oy barcha oylar ichida eng muqaddasi hisoblanadi. Tarjimon ham bu oy nomini atoqli ot sifatida “**Ramzan**” koʻrinishida berib, ushbu xalqlar diniy qarashlarini alohida eʼtiborga olganliklarini koʻrishimiz mumkin.

“Yana biri Oʻsh qasabasidur, Andijonning sharqi janubiy tarafidur, sharqqa moyil, Andijondin toʻrt **yigʻoch** yoʻldur...” [2]

“Again, there is Aush (Ush), to the south-east, inclining to east, of Andijan, and distant from it four **yighach** by road...” (3, 4-bet)

Asliyat tilida *yigʻoch* bu masofa oʻlchovchi. Bir *yigʻoch* hozirgi 8 km ga teng oʻlchov birligi hisoblanadi. Andijondan Oʻsh shahri toʻrt *yigʻoch* hisob qilingan [4]. Tarjima tiliga oʻgʻirganda Ujfalvga koʻra bu soʻzga ekvivalent sifatida *farsang* soʻzi bilan mos tushishini, lekin u 6 km ekanligini hisobga olgan holda tarjimon bu soʻzni transkripsiya qilish orqali tarjima qilganligini maqsadga muvofiq ekanini izohlab oʻtib ketadi: “... Ujfalvy also takes the *yighach* and the *farsang* as having a common equivalent of about 6 kilometres. Babur’s statements in *yighach* however, when tested by ascertained distances, do not work out into the *farsang* of four miles or the kilometer of 8 kil. to 5 miles....”. Annet Beverij oʻz toʻxtami haqida dalillar bilan berib, tanlangan soʻz variantining naqadar toʻgʻri ekanligini koʻrsatib beradi: “In the present instance, if Babur’s 4 y. equalled 4 f. the distance from Aush to Andijan should be about 16 m.; but it is 33 m.” tarjimasi: “Agar *yigʻoch* va *farsang* bir xil ekvivalent qilib olinadigan boʻlsa, Andijon va Oʻsh orasi 16 milga teng boʻlishi kerak boʻlgan, lekin aslida masofa 33 milni tashkil etadi”.

“ Andijon **rudi** Oʻshning mahallotining ichi bila oʻtub, Andijongʻa borur....”

“The Andijan **torrent** goes to Andijan after having traversed the suburbs of Aush...”

Yuqorida keltirilgan jummalarga eʼtibor bersak, arxaik realiyalarga xos rud soʻzi *anhor* maʼnosida qoʻllanilgan boʻlib [4], tarjima tilida esa maʼnosi uncha yaqin boʻlmagan leksik birlik *torrent* soʻzi orqali bayon etilgan. Aslida bizga *torrent* soʻzining kuchli oqim, sel kabi maʼnolari borligi maʼlum. Inglizcha taʼriflarda ham unga “a large amount of water moving very quickly and strongly in a particular direction, flood” [5], yaʼni “maʼlum yoʻnalishda juda kuchli va juda tez harakatlanuvchi katta miqdordagi suv, daryo” tarzida tarjima qilinadi. Asliyatda nazarda tutilgan maʼnodan yiroqlashuv natijasida ingliz kitobxonni koʻz oldida Andijonning tabiati haqida biroz oʻzgartirilgan manzara gavdalanishi mumkin. Bu jihatdan olganda, tarjima tilida unchalik katta farq boʻlmasa-da, asliyatdagi maʼnosi toʻla saqlanib qolishi talabi yuzasidan tarjimonidan soʻz tanlashda oʻta ehtiyotkorlikni talab etadi.

Xulosa qilib aytganda, realiyalar asar tarjimasida shunday oʻziga xos masʼuliyat va zehn, idrok bilan yondashiladigan leksik birliklar boʻlib, adabiyotimizda xalqlar turmush tushunchalarini ifoda etadigan xususiyatiga koʻra har bir mutarjim tarjima jarayonida ularning adekvat talqinini bera olish va asl nusxa milliy xususiyatlarini kitobxonga butunligicha yetkazib bera olish eng masʼuliyatli va oʻta mushkul masalalardan biri ekanligini anglagan holda ishga kirishishi lozim boʻladi. Bunday talablarga toʻlaqonli javob bera oladigan asarlar tarjimalari bugungi kunda koʻplab uchramoqdaki, biz yuqorida buni “Boburnoma” asari va uning tarjimasi misolida guvohi boʻldik. Tarjimashunoslikda bunday samarali yutuqlarga erishilayotgani tarjimonlarning shu xalqlar hayot tarzi va dunyoqarashi, lugʻat boyligining maʼnoviy farqlaridan ancha xabardor ekanligidan dalolat beradi. Tarjimonlar tomonidan qilinayotgan ishlar esa xalqlar orasida siyosiy, iqtisodiy, geografik va madaniy bilimlarning oshishi va bu orqali ular orasida aloqalarning kengayishiga vosita boʻlib xizmat qiladi.

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THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

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Аннотация. Мақолада инглиз тилини ўргатишда замонавий мультимедиа воситаларидан ўзгарувчан ижтимоий ва маданий шароитда фойдаланишнинг долзарблиги таъкидланади.

Калит сўзлар: компетенция, педагогик технология, ахборот-коммуникация технологиялари (АКТ).

Аннотация. В статье подчеркивается актуальность использования современных средств мультимедиа в преподавании английского языка в изменяющейся социальной и культурной среде.

Ключевые слова: компетенция, педагогическая технология, образовательные ресурсы, медиаобразование, информационно-коммуникационные технологии (ИКТ).

Abstract. The article emphasizes the relevance of the use of modern means of multimedia in teaching the English language in the changing social and cultural milieu.

Keywords: competence, educational technology, information and communication technologies (ICT).

The modern development of world education points to the fact that the concept of media literacy. at this moment. it has become a necessary constant for the formation of a highly intelligent and highly qualified specialist.

In modern didactics, the term "pedagogical technology" is more common in many methodological works. The stages of development of the concept of "pedagogical technology" can be distinguished: the use of visual materials in the educational process (40s-mid-50s), programmed training (mid-50s - 60s) to pre-developed educational processes that ensure the achievement of clearly defined goals (up to the 70s), to create computer and information technology training (since the early 80's).

Today, students usually have some experience with various tools for processing multimedia data, transmitting, storing and presenting information in everyday life, and also show a great interest in their use as a means of recreation. Indeed, "new pedagogical technologies are coming to the practice of education". The need for this is due to changes in the requirements of society and the internal needs of the education system [1]. It is obvious that there should be such a model in the educational process that would ensure not only the formation of effective use of computer skills during training and processing of necessary educational information, but also the development of personal qualities and values of a citizen of the information society.

Among the reasons there are not only organizational and pedagogical problems, but also the lack of readiness of the teacher to solve problems related to the computerization of the educational process. The study of practical experience has shown that the use of ICT in teaching English is not a mass phenomenon. The reason, according to many researchers, is the lack of clear ideas about how ICT helps to achieve the planned results of teaching Russian, which should be changed in the content, forms of organization, methods and principles of teaching. [5]

There is a need for a deeper theoretical and methodological justification of the use of ICT in teaching English in the field of professional and business communication, based on the introduction of training opportunities of modern multi-media, such as differentiated learning, and focused on the intellectual and personal development of students in the formation of key competencies, on the education of individuals living in an information society. So, of course, today a new approach to teaching English is the use of information and technology. As is known, in contrast to their usual means, methods and production of information and processing is the use of electronic devices, especially computers.

In recent years, the terms "information technology", "information and communication technologies" have been widely used, showing modern functions and computer technologies and telecommunications.

Different concepts define three main uses of ICT in education, namely:

- organization and management of the educational process;
- training in the broadest sense of the word – training under the guidance of a teacher (stationary and remote) to use computer technology for self-learning;
- study of specific disciplines.

In practice, the use of ICT in teaching the native language, since the mid-80's of the last century began to use various applications - text editors, spell checking, electronic dictionaries, as well as spreadsheets, desktop publishing, encyclopedias, games, and other programs. Features such as hypertext, which creates a system of cross-references in the text, combining the capabilities of hypertext and multimedia, allow you to use ICT to work on improving all types of speech activities (listening, reading, writing, speaking, including aspects such as pronunciation and intonation) and for real communication in written and oral form.

The next stage (the beginning of the 21st century) is the development of ICT training using virtual reality. In the " virtual " classroom – laboratory, students have the opportunity to work in the conditions of modeling a variety of speech situations, it will undoubtedly expand the possibility of improving speech and cognitive skills, create optimal conditions for the formation of communicative and socio-cultural competence.

The main feature of the modern stage of ICT use is the mass and purposeful use of space on the Internet, professional computer programs of various types: actual training, applications, telecommunications tools-in order to create a unified environment for computer training, through which students ' communicative competence is more effectively developed. In modern research, the importance of the Internet for learning English in higher education is emphasized by the fact that Internet resources provide teachers and students with information on various aspects of scientific and theoretical research of the English language.

For example, for higher education teachers and students, Internet resources may be interesting, because they are specialized on the basis of electronic libraries, search engines, providing opportunities to search the subject area (projects, lesson plans, systematic links, interactive exercises) and professional features of students; portals that allow you to participate in discussions, get acquainted with advanced methodological and pedagogical practices.

One of the main problems associated with teaching English is the problem of trust, scientific and educational significance of the content and significance of information found on the Internet. It is obvious that the genre specificity of sites (news sites, personal pages, informational materials, scientific publications, and others) implies their different content, in this case, teachers and students must have the skills to critically perceive the information posted on the Internet to which they refer. Currently, theoretical and applied aspects of computational linguistics are developed by leading scientists from different countries, which can be divided into three research areas.

Research on the development of theoretical aspects of the use of ICT in language teaching belongs to the first direction. These papers discuss the following issues:

- methodological problems of computational linguistics;
- psychological and pedagogical problems of computerization of language teaching;
- questions of typology of educational materials in the use of ICT;
- the problem of evaluating the quality of software in the learning process.

These areas of research suggest a comprehensive approach to the study of this problem. However, we believe it is necessary to emphasize that the leading aspect is the preparation of English language teachers for the educational process using ICT.

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MODERN TECHNICAL MEANS OF TEACHING IN THE ENGLISH LANGUAGE LESSON

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Annotatsiya. Ushbu maqolada ingliz tili darsida o'qitishning zamonaviy texnik vositalari ko'rsatib o'tilgan.

Kalit so'zlar: AKT, internet, kompyuter, multimedia vositalari.

Аннотация. В данной статье показаны современные технические средства обучения на уроке английского языка.

Ключевые слова: ИКТ, интернет, компьютер, мультимедийные инструменты.

Abstract. This article shows the modern technical tools of teaching in English language lesson.

Keywords: ICT, internet, computer, multimedia tools.

The issue of using new information technologies in teaching English is becoming more and more relevant. The use of new information technologies in teaching foreign languages means not only the practical application of modern technical means and technologies, but also the use of new forms and methods of teaching a foreign language and the approach to the learning process in General. One of the main tasks of the teacher is to activate the activity of each student, creating a situation for their creative activity.

In this article, on the one hand, we are talking about the undoubted advantages of using information computer technologies (ICTs) in English lessons, and, on the other hand, we analyze the problems that arise when using them in practice. To achieve a new quality of education that is truly adequate to the present, today's English teacher must not only master ICT, but also realize how much the approach to the ratio of the functions of the learning process is changing: traditionally, the guiding and controlling functions are gradually replaced by the orienting and systematizing ones[1]. Thus, it is only under these conditions that purposeful joint activity of the teacher and students in the information and educational environment (IEE) can be fully implemented. If in traditional training the main task was to transfer a certain amount of knowledge to the student, the formation of a number of skills, the purpose of training in IEE is to teach the student to set and solve cognitive problems, and for this purpose to find, process, use and create information, navigate in the information space. The main characteristics of the IEE are:

1) Openness, which is provided by the interaction of the environment with the information and educational space and allows you to organize variable training that meets the challenges of developing the student's personality.

2) The Internal unity of the learning process – the learning goals, the teacher's activities, the students' activities and the planned result. The unity of the learning process arises as a result of conscious actions of participants in the pedagogical process and is formed taking into account the content of educational material, optimal methods that contribute to the achievement of learning and development goals.

3) The versatility of the learning process. The environment can be both a source of knowledge and at the same time contribute to the organization of various forms of independent work of students. IEE allows you to implement the didactic capabilities of innovative technologies, effectively organize individual and collective work of students. Today it is quite clear that it is training in the information and educational environment that significantly increases the effectiveness of education in General and foreign language learning in particular.

However, one of the problems is the paradoxical situation when, as a result of a huge gap between generations in the level of computer literacy, the teacher for the first time began to feel inferior to the students. The information space that schoolchildren and students who possess modern computer technologies actively master opens up huge opportunities for students to acquire knowledge and skills that are often, unfortunately, inaccessible even to a teacher who has worked for many years in school or at a University. It should be noted that the market of electronic educational products (EEP) offers a large range of CDs with various types of electronic resources that claim to be ideal language courses.

In the context of changing educational content, ICTs offer huge opportunities to increase student motivation and build strong language skills. Computer training programs have many advantages over traditional training methods. They allow you to train different types of speech activity and combine them in different combinations, help to understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provide the implementation of an individual approach and the intensification of independent work of students[2].

However, when it comes to the use of ICT in educational institutions, the following problems arise. First, there is a very small number of schools and universities that are equipped with sufficient technical means. Secondly, English teachers need qualified assistance in mastering both computer and special e-learning programs. As for equipping schools and universities with modern equipment, this issue should be resolved at the level of the administration of specific educational institutions. To solve the second problem, secondary school and higher education teachers are offered courses at the faculties of advanced training to enrich their professional baggage by studying a variety of multimedia programs.

Finally, lexical and grammatical exercises are presented in an attractive form for student. The disadvantage of exercises in grammar and vocabulary can be considered their superficiality, the lack of careful study of certain language phenomena. Another example of successful involvement of students in the learning process is the use of an interactive whiteboard. An electronic touch Board with the appropriate software successfully replaces a lot of additional equipment – a DVD player, an audio recorder, a TV – and is able to turn any foreign language classroom into a dynamic learning environment. To date, the most universal technical means of learning are electronic interactive whiteboards SMART Board[3].

Electronic interactive whiteboards are an effective way to introduce electronic content of educational material and multimedia materials into the learning process. The lesson material is clearly outlined on the screen of the interactive whiteboard and aims each student to be active and productive. Pre-prepared thematic texts in English, training and testing exercises, colorful pictures of various types, material from English-language multimedia disks, audio and video materials serve to introduce or activate the lesson material, repeat or consolidate lexical units and grammatical structure of the language, control and self-control of knowledge. The interactive whiteboard allows you to work without using a keyboard, mouse, or computer monitor. All the necessary actions can be performed directly on the screen using a special marker or even a finger. The teacher does not distract from the lesson to perform the necessary manipulations at the computer. This has a positive effect on the quality of presentation of educational material. Thus, using an interactive whiteboard, you can organize the student's permanent work in electronic form. This significantly saves time, stimulates the development of mental and creative activity, and involves all students in the class. Unfortunately, we have to return to the problem of equipping educational institutions with modern technical means. It should be recognized that the lack or insufficient number of interactive whiteboards (one Board for the entire school) in most schools and universities cannot contribute to the introduction of ICT.

Today, the task of an English teacher is, on the one hand, to instill in students the skills to acquire thorough knowledge, and, on the other hand, to teach young people to meaningfully master the necessary information. So, the reasonable use of almost limitless possibilities of modern technical means in English lessons should contribute to the formation of language competencies, the development of creative thinking and, most importantly, the desire for continuous improvement.

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MOTIVATION OF STUDENTS WHEN LEARNING ENGLISH LANGUAGE

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Annotatsiya. Ushbu maqolada ingliz tilini o'qitishda talabalar o'quv motivatsiyasini shakllantirish omlillari yoritilgan.

Kalit so'zlar: *motivatsiya, ingliz tili, innovatsiya, nazariya va amaliyot.*

Аннотация. *В данной статье рассматриваются факторы, формирующие образовательную мотивацию студентов при обучении английскому языку.*

Ключевые слова: *мотивация, английский язык, инновации, теория и практика.*

Abstract. *This article covers the factors shaping the educational motivation of students in teaching English language.*

Keywords: *motivation, English language, Innovation, Theory and practice.*

Economic, political and socio-cultural interests directly affect the need for each of its citizens to speak at least one foreign language. There are many recommendations that help students of a foreign language to easily advance in its acquisition. These include:

- fighting the fear of making mistakes;
- striving to communicate;
- language practice (recommended with native speakers);
- control your speech and the speech of the interlocutor;
- regular listening and viewing of radio, television and movies in the target language;
- regular reading of books and magazines in the target language;
- speaking with teacher/native speaker;

- the compilation of a dictionary and tables and storing therein material. However, the process of learning a language directly depends on motivation. From a psychological point of view, motivation is a multi-faceted and complex structure, the complexity of which cannot be described by any of the existing theories. Therefore, the concept of motivation should be considered taking into account the psychological characteristics of students. Psychologist R.Gardner defines motivation as the degree to which a person strives to learn a language because of the desire and pleasure received in the learning process. He distinguishes two types of motivation - integrative and instrumental [1].

Integrative motivation can include an emotionally positive attitude and location to the country and culture of the language being studied, interest and desire to interact and even become like native speakers. A student who has this type of motivation sees the great value of learning a language in the possibility of its further use for the spiritual and cultural development of the individual. Instrumental motivation looks at language learning from a pragmatic perspective, such as socio-economic development and reward.

Language learning is necessary for the student as a tool for passing the exam, access to additional information (for example, educational works in a foreign language that can be used when writing projects in their native language), and expanding career and business opportunities in certain social conditions. Being aware of their strengths and weaknesses, students are motivated by their personality, so the teacher needs to correctly balance and feed both types of motivation, while becoming a role model.

In addition, the very atmosphere in the classroom should be friendly in which each student will feel their importance to the teacher, classmates and the entire learning process, as well as increase the desire to express themselves, learn and improve a foreign language. Another important aspect that affects motivation is the placement of students. Of course, if the teacher is limited to rearranging desks due to their initial fixed location in the classroom, it is necessary to consider options for transferring a student to a new place, which sometimes speeds up the pace of the lesson and increases the personal performance of each of the participants in the learning process. Regardless of the placement of desks in the classroom, you must remember to observe visual contact with your partner, whether it is a teacher or a classmate who works with you in a pair or group. Compliance with this requirement is necessary to maintain attention in the classroom, for which it is also important to remember about the comfortable distance between the desks, which should not be too wide. The sense of achievement of goals is one of the important factors that affect the motivation of students.

However, with all the positive aspects of working in the classroom, the teacher should not forget to point out and clearly explain the mistakes made when performing tasks. In addition, tasks of different levels of complexity help each of the children to feel successful, making an effort and getting a positive result. For example, the ability to use their notes, grammatical charts and tables to consolidate the

material will allow participants to feel that they can easily and quickly perform the tasks proposed by the teacher and will give them the opportunity to get used to the new rules before they write their own work. A sense of personal success when performing complex tasks increases motivation to learn.

The learning process occurs when creating, writing, composing, and solving. Passivity extinguishes the curiosity and motivation of students. Enthusiasm, engagement, and the desire to participate in the learning process affect the quality of learning. Writing tasks for mini-groups and pairs increases students' confidence in themselves and their abilities, because most people express their thoughts and feelings more freely and easily in mini-groups of three or four people than in front of an entire audience. This type of activity develops mutual assistance and cohesion, so when drawing up a lesson plan, it is necessary to include role-playing games, not forgetting that they should be as close as possible to everyday situations.

In addition, the motivation to learn a foreign language will increase if the proposed games and conversations in the learning process will echo the topics, characters and people that are interesting to students. To do this, the teacher must track current trends in music, film, science, literature, and even games.

An important point that must be observed by the teacher is a clear explanation of the upcoming task. Give your students the opportunity to prepare for it and ask you the necessary counter questions, especially if this is a new format for them. A correctly formulated task, its goal and time frame directly affect the achievement of high learning results. Also, always explain why this building is important for learning a foreign language and what, in addition to the mark, students will be able to get and develop while doing it. Children of all ages love to compete in sports, computer games, and even in educational rankings, so a friendly competition in English class will encourage them to show their skills and abilities in completing tasks for speed or the number of correct answers. The final "prize" of the winner must be a prerequisite. The reward option that the teacher will choose should create a positive emotional mood for the next part of the lesson. This banal can be a sticker or a great mark, as well as the right to choose a video clip or song for the next lesson. The manifestation of students' talents motivates them to study the subject in which they can be applied. Observe the students, talk about their Hobbies outside of school hours and, after a short period of time, you will accurately understand what they can prove themselves.

For example, children with artistic tendencies can draw pictures or make up entire comics for a story read in class. And the owners of musical talents can bring musical instruments and accompany classmates who will sing songs or rap in English. You can help discover the artistic talents of students and apply them harmoniously when learning English at extracurricular activities, especially when staging performances. These and many other ways to motivate students to learn English will help them realize that English is necessary for working with computer programs and mobile applications, playing video games, understanding the lyrics of their favorite songs, and communicating with foreigners. It is probably wrong to say that the motivation of each student is his personal choice, because even the most gifted pupil will not be able to achieve long-term goals if the teacher does not motivate him to learn new material.

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METHODS OF ACTIVE LEARNING IN ENGLISH LESSONS

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Annotatsiya. Ushbu maqolada ta'lim jarayonida foydalaniladigan, ayniqsa ingliz tili darslarida qo'llaniladigan axborot manbalarining imkoniyatlari yoritib berilgan.

Kalit so'zlar: metod, innovatsiya, innovatsion texnologiyalar, kommunikativ madaniyat.

Аннотация. В статье освещено как в образовательном процессе используются различные методы, предоставляющие широкий выбор источников информации для познавательной

деятельности на уроках английского языка.

Ключевые слова: методы, инновация, инновационные технологии, коммуникативная культура.

Abstract. The article describes different methods are used in the educational process, providing a wide choice of sources of information for cognitive activity in English classes.

Key words: methods, innovation, innovative technologies, communicative culture.

Now, in the XXI century, the role of international education is increasing. Raising our own culture, developing and moving forward is a vital necessity of our century and a young state.

Today, knowledge of English opens a window to a large global world with its huge flow of information and innovation. Everything around us is changing and, accordingly, the attitude to learning should change. Learning English, as well as learning any other subject, requires hard systematic work, especially since the vast majority of students do not have the opportunity to communicate with native speakers. The use of non-standard or non-traditional forms of work in teaching greatly contributes to the activation of children's educational activities. Using multimedia in English lessons is a requirement of today, on the one hand, and a huge help in the work of the teacher, on the other. Interactive training based on multimedia programs allows you to more fully implement a whole set of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. Using a computer allows me to organize individual, pair and group forms of work in the lesson [1].

Pedagogical technologies are associated with a wide application of new information technologies, which make it possible to fully disclose didactic functions of these methods and realize the potential educational opportunities. Since today we need free access to necessary information, then in the information centers all possibilities are created access to scientific, cultural and information centers around the world, so that comprehensive study of this or that problem to form their own independent opinion. Thus, students should be provided with favorable conditions for the use of technological capabilities of modern means of communication both for searching and information, and for the development of cognitive and communicative abilities and the formation of their ability to make quick decisions in difficult situations. [2].

An important aspect of using ICT in foreign language lessons is project activity. Multimedia presentations are actively included in the learning process. Students use the Internet to collect material for projects.

The main forms of using information technology are as follows:

- 1) multimedia tutorials, which are conducted on the basis of computer training programs;
- 2) lessons based on author's computer presentations during lectures, seminars, laboratory works, reports of students. So, with the help of a computer program PowerPoint teachers organize a series of multimedia lessons, training modules, electronic teaching aids that enable the integration of audiovisual information presented in various forms - graphics, slides, text, video etc.;
- 3) testing on computers;
- 4) telecommunication projects, work with audio and video resources online;
- 5) distance learning, which includes all forms of educational activity, they are carried out without the personal contact of the teacher and the student. In the global Internet today almost all educational services from short-term refresher courses and ending with full-fledged programs higher education;
- 6) work with interactive tablets Smart Board;
- 7) voice chat over the local network, used to teach phonetics. So, for the implementation of the chat are applied free programs Net Speakerphone or Speaker, allowing to communicate in any mode: teacher-pupil, pupil-pupil, mode conference;
- 8) Lingua phone devices, which include a teaching console and workers places of students, as well as equipment according to one of the following schemes: audio passive, audio active or audio comparative.

In the practice of teaching a foreign language, the project methodology has found great application. This is due to a number of reasons, including the presence of problems in each lesson, a large number of composing their own monologues and dialogical statements, the study of country

studies material, analysis and comparison of cultures of different peoples and countries. The project method can be considered an effective stage in the formation of critical thinking. As a result of certain search, research, and creative activities, students not only come to the solution of the problem, but also create a specific real product that demonstrates the ability and ability to apply the results in practice. Each project is related to a specific topic and is developed over several lessons.

At the presentation stage, students worked on the actual technical implementation of the project. Using a computer gives the project more dynamism. The children made their own videos, edited them using computer programs, worked with text and image editors, improving their computer skills, and mastered the use of electronic versions of English-Uzbek and Uzbek-English dictionaries. Students had a practical opportunity to use the knowledge and skills gained in computer science lessons[3].

The information and information multimedia training programs, as practice shows, have advantages traditional methods of teaching, because they not only allow them to train or other types of speech activity, combining them in various combinations, but also promote the implementation of an individual approach and increase the independence students. Modern reality makes ever higher demands on the level practical knowledge of a foreign language. In this regard, the use of innovative educational technology provides tremendous opportunities for effectiveness of the learning process. To this we add that the use of innovative technologies in the process foreign language training also makes it possible to raise qualitatively the general cultural development of young people, contributing to the further development of their skills possession of computer technology. This contributes to the formation of language competencies, increase of motivation in learning a foreign language. Hence the use of innovative technologies in teaching foreign languages carries a huge pedagogical potential, which allows to translate the mastery of a foreign language in alive creative process.

In the XXI century, society is placing increasing demands on the practical proficiency in English in everyday communication and professional sphere. The volume of information is growing, and often routine ways of transmitting, storing, and processing it are inefficient. The use of information technologies reveals the huge possibilities of the computer as a means of learning. From the experience of my work, I can conclude that the project method is a great incentive for students to work, leads to the active development of a foreign language, the application of their knowledge in each specific situation.

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THE CONCEPT OF RESEARCH OF THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE FORMATION OF INNOVATIVE CULTURE OF FUTURE TECHNOLOGY TEACHERS IN THE PROCESS OF TRAINING

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Annotatsiya. *Maqola ta'lim muassasasidagi texnologiya o'qituvchisining innovatsion faoliyatiga bag'ishlangan bo'lib, nafaqat kasbiy vakolatning axborot tarkibiy qismini kengaytirishga, balki o'qituvchining innovatsion madaniyatini shakllantirish uchun juda muhim bo'lgan uning o'zini rivojlantirishini rag'batlantiruvchi ta'lim pozitsiyasini o'zgartirishga qaratilgan.*

Kalit so'zlar: *murakkablik, innovatsion faoliyat, axborot jamiyati, pedagogik jarayon, progressiv o'zgarishlar, madaniy meros, zamonaviy yutuqlar, innovatsion ong.*

Аннотация: *Статья ориентирована на инновационную деятельность учителя технологии в образовательном учреждении, направленную не только на расширение информационной составляющей профессиональной компетентности, но и на изменение образовательной позиции учителя, стимулирование его саморазвития, что является важным для формирования инновационной культуры.*

Ключевые слова: сложность, инновационная деятельность, информационное общество, педагогический процесс, прогрессивные изменения, культурное наследие, современные достижения, инновационное сознание.

Abstract. The article is focused on the innovative activity of a technology teacher in an educational institution is aimed not only at expanding the informational component of professional competence, but also at changing the educational position of the teacher, stimulating his self-development, which is so important for the formation of an innovative culture.

Key words: complexity, innovative activity, information society, pedagogical process, progressive change, cultural heritage, modern achievements, innovative consciousness.

Transformations in society, the increasing complexity and scale of the tasks that society faces in the context of globalization, give rise to the needs of a person who is flexible, prudent, creative, able to withstand circumstances and effectively solve professional and personal problems. The innovative activity of teachers today becomes the main direction of the implementation of reforms in education and one of the essential directions of the transition to the model of innovative development of Ukraine as a whole. This determines the main priorities of higher pedagogical education. Higher pedagogical educational institutions strive to prepare a new generation of technology teachers focused on the values of the modern information society. The development of an educational paradigm for the formation of a future teacher of labor education in the context of the formation of a national system of higher pedagogical education required the study of a wide range of problems. Among them: philosophy of education (V. Andrushchenko, V. Beh, V. Kremen, V. Lugovoi, etc.), strategic directions and models of modern teacher education (I. Beh, I. Zyazyun, B. Gershunsky, N. Yevtukh, V. Mayboroda and others), the theory of professional readiness for pedagogical activity (V. Grinova, N. Kuzmina, N. Talyzina and others), models of the teacher's personality development in the process of training (V. Bepalko, I. Vilsh, V. Kuz, N. Nychkalo, S. Sysoeva, etc.).

An analysis of the results of theoretical and practical research in the training system for technology teachers made it possible to identify and concretize the contradictions between [1]: - the focus of the educational process on the development of a creative personality capable of implementing innovations and the lack of relevant theoretical and methodological foundations and scientific methodological tools; - emphasizing social thought on the individual's needs for self-improvement, development of her creative abilities, the need to create conditions for personal and professional growth and the realities of training technology teachers in higher pedagogical educational institutions of Ukraine, where the technocratic approach dominates; - the quality of professional training of technology teachers and the lack of a comprehensive analysis of didactic approaches to the formation of an innovative culture of future technology teachers. The resolution of these contradictions provides for: - substantiation of the conceptual foundations of the formation of an innovative culture of future technology teachers; - the definition of scientifically based pedagogical conditions for the formation of a creative personality in the process of studying the theory of labor; - development of a pedagogical model for the formation of an innovative culture of future technology teachers.

The preparation of future technology teachers for pedagogical innovation is a component of the pedagogical process in higher education, which is based on the philosophical understanding of democratization, humanization, integration, fundamentalization and globalization and is aimed at the formation of integrated knowledge and integrated skills, creative development and national education of the individual. The preparation of future technology teachers for pedagogical innovative activity should be subordinate to the content of the educational sector "Technology", based on the national cultural heritage, modern achievements of labor theory, ensure consistency in the mastery of traditional technologies and the implementation of innovative pedagogical projects. When developing a model for preparing future technology teachers for pedagogical innovation, it is necessary to take into account systemic, activity approaches, the specifics of the pedagogical work of future technology teachers and their orientation towards creativity. Pedagogical innovation means creating and adapting to change. "Pedagogical innovation is an innovation in the field of pedagogy, targeted, introducing stable elements (innovations) into the educational environment that improve the characteristics of both its individual components and the educational system as a whole" [2].

The content of preparing future technology teachers for pedagogical innovation should be based on humanitarian, philosophical, psychological, pedagogical, cultural and technological education, to provide the future technology teacher with not only an appropriate set of professional knowledge and skills, but also technical education, which creates the conditions for creative development. The preparation of future technology teachers for pedagogical innovation involves the development of methods, organizational forms and didactic tools for the development of research skills and abilities, the formation of innovative thinking in the process of studying special subjects, research and extracurricular educational activities. Such preparation of future technology teachers for pedagogical innovation enables the future teacher to perform the functions of various professions in the system of technological education and aesthetic education, in particular as a teacher of labor training, the head of a circle of decorative and applied art or an aesthetic development studio, teacher of a teacher training college or professional technical educational institution, researcher in the field of pedagogy.

At the same time, integrated knowledge and complex skills formed on the basis of interdisciplinary ties of humanitarian, cultural, technical, psychological, pedagogical and methodological courses are considered fundamental in the training of future technology teachers. Innovative culture is a rather complex phenomenon that cannot be reduced to a formula. The concept of innovative culture requires an understanding of the cultural, individual and social levels of creativity.

First of all, it is important to recognize that creativity is a cultural concept that evolves over time in different countries. It also reflects cultural constraints. The innovative activity of a technology teacher presupposes a system of interrelated types of work, the totality of which ensures the emergence of real innovations: - pedagogical research activity aimed at gaining new knowledge about how something can be (“discovery”), and how something can be done (“invention”); - project activities aimed at developing specific, instrumental and technological knowledge on how, based on scientific knowledge, in the given conditions it is necessary to act in order to get what it can or should be (“innovative project”); - educational activities aimed at the professional development of subjects of a certain practice, at the formation of each personal knowledge (experience) about what and how they should do in order for an innovative project to be embodied in practice (“implementation”). There are a number of factors necessary for the successful implementation of the process of professional development of a technology teacher focused on innovation: the process should be continuous, because the development of innovative practices is a changing process; his support should be based on a competency-based approach; professional development occurs due to the participation of the subject in innovation and specially organized reflexive-analytical, design and educational processes; it is advisable to organize support for the professional formation of a teacher on the basis of solving multilevel problems inherent in this type of activity (mastering knowledge and skills based on the construction of concepts and meanings, solving professional problems on the basis of modeling an innovative educational environment, building your own path of professional development based on designing activities, individual educational tasks and programs for their implementation).

The features of the innovation activity of a technology teacher include: creative ability generate and produce new ideas and ideas, and most importantly - design and model them in practical forms; openness of the personality to a new one, different from its ideas, which is based on the tolerance of the personality, flexibility and panoramic thinking; cultural and aesthetic development and education; willingness to improve their activities, the availability of internal means and methods ensuring this readiness; the ability to overcome psychological barriers that arise when innovations are introduced into the educational process; developed innovative consciousness (value of innovative activity in comparison with traditional, innovative needs, motivation of innovative behavior). The success of the innovative behavior of a technology teacher largely depends on the development of a certain level of culture, the ability to actively enter the cultural worlds. The process of creating an innovative culture of a future technology teacher consists of several stages and is accompanied by the mastery of innovative activity by imitating patterns of creative behavior. The presence of such an imitative ability provides ease of entry into pedagogical activity, increases the level of its development, and determines productivity and originality. Thus, the innovative activity of a technology teacher in an educational institution is aimed not only at expanding the informational component of professional competence, but also at changing the

educational position of the teacher, stimulating his self-development, which is so important for the formation of an innovative culture.

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THE ROLE OF MASS MEDIA IN THE TEACHING FOREIGN LANGUAGE

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Annotatsiya. Ushbu maqolada xorijiy tilni o'qitishda ommaviy axborot vositalarining o'rni yoritib berilgan.

Kalit so'zlar: ommaviy axborot vositalari, chet tili, til vositalari.

Аннотация. В данной статье подчеркивается важность использования медиаматериалов в обучении иностранному языку.

Ключевые слова: средства массовой информации, иностранные языки, языковая среда.

Annotation. In this article highlights of the importance of using media materials in the teaching foreign language.

Keywords: mass media, foreign languages, language environment.

The term "mass media" comes from the English "mass media" and is an abbreviation of "media of mass communication", which means "mass communication medium" (MCM), that is "communication and communication". According to the law of "On mass media", mass information means printed, video, audio-visual and other messages and materials intended for an unlimited number of persons. Other words, the media is any collected, processed and analyzed information in such sources as: newspaper, radio, television, Internet, etc., which is freely available and has a mass scale, which means that the media are used in various types and areas of activity. The use of mass media in the field of education, namely in foreign language classes, is increasing every day. With the use of information technology, teachers are able to use various media to enrich the language environment of their class, to accelerate the learning process, to improve the acquisition of the subject, to instill interest in the subject being studied.

The method of teaching foreign languages involves the use of mass media in the educational process as an effective means of teaching oral foreign language communication as a goal and, at the same time, as a natural result of educational activities. The special role of authentic media in the methodology of teaching that they bring students as close as possible to real information sources and "immerse" them in the world of current events. The use of authentic self-selected media texts in the classroom has a long tradition. Until recently, these were mostly newspaper and magazine articles. In recent years, television and radio programs, as well as texts taken from the Internet, have been added to press materials. It is customary to divide mass media into visual (periodical press), auditory (radio) and audio-visual (television, documentary films). [1]

Modern visual media provides a huge amount of material in printed form, as well as in digital form using images, videos, graphs, etc., to create a more suitable learning environment. The media provides a huge amount of new material to the teacher, who can easily find information suitable for the school curriculum. Also, working with printed material creates children's interest in reading, due to a

variety of information, tasks, and submissions. All this in General helps the student to achieve both a free and competent command of a foreign language.

The newspaper tells the reader about real events and is in tune with many topics of school textbooks. The teacher should only choose the appropriate material that will match the age level of the student and the level of their language proficiency. Of course, you need to take into account the volume, subject matter, complexity of understanding the text, and many other factors that can backfire. It should also be said that the teacher has a huge responsibility and requires high dedication and interest in the development of material that should be useful for students to understand and have a long-term effect [2].

In the last decade, the Internet has become increasingly popular. The Internet is a special environment that has a special language, special content, and a large young audience. Due to the peculiarities of modern man as a visual in the perception of information, teaching of a foreign language is increasingly focused on the use of multimedia language, moving from using multimedia as an auxiliary, illustrative element to multimedia as a teaching tool. The leading role of using information technologies is how to diversify the presentation of information, make it more perceived by students and immerse students in a foreign language environment. Also, the multimedia space of foreign language teaching has such tasks, which are not only to systematize and present educational material, but also to visualize the context of practical use of a particular educational material.

Therefore, the teacher should try to develop a series of activities so that students can discuss and draw conclusions from their own experience of the target culture solely as a result of what they have heard or read. The teacher can provide some factual information related to the lifestyles that exist in the culture (s) and the patterns that members of these cultures usually follow, but it is important to encourage comparative analysis with the students' own culture. For example, the views of foreigners on the country of students presented in guidebooks or tourist brochures can be compared with the students' own experience and views on their own country; They will quickly find that there is a difference. They may then be asked to consider whether their perception of a foreign country will be the same as that of the residents themselves [3].

That activate their schemas and basic knowledge about other countries and cultures: students perform the role of visitors in their own country and meet other students acting like themselves, rather than the stereotypes that visitors expect. Such experiential learning is a powerful tool for developing self-awareness, as well as perceptions of other countries. The teacher can encourage students to become more observant in terms of various subtleties of cultural behavior. Students are bound to come out of this experience much better prepared to communicate with other cross-cultural speakers, tolerate differences, and deal with everyday situations they may encounter in a foreign country.

In such work, the teacher does not need to be an expert in other countries. The focus is on how students respond to other people's and others' views of themselves and how they interact with people from other cultures. Of course, there is some factual information that students need in other countries where the target language is spoken, but this is available to teachers in reference books, via the Internet, and so on. This information does not depend on whether you have been to these countries, and in fact, when you visit another country, it is not the information that you purchase. In this regard, the issue of the interdisciplinary aspect is focused to emphasize that cross-cultural education should not be related only to language, but can extend to the exchange of information / experience on substantive subjects within the curriculum.

The advantages of using media resources in the classroom are obvious, but there are also a number of tasks that need to be solved. Among them, it is worth highlighting such as the need to combine information from media sources with the material of the school curriculum, changing the habit of learning the language exclusively through textbooks to the active use of Newspapers and news sites, as well as creating a person-oriented learning environment.

Thus, it should be said that the mass media have a number of advantages in teaching a foreign language, both for the teacher and for the student:

1. The media can provide us with the latest news from the countries of the language being studied, demonstrate interesting country-specific material, as well as show art or educational films;

2. The media provides the opportunity to create various tasks for the lesson that will help you get deeper into the study of a foreign language;

3. The media has a large number of illustrations and video material, due to which language learning will be more interesting both in the classroom and in independent study.

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INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE STUDY OF ENGLISH LANGUAGE GRAMMAR

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Аннотация. Ушбу мақолада техник университетнинг биринчи курс талабаларига инглиз тилини ўргатишнинг самарали усулини ўрганиш тажрибаси муҳокама қилинган.

Калит сўзлар: интерфаол ўқитиш усуллари, инглиз тили, лойиҳа, мустақил иш, давра суҳбатлари.

Аннотация. В данной статье рассматривается опыт преподавания эффективного метода преподавания английского языка у первокурсников технического университета.

Ключевые слова: интерактивные методы обучения, английский язык, проект, самостоятельная работа, круглые столы.

Abstract. This article discusses the experience of teaching an effective method of teaching English in first-year students of a technical university.

Keywords: interactive teaching methods, English, project, independent work, round tables.

In recent years, the question of using new information technologies in teaching a foreign language has been raised more often. These are not only new technical tools, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is to form and develop the communicative culture of students, teaching them to master a foreign language in practice.

Independent work performed during the training module, semester or course. The project activity meets the requirements of professionally oriented teaching of the English language, as it contributes to the development of three basic qualities among students: the ability to work with various data sources and process a large amount of information in English obtained from these sources, the ability to work in a team and independently, bearing responsibility for fulfilling their obligations [1].

The project method is based on a certain significant research problem that is posed to a group of students. Each student of the group independently performs part of the project on a professional topic, presents it for discussion in the group, prepares a presentation, and protects the project. The effectiveness of using the project method in the practice of teaching a foreign language is high.

Thus, it can be argued that the project work gives the learning process a personality-oriented and active character and fully meets the new learning objectives. It creates the conditions in which the process of teaching English communication in its basic characteristics approaches the process of natural mastery of the language in an authentic language context. In the practice of training, mini-projects designed for one lesson or part of it are used and large projects that require a fairly long time to complete them (1-2 months, semester). The last type of projects is carried out at the final stage of work on the topic of the module, when students already have a sufficient level of knowledge of lexical and grammatical material on the topic [2].

Experience with technical topics saturated with specialized vocabulary and grammar structures and causing difficulties in their use shows that at the initial stages it is necessary to give interactive types of tasks in which it is important for the project to determine its final product, which, as a rule, has a "material" expression, for example: drawings, graphs and charts; the form of mini-projects that encourage students to work in pairs or groups on creative assignments, for example, the following

contents are texts of various nature, including terminological dictionaries; films, dramas, exhibitions; student symposia, mini-conferences. The task for the final result can be this[3].

Concluding the brief description of the project work as one of the modern interactive methods of teaching professional English, I would like to emphasize once again that this method allows you to teach the language as a social phenomenon. Therefore, work on projects has not only a pragmatic effect, but also a general educational significance: it forms students' social competence that is, the ability to act independently in social situations, develops a sense of responsibility for the final result, the ability to speak publicly and reasonably.

This interactive method has a practice-oriented nature and is aimed at developing the independence and research skills of students who learn to analyze, generalize, predict, compare facts, and draw conclusions and conclusions. Conclusion When mastering knowledge, it is extremely important how they are organized and by what methods they are acquired.

In other words, modes of action are of particular importance. If there is a discussion in the university classrooms in English classes and students are open to debate and debate, there is a constant search, then this becomes part of the students' intellectual and professional formation. If knowledge is offered in a ready, logically organized, assuming their assimilation, reproduction and application in typical situations, then this path is unlikely to be effective for the formation of students' independent thinking. The use of interactive methods in the educational process helps students develop their professional qualities, liberates his personality, promotes free and effective intercultural communication, acts as an alternative to formal and opens up new horizons for the development of teacher's creativity.

So, the use of interactive forms of learning when working with correspondence students has a number of advantages, namely:

- involvement of students in the learning process is no longer as passive listeners, but as active participants;
- increasing the motivation of this category of students to study the subject;
- development of modern technical training tools;
- formation and development of skills of independent work on the search for information and the productive use of knowledge in practice. It should be noted that the educational process with correspondence students, based on the use of interactive technologies, aims to involve all students in the educational process, regardless of their level of training in the language. Working together means that all participants share information and ideas. This class creates an atmosphere of free communication, which is characterized by cooperation between participants in the educational process, equality of arguments, the accumulation of common knowledge, fair assessment and mutual control.

In the method of interactive learning, students teach each other, respect alternative opinions, model different situations, contribute to improving the psychological climate in the classroom, and create a friendly environment. This method fundamentally changes the communication scheme of the educational process. The use of interactive teaching methods allows you to solve many problems: to form an interest in the subject being studied; to develop students' independence; to enrich the social experience of students by experiencing life situations; to feel comfortable in the classroom; to show individuality in the process. The teacher acts as an organizer of the learning process and a consultant. It should not in any case close the learning process to itself. The main thing in the learning process is the relationship between students, their interaction and cooperation. Learning outcomes are achieved through the mutual efforts of learning participants, and students take responsibility for learning outcomes.

It should be especially noted that activity is not a spontaneous manifestation of personality, but a social education that draws resources from communication, activity, and critical thinking. Interactive technologies stimulate the development of creative abilities as a result of activation. The teacher must create situations in which the student is active, in which he asks, acts. In such situations, "together with others, acquires the ability to transform into knowledge what was originally a problem.

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INDEPENDENT WORK IN THE STUDY OF FOREIGN LANGUAGE

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Аннотация. Ушбу мақолада чет тилини ўқитишида мустақил ишинг ўрни ва уни самарали амалга ошириш шартлари кўрсатиб ўтилган.

Калит сўзлар: мустақил иш, чет тили, педагогик маҳорат, ўқув жараёни, нутқ фаолияти.

Аннотация. В данной статье рассматривается роль самостоятельной работы в обучении иностранному языку и условия ее эффективного осуществления.

Ключевые слова: самостоятельная работа, иностранный язык, педагогическое мастерство, учебный процесс, речевая деятельность.

Annotation. In this article highlights of the role of independent work in the teaching of a foreign language and the conditions for its effective implementation are indicated.

Keywords: independent work, foreign language, pedagogical skill, educational process, speech activity.

Independent work is presented as purposeful, internally motivated structured by the object itself in the aggregate of performed actions and corrected by it according to the process and result of activity. Its implementation requires a fairly high level of self-awareness, reflexivity, self-discipline, and personal responsibility.

Independent work is such work that is performed without the direct participation of the teacher, but on his assignment, in a specially provided time, while the student consciously strives to achieve the goals, using their efforts and expressing in one form or another the result of mental or physical (or both) actions. It is worth noting that independent work should not be an end in itself, it can be an effective means of learning, a means of forming the activity of students. In the methodology of teaching a foreign language, various types of independent work are used, through which students independently acquire knowledge, skills and abilities. The main types of independent work can be divided into several main groups:

- mastering new material;
- consolidation and clarification of knowledge;
- development of the ability to apply knowledge in solving educational and practical tasks;
- formation of skills and practical skills;
- formation of a creative character, the ability to apply knowledge in a complex situation. Each of these groups can include several types of independent work, since the solution of the same didactic task can be carried out in different ways. These groups are closely related. This connection is due to the fact that the same types of work can be used to solve different didactic tasks.

The organization of independent work of students is not an easy process, which consists of many components.

First, an important factor for the success of independent work should be its continuity and gradual increase in complexity. There are three levels of difficulty of independent work in teaching foreign languages:

1) Reproductive level or training level - the so-called basic level, which lays the Foundation for working on all subsequent levels, namely, familiarity, assimilation and development of new material. As a result, a stable lexical and grammatical base is formed, and an algorithm of actions is created.

2) Reconstructive level (semi - creative) - involves transferring the acquired knowledge, skills and abilities to situations similar to those that students have already encountered. (For example, the act of communication in a situation that students have worked out previously, namely, on known lexical and grammatical material, with known models of speech behavior).

3) Creative level is the level of formation and development of students' creative abilities and their independence. Students are put in conditions when they need to work independently, use educational material to Express their thoughts, and apply non-standard approaches to solve their tasks [2].

Secondly, independent activity of a student in the process of studying at a University requires certain conditions that will contribute to its effectiveness, namely:

- increasing the motivation of students (carried out by developing the teacher's interest in the subject and focusing the student on the result of his activities)
- students' awareness of the essence of independent work (assumes the presence of a goal and a specific task; a clear definition of the form of expression of the result of independent work; determining the form of verification of its result; mandatory performance of independent work)
- the presence of a creative component of independent work (by choosing certain forms of work that contribute to this) [3].

Third, the successful result of applying independent work within the discipline of foreign language largely depends on the choice of the correct forms of organization of independent work. It is a mistake, in our opinion, to believe that independent work is only extracurricular work. In terms of the discipline foreign language, independent work should be a unity of the following forms: classroom independent work, extracurricular independent work and creative independent work. Popular methods in teaching a foreign language that involve a large percentage of independent work are personality-oriented methods. Their goal is to master the skills of a foreign language, along with the formation of skills of correct speech behavior in various life, household and professional situations. These methods include:

- game techniques
- role-playing situations, business games;
- methodology for modeling problem situations-creating speech situations, including in the sphere of professional interests of students, containing the problem and requiring its solution through the use of a foreign language. The purpose of the method is to learn and use a foreign language;
- method of project activity or project method - independent work of students aimed at solving practical problems in order to acquire knowledge. This process involves searching for the necessary information and working with it. Each project has a visual end product of activity-a presentation, report, article, essay, etc., which has a real practical significance for the student in the household, social, or professional sphere.

In the methodology, there are various organizational forms of independent work: individually, in pairs, in small groups, and so on. These forms are designed to create and develop organizational, informational, cognitive and communicative skills of students. The individual form of independent work can be manifested in two ways: all students perform one common task individually, which is effective in securing new material. The teacher, controlling the task, can get an objective picture of the assimilation of new material and adjust further stages; trainees perform different tasks, depending on the level of mastery. When difficulties arise, the teacher provides assistance, in accordance with the principle of individualization of the learning process.

Independent work, as one of the productive forms, is of great importance in the process of teaching a foreign language, so for the effective organization of independent work of students, the teacher must organically plan the educational process, set clear goals and choose the right way to solve these problems, having the necessary educational and methodological base for this.

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CASE STUDY AS ONE OF THE INNOVATIVE METHODS OF TEACHING ENGLISH

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Аннотация. Мақолада олий таълим муассасаларида инглиз тилини ўқитишнинг инновацион усулларида бири сифатида case study методидан фойдаланиш жараёни муҳокама қилинади.

Калим сўзлар: case study, интерфаол ўқитиш методлари, инглиз тили дарси, инновация, педагогик маҳорат.

Аннотация. В статье рассматривается потенциал использования метода обучения “case study” как одного из инновационных способов преподавания английского языка в ВУЗе.

Ключевые слова: case study, интерактивные методы обучения, урок английского языка, инновация, педагогическое мастерство.

Abstract. The article discusses the potential of using the case study teaching method as one of the innovative ways of teaching English in higher education.

Keywords: case study, interactive teaching methods, English lesson, innovation, pedagogical skill.

The modern education system imposes new requirements to the methodology of teaching foreign languages, according to which English language teaching should primarily contribute to the development of students' communication skills, expanding their horizons, forming and developing independent, search activities, aesthetic views, skills of emotional and volitional self-regulation, as well as increasing the level of stress resistance and productivity of educational activities. Thus, one of the urgent tasks of modern schools is the search for innovative teaching methods that meet the requirements of modern society, one of which is the case study method.

In the scientific world, the birthplace of this method of teaching is considered to be the United States of America, namely Harvard University. A characteristic feature of case study is the creation of a problem situation based on real facts from life, the description of which simultaneously reflects not only any practical side of the problem, but also helps students to update a certain set of previously acquired knowledge that they needed to learn to successfully solve this problem.

So, as a result of scientific literature analysis, we were able to summarize and describe the conceptual features of the case:

- in the form of case based on real events, actual at the moment of time and for this audience, as connected with her experience; the case is complex information, including relevant economic, political and other aspects of the investigated situation, statistical data, results of relevant research quotations;
- case contains conflicting information and usually has no solutions;
- case studies designed to teach a foreign language, based on authentic texts;
- case requires analysis, identification and formulation of problems and collective development of strategy of decision-making. An important question is the source of the case.

There are also many other classifications of cases. Touching on the issue of the volume of the case, we note that at the moment there are known American and European schools of the case study method, where American cases are much larger in volume (20-25 pages), which is 1.5–2 times more than the cases of the European school [1]. According to the purpose of the educational process, the following types of situations are distinguished:

- the situation-the problem is a combination of factors from real life, students are looking for a solution, or conclude that it is impossible to find it;
- situation-assessment includes a description of the situation, the way out of which in some sense has already been found, requiring critical analysis, the audience is in the position of an outsider;
- situation analysis-illustrations aimed at explaining some complex procedure or situation within the main topic. At the same time, there is a lower degree of independence of participants in the reasoning;
- situation-the exercise involves the use of previously accepted provisions and assumes obvious and indisputable solutions to the problems in order to develop certain skills of students [5. p.13].

The choice of the initial stage is explained by the specifics of using the case study method in foreign language teaching: students, analyzing the situation, have the opportunity to apply and thereby consolidate the lexical and grammatical material studied within the thematic section. This requires that the case corresponds to the thematic section of the course. The next stage-the formation of the main theses in accordance with the content of the thematic section - is aimed at achieving compliance of the case with the thematic section of the course, is their link.

The subject of the case determines the sources of the case. This stage is significant for a number of reasons: first of all, as part of the application of the case study method, the analysis of the real practical situation is carried out, so the choice of source must correspond to the source of information used by specialists in this field of knowledge, and secondly, teaching English in the specialty involves the use of authentic texts, which also determines the range of sources of these texts. In the next two stages, information is collected and analyzed from selected sources, which results in the identification of a range of current problems in this area, which form the basis of the case.

Then the categorization of the case is carried out, namely, the definition of its type and the didactic goals of its implementation. These stages are carried out in accordance with the subject content of the case, as well as the planned learning outcomes, to achieve which the case study method is used. Following the completion of the previous stages, the case text is written. Predictive analysis of the effectiveness of the case, as well as evaluating the effectiveness of the case based on the results of classroom work, implies an analysis of the success of achieving the stated didactic goals of using the case.

The degree of compliance of the results of these analyses determines the quality of predictive analysis, which positively affects the effectiveness of the development of subsequent cases. The final stages of the case creation algorithm are the preparation of the final version of the case, as well as its implementation in the learning process.

Thus, the case method allows not only to activate the theoretical knowledge and practical experience of students, but also to form and develop the monological and dialogical ability to reason and Express their own thoughts, opinions, ideas, proposals, to take alternative points of view, to argue their own decision of a critical situation, to show and improve analytical and evaluative skills and readiness to work in a team. It is worth noting that the use of the case study method involves a large amount of time for the successful implementation of the work on solving cases.

However, the experience gained in the process of using this method by teachers has shown that the case method repeatedly increases the effectiveness of the educational process, as it allows you to model the future activities of the participants of the case and form a positive motivation to master the material and obtain new information in the future.

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UDC 81-13

METHODS FOR IMPROVING WORKING WITH THE DICTIONARY

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Annotatsiya. Ushbu maqolada xorijiy tilni o'qitishda lug'at bilan ishlashni takomillashtirish metodikasi yoritib berilgan.

Kalit so'zlar: metodika, lug'at, leksikografiya, chet tili.

Аннотация. В данной статье освещена методика совершенствования работы с словарем в преподавании иностранного языка.

Ключевые слова: методика, словарь, лексикография, иностранный язык.

Abstract. This article highlights the methodology for improving the work with dictionaries in foreign language teaching.

Keywords: methodology, dictionary, lexicography, foreign language.

Vocabulary plays an important role in learning a foreign language. The set of words of a language makes up the vocabulary. Vocabulary as a leading component of speech communication acts in speech in interaction with grammar and phonetics. With the help of vocabulary, you can convey all the richness of a person's thoughts and feelings. Vocabulary must be assimilated in the system, which is related to the properties of the human brain to remember logically organized material, analyze, synthesize and generalize. From all this follows the need for a solid assimilation of the dictionary, which involves performing dictionary work.

The task of every teacher of English at the higher education is to develop the need for students to constantly refer to dictionaries, both in the classroom and when performing tasks independently. Meanwhile, in the practice of the higher education dictionaries have not yet become an urgent necessity as a mandatory educational material. For example, out of 150 students of group surveyed by us, only 30 people use educational dictionaries, i.e. 20%. Working with the dictionary should be aimed at systematizing the learned vocabulary and actively using it in oral and written speech. When working with a dictionary, dictionary types play an important role. Educational lexicography appeared with the beginning of vocabulary and still exists and develops. There are two approaches to the development of educational lexicography. The first is the approach of V.G.Gak, who considered three periods: pre-verbal, early vocabulary, and advanced lexicography.

The second is the approach of P.N.Denisov, who considered lexicography taking into account the history of culture, the social situation, the level of development of science, especially philosophy, Philology and linguistics. Previously, the functions of dictionaries were different-educational, reference, and systemizing. The term "educational dictionary" in lexicography in 1926 was used by E. D. Polivanov.

English-Uzbek and Uzbek-English dictionaries have their own history in Uzbekistan. The founder of the English-Uzbek and Uzbek-English dictionary is J.B.Storms. After independence, Uzbekistan developed the compilation of English -Uzbek and Uzbek-English educational dictionaries. The experience of lexicographers who create English-Uzbek and Uzbek-English educational dictionaries is enriched. The volume of published English-Uzbek and Uzbek-English educational dictionaries is increasing. The quality of these dictionaries is improving. In Uzbekistan, educational dictionaries are gradually being updated with new types of dictionaries: English-Uzbek and Uzbek-English alphabetic and thematic, phraseological, and minimum dictionaries. Bilingual English-Uzbek and Uzbek-English dictionaries perform an educational function. In these dictionaries, along with complexity, semantics of words becomes important.

The purpose of English-Uzbek and Uzbek-English educational dictionaries is word so that students can get a complete picture of it and understand it by ear. Lexicographers distinguish such types of educational dictionaries as:

the dictionary of antonyms-develops the mental ability to compare, find opposite signs in the phenomena of surrounding life;

the dictionary of synonyms-contributes to the correct choice of words from the synonymic series, the assimilation of its meanings; phraseological dictionary-helps you actively learn English. Arranged in alphabetical order by the first words;

a theme dictionary associated with the selection of words in topics. The reference thematic vocabulary can become overgrown with intertemporal words;

the dictionary of proverbs and sayings acts as a means of learning culture. The interpretation of all the realities included in each unit of expressions, etc., is given. The disadvantages of today's educational dictionaries are that they are mainly given direct translation and little attention is paid to figurative meanings, polysemicity, associativity of words and illustrations. Our experience has shown that for the effectiveness of working with a dictionary, it is necessary:

1. Students' knowledge of the alphabet by heart.
2. Knowledge of students about methods of word formation.
3. Students' knowledge of the meaning of words.
4. Understanding that synonyms do not always replace each other.

5. Knowing that words have different antonyms in different areas.
 6. Knowing that complex English words are not translated separately.
 7. Knowledge that the volume of meanings of words in English and native language is not the same.

8. Knowledge that conversion is one of the ways of word formation.

9. Knowledge that English words are pronounced differently and spelled differently. The above-mentioned and other knowledge necessary for carrying out dictionary work is formed by means of exercises. It is known that the system of exercises is based on the ultimate goal of learning vocabulary.

This system of exercises is divided into preparatory and speech. As you know, the actual speech exercises form a mechanism for choosing a word based on the knowledge received about the word, i.e. the ability to use words to Express their thoughts to communicate with others. These are communicative exercises and when performing this exercise, students can:

- Tell about something;
- Report about something;
- Ask about something;
- Learn something;
- Express an idea to someone;
- Compose a dialogue;
- Write an essay on a certain topic;
- Write a story on a certain topic using a certain vocabulary. The complexity and versatility of

lexical skills require performing not separate, but a whole system of lexical exercises. You can specify the main types of exercises that should be provided in the system:

- exercises aimed at mastering the real vocabulary, expanding the potential vocabulary and developing language guesswork;

- receptive lexical exercises (listening, reading) and reproductive (speaking, partially-writing);

- exercises for mastering various types of lexical exercises (words, stable phrases, speech cliches), taking into account their difficulty for assimilation. The student focuses on the form and meaning of the word in context. When working with a dictionary and a dictionary article, ambiguity is difficult for students due to the fact that the volume of meanings of Uzbek and English words do not completely coincide. Taking into account that our article is devoted to lexical and semantic exercises and its purpose is the practical assimilation of the main lexical concepts and related to the meaning of the word, we give approximate types of lexical and semantic exercises, which include: polysemy; synonyms; antonyms. Thus, the development of vocabulary skills requires special training, which includes preparatory and speech exercises.

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CREATIVE PROJECT TECHNOLOGY IN TEACHING FOREIGN LANGUAGE TO STUDENTS

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Annotatsiya. Maqolada oliy ta'lim talabalari uchun chet tilini o'qitish samaradorligini oshirish usuli sifatida ijodiy loyiha texnologiyalarini qo'llashning o'ziga xos xususiyatlari haqida so'z boradi.

Kalit so'zlar: chet tili, ijodiy loyiha, innovatsion faoliyat, pedagogik mahorat, ta'lim sifati, ijodiy faollik.

Аннотация. В статье рассматриваются особенности применения креативно-проектных технологий как способа повышения эффективности обучения иностранному языку студентов высших учебных заведений.

Ключевые слова: иностранный язык, творческий проект, инновационная деятельность, педагогическое мастерство, качество образования, творческая деятельность.

Abstract. *The article talks about the specific features of the application of creative project technologies as a way of increasing the effectiveness of foreign language teaching for higher education students.*

Keywords: *foreign language, creative project, innovative activity, pedagogical skills, quality of education, creative activity.*

The state requires highly qualified personnel who know foreign languages, are able to consciously perceive new and advanced thoughts, are ready to create and implement specific ideas. Modern competently qualified specialists should not only apply a foreign language in everyday life, but also have a sufficient amount of knowledge and skills: understanding of materials at conferences, round tables and seminars; working on the internet; conducting conversations and discussions on professional and business topics; finding information on the Internet or other foreign sources; they must know how to prepare and conduct presentations on specific topics. One of the components of the effective implementation of these tasks is the use of creative project technology for teaching a foreign language.

The purpose of the article is to identify and analyze the advantages, content and peculiarities of the application of creative project technologies as a way of increasing the effectiveness of teaching a foreign language for university students. The share of work carried out in the group with the student is reduced, but under the guidance of the teacher, the use of interactive methods of teaching potential specialists is increasing, therefore, the contribution of self-employment, self-organization, self-management is increasing. The education of higher education institution students is gradually growing. In this regard, the importance of using Project technology for teaching foreign language is further emphasized because it will help to focus attention on the independent work, activity and creativity of the students and the teacher will serve as a consultant, assistant, observer and manager.

It is clear that creative project technology can not replace other methods and methods of teaching a foreign language, but in modern conditions, especially in the specialties of non-native languages, it has its advantage, because it can be used for teaching various types of students. The main idea of such an approach to teaching a foreign language is to perform a variety of exercises that require active mental activity of students with certain linguistic skills.

Active participation of students in the creation of professionally oriented creative projects on various topics gives them the opportunity to learn new things, develop their skills and test new methods of human activity in the socio-cultural environment. Constructive critical thinking, self-presentation and development of skills to work in a team (group or couple), improves the socialization of each student and encourages language learning.

In order to formulate the language knowledge of students who require programs and standards, it is necessary to provide active oral practice for each group of students. For this, the technology of the project will be very useful. Of course, the tasks of the project are outside the classroom and require additional independent work, but it is justified by the fact that it can provide the following:

- activity, even in students who want to keep silent;
- to reveal the skills that will ensure the confidence of the students in themselves;
- improving students' communication skills;
- development of important skills and skills of students;
- development of research skills (future specialists should find and analyze the necessary theoretical sources, choose pictures, draw conclusions);
- to create conditions for a more thorough study and in-depth study not only of grammatics, but also other aspects of the language;
- develop critical thinking.

Despite all the advantages listed above, the project activity has a number of drawbacks, since it requires experience from the teacher, thorough planning and discussion with the students. The teacher plays the most important role in the preparatory stage. It should create a wide range of topics that will allow students to carry out their knowledge and use personal experience in the work. This approach increases the effectiveness of learning and motivation and allows students to speak skillfully and consciously in the process of protecting their creative projects. The teacher initiates discussions to ask

questions and comment from time to time, but almost all discussions in this group are conducted by the readers themselves.

The teacher is also responsible for the type of project (research, creative, play, Information, Telecommunications, multimedia), the methods and approaches of teaching, the organization of groups, the exchange of roles, the individual relations in groups, the choice of the language basis of the project (lexical and grammatical), the materials that carry out the final assessment with the discussion of behavioral and language errors. On the other hand, before participating in the project activities, students must "possess creative and communication skills, knowledge in finding and analyzing the information necessary for them to use scientific resources, express their opinions, participate in conversations, etc." After studying the classification of creative projects proposed by him, we have identified the types of projects that can be used in teaching a professionally oriented foreign language:

- according to the characteristics of the dominant project activity: search, search, information, creative, game, telecommunications, multimedia, construction, practice-oriented;
- implementation of scientific relations: monosubject, curriculum of science;
- depends on the project coordination feature: direct-solid or flexible, indirect, hidden - hidden;
- depends on the characteristics of the relationship: Group, local, regional, national, international;
- depends on the number of participants: individual, collective, couple, Group, mass;
- on the duration of the project: continuous, continuous and short - from a week to a month.

Despite the fact that this creative project is widely covered, the project activities have a clear structure that teachers should follow in order to improve the effectiveness of teaching a foreign language.

Thus, the technology of design is considered as an integrated education system, students acquire knowledge, perform practical tasks (projects) that are gradually becoming more complex and are engaged in the study of a foreign language for students, organized, long and meaningful. This work can be done both in the group and outside of the class time. The project is always a creative activity. It is based on the idea that reflects the meaning of the concept of "project" and its pragmatic orientation to the result obtained as a result of solving an important practical or theoretical problem. It is very important to see, think and apply this result in practice. Projects encourage students to take initiative. If they sit back and wait for communication with others, they will miss the opportunity to develop a foreign language. But with some encouragement, practice and good modeling, they develop skills and courage to start making noise in meaningful language.

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UDC 81-13

FORMATION COMMUNICATIVE COMPETENCE OF STUDENTS IN THE TEACHING FOREIGN LANGUAGE

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Аннотация. Ушбу мақолада талабаларнинг чет тилини ўқитишида коммуникатив компетенциясини шакллантириши масаласи ёритиб берилган.

Калит сўзлар: компетенция, коммуникатив ёндашув, инновация, интерактив технология.

Аннотация. В данной статье освещен вопрос формирования коммуникативной компетенции студентов в преподавании иностранного языка.

Ключевые слова: компетентность, коммуникативный подход, инновация, интерактивные технологии.

Abstract. In this article covers the issue of formation of communicative competence of students in teaching foreign language.

Key words: competence, communicative approach, innovation, interactive technology.

In the modern world, the ability of people to interact with each other plays an increasingly important role – this determines the effectiveness of work and the level of relationships. An important component of successful speech communication at the personal level is the formation of communicative competence: "The presence of a person's communicative competence allows him to interact with other people in everyday, educational, industrial, cultural and other spheres of life, using various sign systems (among which the language, of course, occupies a dominant position)".

The term "communicative competence" (Latin *competentia*, from *competo* – I achieve, correspond, fit) was introduced by the American anthropologist D.Hymes (1972), who believed that the utterance has its own rules, which are subject to the rules of grammar and the acquisition of which provides the ability to use language in the process of communication.

This approach to learning appeared in the 70s-80s of the last century as a result of numerous independent research and development both in Europe and in the United States [1]. On the one hand, this is because the creation of the European economic community has significantly increased the demand for foreign languages, especially in Europe. This increased demand has led to teachers having to change their approach to teaching foreign languages. Traditional methods, such as grammatical translation, meant that students begin to learn a foreign language several years before they have to use it in real life. But these attitudes were not suitable for adult students who were busy with work, and for students who did not yet have sufficiently developed learning abilities. As a result, it became clear that for these categories of students need an approach with a higher rate of return.

Working on grammar and vocabulary, you can submit communication units in a complex way. Students should be aware that grammatical forms are necessary for performing a communicative task, and that the relationship between form and its use in speech is very important. Grammar is mastered in the process of communication in the language: the student first remembers words, expressions, language formulas and only then begins to understand what they are in the grammatical sense.

However, the communicative approach, first of all, focuses not on the correctness of language structures (although this aspect also remains important), but on other parameters:

- the interaction of participants in the process of communication, that is, awareness of possible options for the development of dialogues;
- understanding and achieving a common communicative goal;
- trying to explain and express things in different ways, that is, the development of the rephrasing skill;
- expanding the competence of one participant in communication by communicating with other participants.

The processes of direct implementation of the language system and norms in practice have come into the orbit of linguists' attention. It became clear that when language functions in communication, it is not an abstract norm or system that is implemented, but those variants of it that are represented in speakers, listeners, readers and writers in everyday communication. The object of research was, therefore, what is commonly called speech in linguistics - any written or spoken text. It is important to note that speech was not considered in itself, but in the whole set of factors that generated it: who, with whom, how and for what purpose communicates.

The central concept of linguistic pragmatics, and with it the methodology, has become a communicative situation, including all the listed and other factors that affect the nature, goals and methods of communication. This led to a real revolution in the methodology of language teaching, namely, to the development and formation of a communicative approach, the purpose of which was to teach communication in a foreign language, close in its qualities and characteristics to how native speakers use this language. Since all operations with language are understood in accordance with the pragmatic theory as an action, the methodological system of the communicative approach also considers the learning process as an action performed with and on the language. It follows that this methodological concept assumes a greater activity of students and loading the maximum number of channels for receiving information as a prerequisite for successful memorization and further use of language information [2].

The goal of teaching communication "as in life" defines a number of other points that are extremely important in the communicative method. Real communication situations are connected not

only with “spoken” texts, but also with other sign systems (road signs, pictograms, etc.) and printed texts (advertising, questionnaires, menus, train schedules, etc.). These texts are included in the training process in order to operate with them in the context of the proposed situations. Therefore, in parallel with the study of a foreign language proper, we study what surrounds native speakers of this language in their everyday life, learn to work with these types of texts - fill out real questionnaires, choose travel routes according to real train schedules, read real ads from newspapers.

Over time, adjustments were made to the communication methodology, taking into account the criticism that it was subjected to at the first stages of its existence. One - sided orientation exclusively on the situation of speech communication and increased attention to speaking did not allow paying sufficient attention to such types of speech activities as reading and writing. In addition, this predetermined the nature of most of the selected texts in the communicative textbooks.

The new principle of selecting material and working with it is based on the processes of mandatory awareness and understanding. It is through understanding the text, the situation, the phenomenon of someone else’s reality that students come to the need to formulate a statement. Speaking is not understood or planned as a repetition or simulation of dialogues, but as a conscious activity, for example, in a discussion, in the search and presentation of an argument, in the ability to convince or refute the interlocutor, to share your thoughts [3].

This is supposed to be implemented on the basis of differentiation and individualization of education, the use of new teaching technologies, as well as the use of the national-regional and school components of the basic curriculum, which can increase the study time for learning a foreign language. The implementation of a personality-oriented approach to teaching and upbringing of schoolchildren imposes increased requirements for the professional training of a teacher who is able to work at different levels of education, taking into account their specifics.

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UDC 81-13

COOPERATIVE LANGUAGE LEARNING TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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Аннотация. Ушбу мақолада чет тилларини ўқитишда қўлланиладиган самарали технологиялардан бири “ўзаро ҳамкорлик” да тил ўрганиш технологиясининг мазмун-моҳияти ва ундан унумли фойдаланишининг афзалликлари ҳақида фикр юритилади.

Калим сўзлар: ҳамкорлик таълими, ўзаро ҳамкорликда тил ўрганиш, ижтимоий кўникма, мустақил фикрлаш, дўстона муносабат.

Аннотация. В данной статье рассматривается содержание и значение технологии корпоративного (совместного) изучения языка, которая является одной из самых эффективных технологий в преподавании иностранных языков, а также её преимущества.

Ключевые слова: совместное обучение, интерактивное изучение языка, социальные навыки, самостоятельное мышление, дружеские отношения.

Abstract. In this article discussed The concept and content of the “cooperative language learning”, very effectively used in the process of teaching and learning foreign languages.

Key words: cooperative education, cooperative language learning, social skill, independent cognitive thinking, friendly relations.

This means that "interaction education" is an activity aimed at interaction in the study of foreign languages, in addition to obtaining independent knowledge, organizing its activities, forming self-

management skills, creating an atmosphere of creativity in the educational process for the creation of an atmosphere of interaction between the "teacher-reader", "reader-reader", "teacher-teacher", "reader-teacher"; organization of students' activities

In foreign language education, "Collaborative language learning" is also considered as a method of teaching students with different levels of knowledge in small groups, in relation to their individual achievements, which provides for the success of group activities. This method of American education was introduced at the beginning of the year 1900 on the initiative of the American scientist of the field of social pedagogy and philosophy, Djon Dyui. "Collaborative language learning" is sometimes explained by the notion of "working in a small group." But students may be working together not in collaboration in the group.

Researchers David and Roger Johnson, who have conducted scientific research in the field of "collaborative education" or "collaborative language learning", have identified five elements of collaborative education. They are as follows[1]:

Face to face. Face-to-face activities allow students to promote each other's knowledge and skills within the framework of this topic by discussing the assignment given on a particular topic and expressing their thoughts.

Understanding of interdependence. Mutual discussions and feedback in the group allow to understand, correctly understand that the personal feeling of each group member is that helps not only one person, but the whole group.

Taking into account personal opportunities. Know their own capabilities and function in the activities of each student group. That is, understanding the specific objective expresses in each student his or her own responsibility and what the group is responsible for and is convinced of.

Group activities. Students will be given the opportunity to learn and identify with the help of tools of analysis of their group activities, that is, to what extent they have used their interpersonal skills and skills, to what extent they have mastered the given knowledge.

Interpersonal skills and skills. Students learn not only the information in one science, but also the personal qualities of each other and how to work as a team. From the early stages of cooperation, students will be taught ways to engage in communication, form leadership and conflict situation management skills.

In the process of language learning, the interaction of students in the classroom in small groups allows them to learn a foreign language not only by competing with each other individually, but also by supporting members of the group. In this way, the opportunity and ability of each student will be numb and a healthy competitive environment will be created.

Before using the technologies of "interaction education" in teaching a foreign language, it is important to understand the purpose of this technology. Proceeding from the above points of view, we would like to dwell on four reasons that are based on our recommendation on the effective use of "interaction education" technology in the process of learning and teaching foreign languages, recognized by our scientists and practitioners in the field of psychology and pedagogy. They are as follows[2]:

1. Students' activity in the learning process increases.
2. Students learn by supporting each other in the learning foreign language interaction.
3. Support the reader-reader interaction relationship.
4. Through the achievements of the group, interest in language learning is increased.

The results of the research carried out in this direction indicate the technology of language learning in cooperation as one of the effective methods aimed at teaching language in a way of instruction and recommendations.

The methods based on exercises and assignments aimed at language learning in collaboration will not only improve the level of mastering language in students, but also make it possible to formulate their spiritual and moral character. Foreign language learning in cooperation with international researchers language the level of mastering not only increases the efficiency, but also the development of social relations, that is, communicative competence of students[3].

In the table below, our views on the advantages of language learning technology in cooperation with each other in mastering knowledge of a foreign language, developing social relations and communicative competence are presented.

We have already mentioned above that the expected result from teaching a foreign language on the basis of the technology of interaction is the formation and development of friendly relations and communicative skills and skills of language learners with each other, as well as learning a foreign language. From this point of view, in this paragraph, we consider it appropriate to take into account the following five elements of language learning in cooperation in creating a language environment and achieving the intended result and language improving the effectiveness of mastering and the quality of foreign language training.

1. Mutual trust and friendly attitude.
2. Cooperation (social) skills.
3. Treatment relationship of group members.
4. Take into account the individual possibilities of the members of the group (different sex, age, level vs).
5. Exceptional abilities and abilities to take into account.

It can be difficult for some time to achieve an effective result in the formation and development of social skills and skills by constantly working in the same group in the study of a foreign language in cooperation.

In conclusion, it is also important that students take into account the individual abilities and capabilities of each other and understand their own responsibility when teaching language with the help of methods, exercises and assignments based on the technology of interaction.

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UDC 81-13

COMMUNICATIVE APPROACH IN TEACHING A FOREIGN LANGUAGE

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Аннотация. Ушбу мақолада талабаларнинг чет тилини семантик идрок этиши ва тушунишларини шакллантиришига қаратилган коммуникатив ёндашув, шунингдек, нутқ сўзларини қуриши учун лингвистик материални ўзлаштириши ҳақида сўз юритилади.

Калит сўзлар: компетенция, усул, мотивация, коммуникатив ёндашув, инновация, интерактив технология.

Аннотация. В данной статье речь идет о коммуникативном подходе, который направлен на формирование у студентов смыслового восприятия и понимания иностранного языка, а также овладение языковым материалом для построения речевых высказываний.

Ключевые слова: компетентность, метод, мотивация, коммуникативный подход, инновация, интерактивные технологии.

Abstract. In this article it is spoken about a communicative approach that is aimed at the formation of students' semantic perception and understanding of a foreign language, as well as the mastery of linguistic material for the construction of speech utterances.

Key words: competence, method, motivation, communicative approach, innovation, interactive technology.

New tasks involve changes in the requirements for the level of language proficiency, the definition of new approaches to the selection of content and organization of material. The content of modern education in schools and higher educational institutions is determined by the communicative goals and objectives at all stages of training, where training is aimed at developing a communicative culture and socio-cultural education, allowing them to be equal partners of intercultural communication in a foreign language in the domestic, cultural and educational-professional spheres. Thus, a foreign

language, as a tool of cognition in the context of communicative-oriented learning, also becomes a means of socio-cultural education [1].

In the modern world, knowledge of English is considered the norm for active and purposeful people. If you are fluent in English, it significantly expands your life prospects. But very often it happens that a person who has studied for a-levels, who knows all the grammatical rules and who has a good vocabulary cannot naturally communicate in English with a foreigner. Why is this happening?

First, there is fear, because reading fluently texts and competently conduct a conversation are two different things.

Secondly, a good vocabulary will not help if you do not know and be able to use it skillfully and competently in practice. This is why it is important to practice communication and acquire communication skills. Thus, the modern world also influences the methods of teaching foreign languages. Previously, all priorities were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation, and tasks were offered fairly monotonous: reading the text, translating, memorizing new words, retelling, exercises on the text. The purpose of the method is to teach a person to communicate, not only by mastering a number of rules and words, but also by learning the specifics of the culture of native speakers.

Institutions are engaged in modern manuals, where the material is in the context of life situations. Ideally, the explanation of the rules, the setting of tasks, and all communication in general in the classroom are in English. Students do not remember the literal translation of individual words, but the meanings themselves, they associate the vocabulary with reality, which teaches them to think in English.

The communicative method, as its name implies, is aimed at the possibility of communication. Much attention is paid to such basic activities as speaking and listening to speech, while reading and writing take a back seat.

Many rules and meanings of new words are explained by the teacher using familiar vocabulary, grammatical structures and expressions, gestures and facial expressions, drawings and other visual facility. You can also use computers with CD, Internet. All this helps to awaken students' interest in the history, culture, and traditions of the country of the language being studied. The goal is to teach the student to speak a foreign language not only fluently, but also correctly. After all, extracurricular activities have a huge potential for the formation of communicative competence. Communicative competence comprises:

Grammatical competence (the main goal is not to demonstrate the knowledge of grammar rules but a grammatical competence – using a rule in the negotiation of meaning;

Discourse competence (understanding the nature of correlation between certain words or phrases in a text, and the ability to interpret the overall meaning of the text;

Sociolinguistic competence (comprehension of the social context in which language;

Strategic competence.

One of the main differences of the method is the use of induction rather than deduction. That is, there is no need to give lectures and formulate the rules by the teacher: they are comprehended by the student even without their verbal formulation.

Communication-oriented teaching of foreign languages, in our case English, means the formation of students' communicative competence in language, conversation, practical, social and linguistic thinking, when the student is ready to use a foreign language as a tool for speech-thinking activity. Due to the development of a pragmatic approach in linguistics, in particular the theory of speech acts, there has been an increased interest in the mechanisms of communication through language, its communicative function.

The concept of a communicative situation is adopted by the methodology as a phenomenon that determines the logic of presenting the material on the pages of the textbook and in the lesson. All exercises of the communicative approach are somehow connected with the need to recreate the situation of real communication, learn its parameters and develop the skill of transferring the learned material to all similar situations [3].

Knowledge of life in the country of the language being studied goes “naturally” during the process of learning a foreign language. This concept is called integrated country studies. In a

communicative situation, we act not only as speakers, but also as listeners. The thesis that there is no speaking without listening leads to the realization of the need to develop not only speaking skills, but also listening skills (listening) using a special system of exercises and authentic audio materials (radio ads, radio plays, information from the answering machine, etc.).

At the lesson, such forms as working in small groups in order to find a joint solution to the problem with the subsequent discussion of the proposed solutions, project-type tasks that go beyond the educational process and are a form of collective creativity are widely used. Exercises and tasks that are used in teaching foreign languages by the communicative method: projects; communication games; communication exercises; discussions.

Therefore, the teacher is regarded as the expert in the classroom by both the students and the teachers themselves. This is also consistent with the participants' opinions about error correction, teacher and learner roles.

In conclusion, that all exercises and games create favorable conditions for imitating a foreign language environment, contribute to the intensive use of vocabulary, develop a sense of language, and the ability to work with text. In this case, the teacher provides students with maximum independence in creativity, does not give direct instructions, helps to act independently, and as a result of careful observation and evaluation, determines their strengths and weaknesses. Students must act independently in the lesson during the games, always show their initiative, whatever it may be.

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UDC 81-13

INNOVATIVE METHODS IN THE TRAINING FOREIGN LANGUAGE

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Annotatsiya. Ushbu maqolada chet tillarini o'qitishda innovatsion pedagogik texnologiyalarning asosiy xususiyatlari, axborot texnologiyalaridan foydalanish imkoniyatlari, xorijiy tilda ishlashning shakllari, innovatsion texnologiyalardan foydalanishning didaktik imkoniyatlari yoritib berilgan.

Kalit so'zlar: innovatsion pedagogik texnologiyalar, chet tili, axborot resurslari, Internet texnologiyalari, til kompetensiyasi.

Аннотация. В предлагаемой статье рассматриваются основные характеристики инновационных технологий обучения, возможности применения информационных технологий в ВУЗе, формы работы по иностранному языку, дидактические возможности использования инновационных технологий на занятиях по иностранному языку.

Ключевые слова: инновационные технологии обучения, иностранный язык, информационные ресурсы, интернет-технологии, языковые компетенции.

Abstract. This article discusses the main aspects of innovative learning technologies; application of information technology in high school; forms of foreign language teaching; teaching opportunities in a foreign language classroom.

Keywords: innovative learning technologies, foreign language, information resources, Internet-technology, language competence.

Today a graduate of higher education should be competitive, in demand on the market labor, which a priori implies a high level of its overall development, possession information and communication competence, high professionalism, ability to make independent decisions, non-standard thinking and productive adaptation to changing conditions.

Currently, pedagogical activity should be innovative in nature, that is one of the essential factors for the successful educational activity of any educational institution. The reality is that it is innovation activity, with on the one hand, creates the basis for creating the competitiveness of this or that

institutions on the market of educational services, on the other - determines the direction professional growth of teaching staff, creative search for each teacher, really contributing to the personal growth of students [1].

In this regard, in recent years, the use of information technologies in the university, which are not only modern technical means, but also new approaches to the learning process. This is due to the main purpose teaching foreign languages: the formation and development of communicative culture students, their practical mastery of a foreign language.

Methods of research: theoretical analysis of psychological and educational literature on the problem of using innovative technologies in teaching a foreign language; study and summarize best practices; observation.

Results of the study an analysis of the activities of Uzbekistan universities shows that today they are betting on the principle of variability, which contributes to the construction of a pedagogical process for any educational model. Against the background of the development of various content options we see the birth of new ideas, as well as an introduction to philosophy education of the concept of pedagogical technology. Proceeding from this, among the list different pedagogical technologies have most confidently passed the test of time the following:

- a multi-level training;
- co-operative learning; individual;
- differentiated approach to training;
- method of projects. All of them promote the development of innovations in education, which require improvement pedagogical technologies and related methods, methods and means of teaching, developing in students the ability to motivate actions and self-orienting in the information received; the formation of their creative thinking and the disclosure of their natural abilities.

According to the latest data, provided, in particular, by the Internet, now time the largest universities in Uzbekistan make maximum use of innovative technologies in learning process; periodically conduct seminars and conferences on the implementation of innovative technologies. They are attended as specialists of institutions higher professional education, and teachers of general education schools. We emphasize that education in universities that use innovative technologies is always open to modern scientific research. In the curriculum of such universities is compulsory there are such forms of training as project development, training, internships at the production, as well as participation in research organizations.

Personally oriented technologies of differentiation and individualization of training, project technologies, etc. Considering in this connection the technological aspect of education in universities, that at the present time the most personally-oriented and information technology training. The main forms of using information technology are as follows:

- 1) multimedia tutorials, which are conducted on the basis of computer training programs;
- 2) lessons based on author's computer presentations during lectures, seminars, laboratory works, reports of students. So, with the help of a computer program PowerPoint teachers organize a series of multimedia lessons, training modules, electronic teaching aids that enable the integration of audiovisual information presented in various forms - graphics, slides, text, video etc.;

- 3) testing on computers;
- 4) telecommunication projects, work with audio and video resources online;
- 5) distance learning, which includes all forms of educational activity, they are carried out without the personal contact of the teacher and the student. In the global Internet today almost, all educational services from short-term refresher courses and ending with full-fledged programs higher education;

- 6) work with interactive tablets Smart Board;
- 7) voice chat over the local network, used to teach phonetics. So, for the implementation of the chat are applied free programs Net Speakerphone or Speaker, allowing to communicate in any mode: teacher-pupil, pupil-pupil, mode conference;

- 8) Lingua phone devices, which include a teaching console and workers places of students, as well as equipment according to one of the following schemes: audio passive, audio active or audio comparative [2].

Today, as is known, the priority in the search for information is increasingly given Internet, which provides a wide choice of sources of information, so necessary in the educational process. This includes basic information located on the Web and FTP-servers of the network; operational information sent by e-mail; various databases of various information centers, information about books and magazines distributed through Internet shops, etc.

In this regard, the use of innovative educational technology provides tremendous opportunities for effectiveness of the learning process. The information and information multimedia training programs, as practice shows, have advantages traditional methods of teaching, because they not only allow them to train or other types of speech activity, combining them in various combinations, but also promote the implementation of an individual approach and increase the independence students.

This contributes to the formation of language competencies, increase of motivation in learning a foreign language. To this we add that the use of innovative technologies in the process foreign language training also makes it possible to raise qualitatively the general cultural development of young people, contributing to the further development of their skills possession of computer technology. Hence the use of innovative technologies in teaching foreign languages carries a huge pedagogical potential, which allows to translate the mastery of a foreign language in alive creative process.

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INTERACTIVE TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE

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Аннотация. Мақолада таълим жараёнида интерфаол ўқитиш методларини амалга оширишнинг аҳамияти асослаб берилган.

Калим сўзлар: интерфаол усуллар, муаммоли таълим, мунозара, тренинг, "ақлий ҳужум".

Аннотация. В статье обосновывается важность внедрения интерактивных методов обучения в образовательный процесс.

Ключевые слова: интерактивные методы, проблемное обучение, дискуссия, тренинг, «мозговой штурм».

Abstract. The article substantiates the importance of implementing interactive teaching methods in the educational process.

Keywords: interactive methods, problem-based learning, discussion, training, "brainstorming".

The introduction of interactive forms of education is one of the most important directions for improving the training of students in modern universities. For a modern teacher, it is not enough to be competent in their field of knowledge, it is necessary to use methodological innovations in the educational process, which are currently associated with the use of interactive teaching methods. Interactive learning is based on the direct interaction of students with their experience and the experience of their friends [1].

Educational technology, this is the productive use of modern Information Technology in the educational process. It also envisages improving the quality and effectiveness of education by bringing modern innovative technologies into the educational process. In particular, there are several advantages of using such information and communication technologies in the study of a foreign language. The role of modern technology in language learning and teaching cannot be overemphasized. Each aspect of learning a foreign language using technological tools (reading, writing, listening, understanding and speaking) comes.

For example, to understand by listening, of course it is impossible to perform this process without a computer, player, CD disc. Listening comprehension is one of the most important parts of language learning. In this, the reader is asked at once to pay attention to the pronunciation of the speaker, the observance of the rules of writing, the richness of the word and its meanings. In the educational process,

the use of modern technology is an important factor that students also have a good knowledge of and use of information and Communication Technology. Teaching and learning a foreign language using modern technologies is one of the most effective ways. In the process, including:

- when using computers, the reader can also see foreign language video rolls, shows, dialogues, even movies or cartoons;
- it is possible to hear and watch programs on foreign language radio broadcasts and television;
- the use of tape recorders and cassettes, which are considered a fairly traditional method;
- it is possible to use CD players. The use of these technical tools will make the process of students learning a foreign language more intense and more effective. In the process of globalization, it is difficult to imagine our life without the internet. It is considered one of the most effective ways to make productive use of it in the process of learning and teaching a foreign language. Through the Internet, the opportunity to communicate with foreign speakers arises.

1. Discussion in groups. Group discussions are usually conducted on a specific topic and are aimed at finding the right solution and achieving a better understanding. Group discussions contribute to a better assimilation of the material being studied. At the first stage of the group discussion, students are given a task for a certain time, during which they must prepare a reasoned, detailed response.

2. Training. Training is a form of interactive learning aimed at developing interpersonal communication skills and professional behavior in communication. The teacher conducting the training must have psychological and pedagogical knowledge and be able to use it skillfully in the learning process, know how to obtain information, collect and present it to participants, influence their behavior and their relationships.

3. Discussion. During the discussion, participants should discuss issues in public or freely exchange knowledge, opinions, and ideas on controversial issues. Its essential feature is the combination of dialogue-discussion and dispute-the collision of different points of view and positions. Discussion is a person-centered learning process. It is characterized by active interaction of students with each other and intensive, personal-oriented training on the part of the teacher.

4. The method of "brainstorming". This is a fairly popular method of solving problems by stimulating creative activity. According to this method, the teacher invites a group of students to give as many answers to the question as possible. "Brainstorming" occurs in three stages. Brainstorming is one of the most popular methods of stimulating creative activity.

5. Problem-based learning in the context of problem-based learning, it is not only the problem of education or the problem that is important, but also the teacher's skillful presentation of the issues. Questions in the process of organizing students' activities will help teach them to reproduce the information received from memory and perform reproductive actions.

6. Games-exercises improve the cognitive abilities of students, contribute to the consolidation of educational material, develop the ability to apply it in new conditions. Examples of games-exercises are crosswords, rebuses, quizzes within the framework of the studied conversational topics.

It is interactive methods that allow students to feel their strength, their abilities. Student's self-esteem and self-confidence increase. It is very important to foster mutual respect and tolerance for the opinions and actions of other people. Such qualities as sociability, ability to communicate with people, negotiate, find compromises, and work in a team are highly valued in society. Thus, the goal of active learning is to create conditions for the teacher to discover, acquire and construct knowledge. This is a fundamental difference between the goals of active learning and the goals of the traditional education system.

Today, there are several different ways of innovative educational technologies. Of these, the effectiveness of the lesson will be high if a wide and varied methods of covering the topic in the lessons are used, and the interest of the students in the lesson will also be increased. It is envisaged to increase the effectiveness of education by bringing innovations into the educational process and their implementation.

The use of various role-playing, moving games in the teaching of foreign language lessons also causes an increase in the interest in both the lesson and the language learning. By working in pairs or subgroups of students, it will also help the students to have communicative communication with others.

The use of graphic organizers in the educational process is considered one of the most important visit in covering the topic, its delivery to students. It is also possible to use several different graphic organizers in highlighting a topic. When teaching a foreign language, it is worthwhile to use graphic organizers to explain new words on the topic, the rules of writing. It will also be easy to keep in mind if these are given through graphic organizers. The effectiveness of using different tables in the process of teaching a foreign language is also high. Through the use of tables in the process of education, students can come up with a certain rules of mathematics, for example, to compose sentences using times, placing new words.

At a time when the need to learn a foreign language is high, the efficient use of modern information technology, innovative educational technology in the educational process leads to the fact that this process is effective. The effectiveness of innovative educational technologies in their proper and efficient use in the educational process.

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THE USING INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Annotatsiya. Ushbu maqolada o'quv jarayoniga innovatsion o'qitish metodikasini olib kirish va axborot texnologiyalarini qo'llashning o'ziga xos xususiyatlari, muammolari yoritib berilgan.

Kalit so'zlar: ta'lim, o'quv jarayoni, innovatsiya, ustoz-shogird tizimi, mediatexnologiya.

Аннотация. В статье освещено введение новой методики преподавания и проверенных технологий передачи информации с применением в образовательном процессе.

Ключевые слова: образования, учебный процесс, инновация, система преподаватель – ученик, медиатехнология.

Abstract. This article highlights the introduction of new teaching methods and proven information transfer technologies using the educational process.

Keywords: education, educational process, innovation, media technology, new methods, the system teacher - pupil.

The definition of the main directions of innovative activity in the field of education should, therefore, proceed from the idea of the important functions that the educational system implements in the life of society and a comprehensive analysis of the current problems in this area. Speaking about the functions of education, it should be noted that the education system is one of the main institutions of socialization of a person in society, the formation of a harmoniously developed, socially active, creative personality, as well as an important factor in the implementation of the tasks of socio-economic and cultural development of society. In this regard, the ability of the educational system to respond quickly and flexibly to the needs of society, taking into account the main trends in its development, is of paramount importance.

The implementation of this task cannot be achieved only on the basis of the introduction of new technical means and technologies. The need to introduce new learning technologies that are adequate to the present day has thus become an objective necessity. It should be noted that students themselves and their parents are primarily interested in getting an education that will help them adapt to a rapidly changing world. Systematic use of multimedia tools has a significant impact on the development of the student. The study of the features of attention in lessons using multimedia revealed not only the external activity of the student, but also the internal, which is based on curiosity, curiosity [1]. Based on the analysis of works of domestic and foreign researchers, pedagogues, psychologists have shown that media usage allows to solve didactic issues with a big educational effect, can become a means of

improving the efficiency of education significantly reduces the time allotted to compulsory training material, makes it possible to significantly deepen and expand the scope of problems and issues [2].

In accordance with international standards, innovations are defined as relevant and systemically self-organizing new formations that arise on the basis of a variety of initiatives and innovations that become promising for the evolution of education and have a positive impact on its development, as well as on the development of a wide multicultural space of education. The concept of "innovative activity" in relation to the activities of educational institutions can be considered as a purposeful transformation of the content of training and organizational and technological foundations of the educational process, aimed at improving the quality of educational services, the competitiveness of educational institutions and their graduates, ensuring comprehensive personal and professional development of students.

Thus, innovative activity transforms the nature of learning in relation to such parameters as the target orientation, the nature and content of interaction between the main subjects of the pedagogical process. Indicators of the new quality of the educational process can be the following characteristics: new knowledge, the formation of basic competencies of students, increasing the level of their personal development; the absence of negative effects and consequences (overload, fatigue, poor health, mental disorders, lack of educational motivation, etc.); improving the professional competence of teachers and their attitude to work; increasing the prestige of educational institutions in society, expressed in the influx of students and teachers, etc.

One of the problems of the modern information society is that knowledge becomes outdated from the moment it is transmitted to the audience, and the use of remote technologies allows you to convey relevant knowledge directly at the moment when ideas born in the University can be implemented in a specific field of activity. This is the meaning of open education using distance technologies and using electronic learning tools. In the educational process, there is an intensification of information flows for educational purposes (Internet and network resources, electronic libraries and databases, forums, teleconferences, computer models, simulators and simulators, network tools for organizing "virtual" teamwork, etc.).

Education must be in line with changes in professional fields. Open education is one of the means of implementing the state program to create high-tech jobs. Thus, our country should train its own highly qualified specialists and attract the best personnel in the world for our modernization. Young people have a huge creative and creative potential, and we will provide them with all the necessary support... We must learn to use the "educational drive" of the younger generation, to mobilize the increased demands of the middle class and their willingness to take responsibility for their well-being to ensure economic growth and sustainable development of the country. Educational institutions of our country have been working for a long time, experimenting in the field of distance education technologies and e-learning.

Finally, we get the opportunity to enter the unified international information and educational space, erasing borders and saving money and time on moving to the place of study. Open information and educational space is an opportunity to get high-quality and relevant knowledge, creativity and work ahead of the curve. Not everyone has the opportunity to leave work for the duration of their studies due to socio-economic reasons, or to come to higher education due to health restrictions. E-learning is for them. If in the future everyone will have the opportunity to choose the pace of learning, then each person will initiate and organize their own educational process aimed at implementing the world doctrine of continuing education." Subjects of educational activity in modern conditions expect that in the process of learning in educational institutions, students will be able to develop their own skills: to obtain knowledge, design and predict their educational activities, bring the tasks to their logical end, make alternative decisions.

However, these expectations conflict with the learning paradigm prevailing in modern Universities. The fascination with new forms without fundamentally changing the essence and content of the educational process, the lack of a clear program (concept) of transformations lead to the conclusion that sometimes we are not talking about innovations as such, but about "simulation of innovations", erroneous attempts to identify innovations with experimental work. All these processes are closely interlinked with the renewal of the management structure of educational institutions, since if the

management system is not reformed, a number of quite serious obstacles to the implementation of innovations arise. It must be recognized that this aspect of management activity is the least studied.

Thus, the organization of management of innovative processes, which include the implementation of educational projects, in modern educational institutions on the basis of a deep comprehensive critical analysis of all aspects and aspects of its activities, taking into account the forecast of possible consequences of innovations, appears as a problem that requires early understanding on the part of teachers, scientists and practitioners.

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РУС, НЕМИС ВА ЎЗБЕК ТИЛЛАРДА ФРАЗЕОЛОГИЗМЛАР ТАРЖИМАСИ

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Аннотация. Ушбу мақолада фразеологик бирикмалар, уларнинг ўзбек тили ва немис тилида қўлланиши ва таржимадаги муаммолари бўйича илмий маълумотлар келтирилган.

Калит сўзлар: фразеологик бирликлар, маталлар, идеомалар, миллий колорит, ҳикматли сўзлар, метафора.

Аннотация. В данной статье представлена научная информация о фразеологических соединениях, их использовании на узбекском и немецком языках и проблемах их перевода.

Ключевые слова: фразеологизмы, притчи, идеологии, национальный словарь, слова мудрости, метафоры.

Abstract. This article presents scientific information on phraseological compounds, their use in Uzbek and German, and their translation problems.

Key words: phraseological units, parables, ideologies, national vocals, words of wisdom, metaphors.

Маълумки, нутқда икки ёки ундан ортиқ сўзларнинг ўзаро маъно ва грамматик жиҳатдан боғланишидан тузилган бирикмалар фразеологик бирликлар бўлиб қўлланилади, ҳамда фразеологик бирикмаларнинг айримлари нутқ жараёнида тузилади, айримлари эса тайёр бирикма шаклида қўлланилади. Булар маталлар, идеомалар ва фразеологик бирликлардир, уларни ўрганиш, нутқимизда қўллаш ва таржимаси муаммоси ҳозирги кунда ҳам долзарб масаларлардан бири сифатида ўрганилмоқда.

Фразеологик бирикмаларни ўрганиш адекват таржимасини топиш, таржимада миллий колоритни акс эттириш ва муҳим масалалардан биридир. Таржимада муаллифнинг индивидуал услубини акс эттиришда фразеологизмлар таржимасининг аҳамияти каттадир. Кўпчилик тилларда фразеология муаммосининг ўрганилмаганлиги ҳозирга қадар фразеологик тушунчаларни таржимасида муаммо туғдиради. Таржимашунос олим Я.И.Рецкернинг қуйидаги фикрларини: «Таржимада автор услубини айнан бериш учун лексик- фразеологик воситаларини танлаб ола билиш ҳал қилувчи аҳамиятга эга» таъкидлаш ўринлидир. Бадий таржиманинг тилнинг фразеологиясини бойитиш билан бирга асар тилида ифодаланган миллий руҳни акс эттиришда роли бекиёсдир. Таржимашуносликда фразеологизмлар таржимаси асосий ўринни эгаллайди. Баъзи таржимонлар фразеологизмларни таржима қилишда қуйидаги усуллардан фойдаланишни кўрсатади:

1. Фразеологизмлар таркибидаги сўзларни маъносини тўлиқ сақлаган ҳолда аниқ таржима қилиш;
2. Асл нусхадаги фразеологизмлар мазмуни ёки шаклини сақлаган ҳолда ўзгартириш;
3. Асл нусхадаги фразеологизмларни таржима қилаётган тилдаги мавжуд бўлган муқобили вариант орқали ўгириш.

Фразеологизмлар таркибига кирувчи мақол, матал ва идиомалар бизга бой мерос бўлиб қолган. Мақол халқ оғзаки ижодининг ихчам шаклга, аммо чуқур мазмунга эга бўлган жанрларидан бири бўлиб, у халқнинг кўп асрлик ҳаётий кузатишлари, ижтимоий-иқтисодий, сиёсий ва маданий тажрибалари асосида вужудга келган.

Е.Д.Поливанов ва В.В.Виноградовлар ўртасидаги фикрлар тилшуносликда жуда кўплаб илмий тадқиқотларнинг юзага келишига сабаб бўлди. Фразеологик муаммонинг ишлаб чиқилмаганлиги фразеологиянинг ривожланишида тўсқинлик қилади. Образли иборалар, мақоллар, ҳикматли сўзлар, метафора ва фразеологик бирикмалар ҳам етарлича ишлаб чиқилмаган. Улар қаторига халқнинг панд-насихати, маънавий-ахлоқий ҳулосаси, халқ миллий руҳининг акс садоси, тил табиатининг ҳикматли мезонидир. Мақолларнинг мавзуй кўлами жуда кенг бўлиб, бу кўламини жузъий ҳаётий воқелик доираси билан чегаралаб бўлмайди. Мақоллар фикрни аниқ, лўнда ва образли тарзда баён этишга нутқимиз учун улкан хазина бўлиб, улардан усталик билан фойдаланиш ёзувчининг асарини, нотикнинг нутқини, бой маъноли ва жозибали қилади. Масалан:

Рус тилида: Молодая жена и старый муж – жалкая пара.

Немис тилида: Junge Frau und alter Mann ist ein trauriges Gespann.

Ўзбек тилида: Тенг тенги билан, тезак қопи билан.

Ёки:

Рус тилида: Яблоко от яблони недалеко падает.

Немис тилида: Art lässt nicht von Art.

Ўзбек тилида: Қуш уясида кўрганини қилади

Фразеологик ибораларни таржима қилишда сўзма-сўз, изоҳли ёки тасвирий таржима қилиш анъаналарини ҳам кўриш мумкин.

Сўз ва ибораларга мос тушувчи муқобилларни излаб топиш, асардаги маъно-мазмунга айнан муқобил ибораларни ишлатиш таржиманинг таъсирчанлик доирасини кенгайтириб, ифодалироқ ўқилишига олиб келади.

Фразеологизмлар таркибидаги сўзларнинг маъносини тўлиқ сақлаган ҳолда аниқ ўгириш, таржимачиликда энг кўп тарқалган усуллардан бўлиб, унда асар таржима қилинаётган тилга янги фразеологик ибораларни таржимасига аҳамият бериш лозим. Масалан:

Рус тилида: В здоровом теле здоровый дух.

Немис тилида: Gesundheit ist der groesste.

Ўзбек тилида: Соғлиқ – туман бойлик.

Фразеологизмлар таржимаси энг қийин масалалардан бири бўлиб, сўз бирикмасини таржима қилиш масаласи таржимашуносликда асосий ўрин эгаллайди. Чунки сўз бирикмасини таржима қилганда унинг компонентлари таржима қилишда муҳим роль ўйнайди. Фразеологизмлар таржимаси фразеологик бирикманинг маъноси унинг компонентлари маъносига қараб эмас бирикманинг умумий маъносига қараб таржима қилиниши керак. Масалан:

Немис тилида: Der Fisch fängt am Kopfe an zu stinken.

Рус тилида: Рыба тухнет с головы.

Ўзбек тилида: Балиқ бошидан сасийди.

Ёки:

Немис тилида: Wie die Saat, so die Ernte.

Рус тилида: Что посеешь, то и пожнешь.

Ўзбек тилида: Нима эксанг, шуни ўрасан.

Ушбу мақолни ташкил этувчи компонент – сўзлар уч тилда ҳам бир хил эканлигини кўриш мумкин. Шундай қилиб фразеологизмларнинг қўлланиш хусусиятига кўра қўйидаги ҳулосага келиш мумкин. Кўчма маънода ишлатилган ҳар бир сўз бирикма фразеологизм бўлиши мумкин. Фразеологик бирикманинг умумий маъноси унинг компонентларининг маъносидан устун туради.

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ЎЗБЕК, РУС ВА НЕМИС ТИЛЛАРИДА ЭКВИВАЛЕНТСИЗ ЛЕКСИКАНИНГ
ҚЎЛЛАНИШИ

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Аннотация. Ушбу мақолада лингвистик тадқиқотларда «эквивалентсиз лексика» тушунчаси ва унинг таржимавий хусусияти ҳақида турли хил мунозаралар мавжудлиги, иккита миллий маданият ҳеч қачон тўлиғича бир-бирларига мос келмаслиги, бунинг сабаби улардан ҳар бири миллий ва интернационал элементлардан ташкил топганлиги тўғрисида илмий маълумотлар келтирилган.

Калим сўзлар: лакуна, абонент, реалиялар, турмуш, маданият.

Аннотация. В этой статье ведутся различные дискуссии о понятии «неэквивалентная лексика» в лингвистических исследованиях и его интерпретативной природе. Две национальные культуры никогда не бывают полностью выровненными. Именно из-за научных данных каждый из них состоит из национальных и международных элементов.

Ключевые слова: лакуна, подписчик, реалии, жизнь, культура.

Abstract. There are various debates in this article about the notion of “equivalence vocabulary” in linguistic research and its interpretive nature. The two national cultures are never completely aligned. It is because of the scientific data that each of them is composed of national and international elements.

Key words: lacuna, subscriber, realities, life, culture.

Таъкидлаш жоизки, лингвистик тадқиқотларда «эквивалентсиз лексика» тушунчаси ва унинг таржимавий хусусияти ҳақида турли хил мунозаралар мавжуд. Чунки «Иккита миллий маданият ҳеч қачон тўлиғича бир-бирларига мос келмайди. Бунинг сабаби улардан ҳар бири миллий ва интернационал элементлардан ташкил топганлиги билан изоҳланади».

Демак, тил тизимларида миллий ўзига хос элементларнинг мавжудлиги масаласи жаҳон олимлари томонидан турли хил тадқиқ қилиниб, қуйидаги турли хил атамалар орқали талқин қилиниб келинмоқда. Масалан “лакуналар” (Ж.П. Вине и Ж. Дарбельне, В.Л. Муравьев), тушириб қолдирилган тушунча (пробел, лакуна) (К. Хейл), таржимага тортилмайдиган сўзлар (примеры непереводаемого характера) (В.Г. Чернов), эквивалентсиз лексика, ноль лексема, (лексический нуль, нулевая лексема) (И.А. Стернин), эквивалентсиз, ёки фон маъноли лексика (Л.С. Бархударов, Е.М. Верещагин, В.Г. Костомаров).

С. Влахов ва С. Флоринлар бу феномен ҳақида фикр юритиб уларни алоҳида категориядаги ифода воситаси сифатида *реалиялар* деб номлашади ва улар жумласига бир халқ тилидаги ва бошқа тилларга таржимада тушунарли бўлмаган, аниқ муқобиллари мавжуд бўлмаган халқ ҳаётига (турмуш, маданият, ижтимоий ва тарихий тараққиётга) хос бўлган объектларни номлайдиган сўз ва ибораларни киритади.

О.А. Огурцованинг фикрича бундай сўзлар қиёсланадиган тилларда аналоглари мавжуд бўлмаган тушунчаларни ифодаловчи лексик бирликлардир ва уларни *лакуналар* деб аташни таклиф қилади.

В.Л. Муравьевнинг таъкидлашича «биз лакуналар деганда фақат бошқа тилларда мавжуд бўлган турғун сўз бирикмалари билан ифодаланган, бошқа тил вакилларининг лисоний меъёрларига мос келмайдиган, эркин сўз бирикмалари орқали перефразга билан изоҳланадиган ҳорижий сўзларни тушунамиз». Масалан, қуйидаги сўзларни таҳлил қиламиз:

«**абонент**» сўзининг ўзбек тилида эквивалентлари мавжуд эмас, аммо уларни эркин сўз бирикмалари орқали «газетага обуна бўлувчи киши» ёки «телефон тармоғидаги киши»);

Ёки

рус тилидаги **борщ**, ёки ўзбек тилидаги «**карам шўрва**», немис тилида эса «Kohlsuppe»;

Ёки

ўзбек тилидаги «**палов (ош)**» сўзи рус тилига “плов”

Ёки

“паловхўр” сўзи рус тилига “человек любящий плов” ё “любитель плова” деб таржима қилинади, немис тилида эса бу сўзининг эквивалентлари мавжуд эмас.

Демак, тил тизимида сўзларни бошқа сўз билан ифодаланиши тиллараро лакуналик мавжудлигига мисол бўла олади.

Тилшунос В.Г. Гак лакуналарни «тил тизимида объектив борлиқни ифодалаши лозим бўлган, аммо мавжуд бўлмаган сўзлар» дея таърифлайди.

«Агар бир тилда бирор тушунчани ифодаловчи лексик бирлик мавжуд бўлмаса, бу ўринда шу тил лексик системасида лакуна мавжудлигидан далолат беради ва қиёсланаётган тил учун бу эквивалентсиз лексема ҳисобланади» деб ёзади. Масалан, немис ва рус тилида мавжуд бўлган, кўплари интернационал лексикага айланган «автолюбитель- автоҳаваскор», «проводник- вагон бошқарувчиси», «квартал», «сутка», «агентура», «кипятиться-қайнамоқ», «серебриться-кумуш ранг жило бермоқ» сўзлари лакуналар ёки эквивалентсиз лексика эканлигини кўрсатади. Мисол тариқасида улар рус тилида мавжуд бўлган *кефир, квас, оладьи, валенки, лапти, компостировать, фельетон* каби сўзларнинг ўзбек тилида мавжуд эмаслигини, рус тилидаги *форточка, путевка, больничный лист, профтехучилище, закуска, галдеть, гостинец, дача* каби сўзлари эса немис тилида мавжуд эмаслигини келтирадилар.

О.А. Огурцова лакунанинг янги таърифини келтиради: «Лакуна – бу сўз ёки сўз бирикмаси орқали ифодаланган (эркин ва фразеологик бирикмалар) грамматик категория бўлиб, улар қиёсланаётган тилларнинг бирида мавжуд бўлса, иккинчисида мавжуд бўлмайди».

Шундай қилиб, лакуна семантик нуқтаи назардан иккинчи бир тилдаги бўшлиқ, нол тушунчани ифодалайди, мулоқотга киришув нуқтаи назаридан ўзга тилда билдирилган тушунчанинг иккинчи тил соҳиби онгида мавжуд эмаслиги (миллий, маданий, экстралингвистик факторлар билан боғлиқ тушунчалар).

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ПРОБЛЕМА ПЕРЕВОДИМОСТИ И НЕПЕРЕВОДИМОСТИ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ

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Аннотация. Таржима қилиш қобилияти бу статистик мунтазамликдир. Таржима қилиш принципнинг мақсадга мувофиқлиги, амалиётнинг ўзи томонидан тасдиқланган. Бироқ, икки тилли алоқа амалиётида номуаносиблик намоён бўлишини чеклайдиган битта оддий ҳолат мавжуд қисқача қилиб айтганда, жамланмаларида тилни ишлатувчи бошқа халқлар учун қизиқ бўлмаган тор этник қарашлар йўқ, лекин шунга мос равишда таржима қилиш зарурати мавжуд.

Калит сўзлар: таржима қилиш қобилияти, қўллаб-қувватловчилар, алоқа, самарадорлик, мос равишда, принциплар, экспериментлар.

Аннотация. Переводимость – статистическая (вероятностная) закономерность. Осуществимость принципа переводимости доказывается самой практикой. Однако существует одно простое обстоятельство, существенно ограничивающее проявления непереводимости в практике двуязычной коммуникации, а именно то, что на узконациональные малоинтересные для других народов материал не существует спроса в коллективах и соответственно резко возникает потребность в их переводе.

Ключевые слова: переводимость, сторонники, коммуникации, эффективность, соответственно, принципы, эксперименты.

Abstract. Translatability is a statistical (probabilistic) regularity. The feasibility of the translatability principle is proved by practice itself. However, there is one simple circumstance that significantly limits the manifestations of untranslatability in the practice of bilingual communication,

namely, that there is no demand for narrowly ethnic material of little interest to other people in P.L collectives and, accordingly, there is a sharp need for their translation.

Key words: *translatability, supporters, communication, efficiency, respectively, principles, experiments.*

Проблема переводимости вопрос, который волновал и продолжает волновать сейчас людей, причастных к переводу: возможен ли полноценный перевод. Одни считают, что всякий перевод безусловна безнадёжная попытка разрешить невыполнимую задачу, в то время как другие столь же решительно стоят на позициях принципиальной <переводимости> и объявляют всех сомневающихся в этом <нигилистами>. При этом и те и другие имеют возможность сослаться на известные реальные факты: сторонники теории <невозможности перевода> - на случай когда расхождения культур, коммуникативных привычек носителей иностранного языка и носителей разговорного языка практически исключают равенство коммуникативных эффектов у тех и других; сторонники <принципиальной переводимости> - на подтвержденную общественной практикой эффективность двуязычной коммуникации посредством перевода.

Ни одна из этих противоположных точек зрения не опровергнута, из-за чего в рассматриваемом вопросе возник своего рода теоретический тупик.

Существование двух непримиримых полюсов в вопросе о <переводимости> первую очередь объясняется не жестким <детерминистическим>, а как статистические (вероятностные), поскольку именно такая интерпретация позволяет глубже проникнуть в природу изучаемых явлений, оказывается более адекватной.

Считается, что переводимость – статистическая (вероятностная) закономерность: если собрать и проанализировать все факты перевода, то выяснится, что коммуникативно-функциональная эквивалентность И.Т., равноценность объективных предпосылок для восприятия текстов и высказываний и реакции на них, возможна в подавляющем большинстве случаев, благодаря чему двуязычная коммуникация с переводом в целом характеризуется весьма высокой степенью эффективности, лишь незначительно отличающейся от эффективности естественной одноязычной коммуникации. Статистический характер эффективности свойствен не только двуязычной коммуникации. Как отмечают О. Каде, Л.Латышев, природа языковой коммуникации такова, что в ней по разным причинам имеют место моменты <недопонимания> и <непонимания> между отправителем и получателем. И если в общении через лингвоэтнический барьер, где к этим различиям добавляются еще и расхождения национально культурного характера, эффективность коммуникации снижается, то это следует воспринимать как естественное следствие появления еще одного коммуникативного препятствия (не нейтрализуемого полностью переводом).

Хотя эффективность двуязычной коммуникации с переводом по сравнению с естественной меньшей одноязычной, это не дает основания для утверждения <невозможности перевода>. Руководствуясь аналогичной логикой, ссылаясь на неизбежные моменты недопонимания и непонимания,

Можно было бы равным образом отвергнуть также и возможность эффективной одноязычной коммуникации, речевой коммуникации вообще. Общественная практика доказывает в целом высокую эффективность речевой коммуникации – одноязычной и двуязычной с переводом, несмотря на моменты недопонимания и непонимания и <пониженной переводимости>.

Другая причина тупикового положения, в котором оказалась проблема переводимости, заключается в том обстоятельстве, что коммуникативная роль экстралингвистических, культурно - этнических и вообще этнических факторов <внеязыкового опыта> в одном случае недооценивалась, а в другом переоценивалась утверждает Влахов. Представители концепции <тотальной переводимости> рассматривают перевод как некий изолированный акт перекодирования сообщения с одного языка на другой, вырывая его из цепи двуязычной коммуникации, центральным звеном которой он является и на которую он <работает>, оценивая эффективность перевода вне последовательной взаимосвязи с тем ради чего он существует: конечным результатом общения, регулятивным воздействием на адресата.

Итак, целью речевой коммуникации является нужное отправителю регулятивное воздействие на адресата, средством достижения этой цели являются передаваемые отправителем языковые знаки с их значениями, а условиями, в которых достигается цель, является языковой и жизненный опыт адресата.

Вопрос о возможности или невозможности полноценного перевода, таким образом, упирается не только и не столько в возможность передачи значений знаков практического языка в переводе, а возможность с помощью модификаций исходных значений компенсировать неравенство усилий функционирования знаков иностранного языка и знаков практического языка и в том числе этнически обусловленное неравенство внеязыкового, т.е. не выраженного непосредственно в значениях языковых знаков, опыта. Но такая компенсация, возможно, не всегда.

Ярким примером вышеуказанному является пословица: *Queen. Ann is dead* – всем известная истина – ойдек равшан.

Из двух составных частей лингвоэтнического барьера - собственно лингвистического (языкового) и этнокультурного - наиболее труднопреодолимым для перевода является последний. Именно он обуславливает моменты <культурологического непонимания>, резко различного отношения носителей иностранного языка и практического языка к одним и тем же описываемым явлениям, что в наибольшей мере сказывается на эффективности двуязычной коммуникации.

Такого рода культурологическая (вследствие расхождения культур) непереводимость имеет временный, исторически обусловленный характер.

По мере сближения национальных культур сфера культурологической непереводимости все более сужается.

В зависимости от того, что преобладает в тексте на иностранном языке общечеловеческое, затрагивающее проблемы всего человечества, или узконациональное, интересующее только данный лингвокультурный коллектив, тексты отличаются друг от друга по степени переводимости. Перевод зиждется на общечеловеческом в национальных культурах, на универсальных чертах человеческих языков. Так, например:

- *So many men, so many minds* - <сколько людей, столько умов> - бир бош яхши, иккитаси ундан хам яхши.

Поэтому, чем больше <общечеловеческого> в тексте на иностранном языке тем <переводимее> он, и наоборот, чем больше <национально-специфического, местного в тексте, тем он не переводим>.

Однако существует одно простое обстоятельство, существенно ограничивающее проявления непереводимости в практике двуязычной коммуникации, а именно то, что на узконациональные малоинтересные для других народов материал не существует спроса в коллективах практического языка и соответственно резко возникает потребность в их переводе. Вполне можно согласиться с О. Каде в том, что если отсутствуют общественно-исторические условия необходимые для перевода, то обычно отсутствует и потребность в переводе. Иными словами, существенное противоречие между потребностями в переводе и условиями, необходимыми для него в целом, нетипично.

Все сказанное о трудностях, создаваемых для перевода различиями этнокультурного плана, вовсе не означает, что только они создают моменты непереводимости: нередко они означают что только они создают моменты непереводимости: нередко они возникают как следствие глубоких различий в устройствах языков (различные отношения сходства и различия его единиц и моделей) начинает играть смысловую роль, становится элементом содержания.

В переводе оптимальное решение не является единственным: оптимальным могут быть признаны несколько переводческих решений у каждого из которых своя сильная сторона свое преимущество перед другим, а свести эти сильные стороны воедино, то есть реализовать их в одном варианте переводческого решения не представляется их в одном варианте переводческого между содержательной точностью и визуальностью. Перед переводчиком альтернатива: более точный или более визуальный вариант перевода. Исходя из коммуникативно – функциональных характеристик переводимого текста, контекста, ситуации и переводчик отдает предпочтение

тому или иному варианту. Однако возможны случаи когда преимущество одного варианта перед другим в содержательной точности или визуальности весьма незначительное и трудно отдать предпочтение тому или другому, то есть практически возникают два или более оптимальных вариантов перевода каждый из которых имеет свое преимущество, но в целом практически равноценны.

Реальность, осуществимость принципа переводимости доказывается самой практикой. Существует вопрос, нет ли исключений из принципа переводимости, случаев в которых он был бы неприменим и которые тем самым ограничивали бы его значение именно как принципа.

Сторонники теории непереводимости в качестве одного из основных аргументов выдвигают те трудные случаи, когда невозможно воспроизвести ту или иную формальную особенность подлинника или сочетание этих особенностей. А такие непередаваемые особенности действительно есть. Это не те специфические для одного языка элементы, которым нет прямого формального соответствия в другом и которые тем не менее могут быть переданы с помощью определённых грамматических или лексических средств способных воспроизвести их роль в системе контекста. Действительно непереводаемыми являются лишь те отдельные элементы языка подлинника, которые представляют отклонения от общей нормы языка, ощутимые по отношению к этому языку, т.е. по существу диалектизмы и слова социальных жаргонов, которые имеют местную окраску. Функция их, как слов местных, в переводе пропадает.

В практике перевода встречается ряд случаев, когда не воспроизводится совсем или заменяется формально далеким тот или иной элемент подлинника, пропускается то или иное слово, словосочетание и т.п., но невозможность передать отдельный элемент, отдельную особенность оригинала ни в какой степени не противоречит принципу переводимости, который относится ко всему высказыванию (произведению) как целому.

-Wise after the event - <Задним умом крепок> - иш битгандан кейин маслахатчи керакмас.

-Wisdom like silence- <умный молчит, глупый кричит> - сукутда хикмат кўп.

Truth lies at the bottom of a well - <ищи правду на дне морском> - хақиқат осмонда.

Конечно целое существует не как какое-то абстрактное понятие – оно состоит из конкретных элементов, которые, однако, существенны не каждый в отдельности и не в своей совокупности, а системе, образуемой их сочетанием и составляющей единство с содержанием. Отсюда – возможность замен и компенсаций в системе целого, открывающей для этого разнообразные пути: таким образом, утрата отдельного элемента Б не играющего организующей роли, может не ощущаться на фоне целого, он как бы растворяется в этом целом или заменяется другими элементами, иногда непосредственно не заданными оригиналом.

Charity begins at home - <милосердие начинается у себя дома> - Ватан остонадан бошланади.

One man, no man - <один в поле не воин> - ёлгиз отнинг чанги чикмас, чанги чикса ҳам донги чикмас.

Отправным элементов для определения роли отдельного элемента в подлиннике, необходимости точной его передачи, а также возможности или закономерности его пропуска или замены является соотношение содержания и формы в их единстве. Это единство является также условием и предпосылкой переводимости в том смысле, что она осуществима только по отношению к произведениям, представляющим такое единство. Это означает, что принцип переводимости не может распространяться на всякого рода формалистические эксперименты и трюки, лишённые содержания или нарочно затемняющие его предполагаемый смысл, на всякого рода произведения, представляющие распад формы – словом на все то, что и не заслуживает перевода.

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МАҲМУД ЗАМАХШАРИЙ “МУҚАДДАМАТУ-Л-АДАБ” АСАРИНИНГ ХОРАЗМ
ИЛМИЙ МУҲИТИГА ОИД ҚЎЛЁЗМА МАНБАЛАРИ

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Аннотация. Маҳмуд Замахшарийнинг “Муқаддамату-л-адаб” асари тилишунослик, лугатишунослик соҳаларида яратилган йирик муҳим манбалардан саналади. Асар дастлабки кўп тилли манба сифатида шуҳрат топган ва олимлар томонидан эътироф этилган. Дунё фондларида асарнинг лугат қисми киритилган 70 дан ортиқ нодир қўлёмалари мавжуд. Улар ҳозирги кунда Ўзбекистон, Россия, Италия, Германия, Англия, Франция, Саудия Арабистони, Эрон, Туркия, Хитой каби давлатлардаги қўлёмалар фондларида сақланмоқда. Асарнинг дунё фондларидаги қўлёмаларини ўрганиши уларнинг сирасида Хоразмда китобат қилинган қадимий нусхалар мавжудлигини кўрсатди. Ушбу қўлёмалар таркибига туркий сўзликнинг киритилганлиги уларнинг илмий аҳамиятига ишора қилади. Туркий сўзлик киритилган Хоразмда китобат қилинган қўлёмаларни ўрганиши ва туркий сўзлик қатламини тадқиқ этиши ўта муҳим вазибалардан саналади.

Калит сўзлар: Маҳмуд Замахшарий, “Муқаддамату-л-адаб”, Хоразм, тилишунослик, лугатишунослик, қўлёмма, фонд, туркий сўзлик, кўптилли, манба.

Аннотация. Труд Махмуда Замахшари "Муқаддамату-л-адаб" является одним из важнейших источников в области лингвистики и лексикографии. Работа получила известность как первый многоязычный словарь и был признан учеными. В фондах мира насчитывается более 70 редких рукописей, состоящей из словарной части труда. В настоящее время они хранятся в фондах рукописей Узбекистана, России, Италии, Германии, Англии, Франции, Саудовской Аравии, Ирана, Турции и Китая. Изучение рукописей произведения в фондах мира показало, что среди них есть древние списки, написанные в Хорезме. Включение в состав этих рукописей тюркской лексики указывает на их научное значение. Одной из важнейших задач является изучение рукописей с тюркской лексикой, написанных в Хорезме и исследование тюркской части словаря.

Ключевые слова: Махмуд Замахшари, «Муқаддамату-л-адаб», Хорезм, лингвистика, лексикография, рукопись, фонд, тюркский словарь, многоязычный, источник.

Abstract. Mahmud Zamakhshari's "Muqaddamat al-adab" is one of the large and important sources written on the fields of linguistics and lexicon. The book was famous and accepted by scholars as a multilingual source. There are more than 70 rare manuscripts of the book in the funds of the world, in which a dictionary part was included. These manuscripts are stored now in the funds of manuscripts of Uzbekistan, Russia, Italy, Germany, England, France, Saudi Arabia, Iran, Turkey, China and others. The study of manuscripts of the book in the funds of the world shows that there are ancient copies, which were copied in Khorazm among them. These manuscripts have special scientific importance because they have Turkic dictionary. The study of manuscripts, which were copied in Khorazm and included Turkic dictionary is an important task.

Key words: Mahmud Zamakhshari, "Muqaddamat al-adab", Khorazm, linguistics, lexicology, manuscript, fund, Turkic dictionary, multilingual, source.

Маҳмуд Замахшарийнинг машҳур “Муқаддамату-л-адаб” асари Хоразмшоҳ Аловуддавла Абулмузаффар Отсизнинг илтимоси билан унинг маъмура кутубхонаси учун махсус ёзилган. Хоразмшоҳ Отсизнинг аждодларидан қолган бой кутубхонасини янги асарлар билан мунтазам бойитиб бориш унинг энг сеvimли фаолияти эди. Шу боис Маҳмуд Замахшарий Арабистондан қайтиши биланоқ ўз саройига таклиф этади ва асардан бир қўлёмма кўчиришни топширади. Замахшарий илмий меросида унинг машҳур “дунё хазинасига тенг” “Муқаддамату-л-адаб” асари алоҳида ўрин эгаллайди. Манбашунослик фанидан маълумки, асар беш қисмдан иборат бўлиб, дастлабки икки исmlар ва феъллар қисmlари луғат сифатида, кейинги уч қисми грамматик рисоlалар сифатида машҳур бўлган. Асар луғат қисmlарининг дунё фондларида ҳозирча аниқланган 80 дан ортиқ икки, уч, тўрт тиллик қўлёмалари, грамматик қисmlарининг мингга яқин қўлёмалари мавжуд.

Демак, хоразмшоҳлар сулоласи олимнинг асарларига катта эътибор берганлар, котибларга унинг асарларидан нусхалар кўчирилишига ҳомийлик қилганлар. Бу ҳақда Маҳмуд Замахшарий “Муқаддамату-л-адаб” асарининг кириш қисмида шундай ёзади: Араб тилини қолган барча

тиллердан, шунингдек, нозил қилинган китоб (Қуръон) ни бошқа китоблардан фазилатли қилган Тангрига шукрлар бўлсин. Арабча сўз ёзишни билмаган пайғамбар Муҳаммад (с.а.в.) ва ундан кейинги мўътабар зотларга ҳамда бу (араб) тилининг улуғлигига салаотлар бўлсин. Тангри унга жуда шарафли ишни буюрди. Дарҳақиқат, ислом миллати унинг турли илмларини, адабиётининг турли соҳаларини яхши билувчиларга чуқур эҳтиёж сезмоқда. Бу илмларни пухта эгаллаганлар мазкур миллат уламоларидан ҳисобланадилар. Улар имомларнинг сафларида ёд этиладилар. Тангри бу табақага подшоҳлар булутларининг ёмғирларини тўкмайдиган қилди. Ҳеч бир кимсага уларнинг адиблари, хатиблари, котиб-ёзувчилари, шоирларига берилганчалик совға-саломлар берилмади. Араб давлати тугагандан сўнг ўтган асрлар ичида уларга меҳрибонлик қиладиган, уларни ихтиёр этадиган, уларга кафил бўладиган, ишларини битказадиган, уларнинг хунарларини билиб, қадрига этадиган, хунарларига кетадиган харажатларни қоплайдиган бирорта шижоатли подшоҳ келмади. Аллоҳ таоло бизнинг замонамизда адаб илмининг ғалабаси учун Отсизни танлади. Унинг қалбига адаб тилига нисбатан муҳаббат солди. У улуғ амир, сипоҳсолор Алоуддавла Абулмузаффар Отсиз бин Хоразмшоҳдир. Тангри уни юқори тутсин, тавфиқига рижо берсин. У фозиллар билан қуриладиган давралардан беқиёс лаззатланади, билимдонлар билан бўладиган суҳбатлардан овунади. Кенг карамининг сояси уларнинг боши узра тортилиб туради, уларнинг хонадонлари Отсиз берган беҳисоб инъомлар билан ажралиб туради. У олимларга муттасил совғалар ва кийим-кечаклар беради, инъомлар юборади.

Кундуз куни эди, менга ўзининг кутубхонаси учун «Муқаддамату-л-адаб» китобидан бир нусха ёзиб бериш мазмунидаги муқаддас буйруғи етиб келди. Унинг буйруғи доимо улуғ бўлсин. Мен унинг фармонини бажаришга киришдим. Унинг номига бағишланган бу китобни унинг учун битказдим. Ушбу китоб кўнгилларга мойил бўлди. Китоб эллар аро кун чиқар, жануб шамолдек тарқалди. Мен асарнинг барча элларда ва ҳар доим ёдда тутилиши, унинг азиз номи барча тилларда дoston бўлишини истадим. Тангри таоло унинг гўзал отини юксакларга кўтаришга, улуғ савобларга сазовор бўлишига ёрдам берсин.

Маҳмуд Замахшарий “Муқаддамату-л-адаб” асарининг луғат қисмлари киритилган дунё фондларидаги 100 га яқин нодир қўлёзмаларини дастлабки ўрганиш улар орасида Хоразмда кўчирилган ёки хоразмлик котиблар китобат қилган қўлёзмалар кўплиги аниқланди. Мазкур қўлёзмаларнинг асосий қисми хорижий мамлакатларда сақланмоқда. Эътиборли жиҳати уларнинг китобат даврининг қадимийлиги ва сўзликка туркий муодилларнинг киритилганлиги ҳисобланади.

“Муқаддамату-л-адаб”нинг луғат қисмларидаги сўзлар Маҳмуд Замахшарий ишлаб чиққан ички мавзулар асосида тузилган. Мазкур қисмдаги сўз мақолалари ўзига хос ички тартибда берилган. Асар қўлёзмаларининг берилиш тартиби асосан бир-бирига ўхшаш. Луғат сўзлигининг берилиш тартибини аниқроқ тасаввур қилиш учун асарнинг дунёдаги ягона арабча-форсча-туркий-мўғулча тўрт тилли қўлёзмаси асосида кўриб чиқиш мақсадга мувофиқ [4].

Дастлаб сўзнинг бирликдаги кўриниши келтирилган бўлиб, ундан сўнг лозим ўринлардагина унинг кўплик шакли кўрсатилган. Мазкур бирликдаги арабий сўзнинг форсий, туркий ва мўғулий сўзликлари унинг остига кетма-кет ёзилган. Сўзнинг кўплик шакли арабий сўзликда айнан келтирилган бўлса, форсий сўзликда جمع – жамъ – «кўплик» сўзи билан кўрсатилган. Айнан шу кўпликдаги сўзларнинг туркий ва мўғулий шакллари жамъ сўзининг бош ҳарфи ج – жим билан белгиланган. Айрим ўринларда бирликдаги сўзнинг икки ва ундан ортик кўплик шакли берилган.

Масалан: سحر – саҳар – تانك – тонг сўзининг اسحار – асҳа:p ва سحور – суҳу:p кўринишидаги кўплик шакллари берилган. Уларнинг ҳар иккаласи ج – жим ҳарфи билан кўрсатилган. Шунингдек, زمن – заман сўзининг ازمان – азма:n ва ازمنة – азмина каби عصر – ьаср сўзининг اعصار – аьса:p ва عصور – усу:p кўринишидаги кўплик шакллари ҳам форсий сўзликда جمع – жамъ сўзи ва туркий ҳамда мўғулий сўзликда ج – жим ҳарфи билан кўрсатилган. Қўлёзма матнини синчковлик билан ўрганиш матнда икки, уч ва тўрттадан кўплик шаклларига эга бўлган ҳолатлар мавжудлигини кўрсатди.

Араб тилидаги сўзнинг ўзи айнан бошқа тилларда ҳам қўлланилган бўлса, у ҳолда бу сўз форсий, туркий, мўғулий муодилда арабча معروف – маъру:ф сўзи билан кўрсатилган. Форсий муодилда бу сўз тўлиғича ёзилган бўлиб, туркий ва мўғулий сўзликда эса маъру:ф сўзининг охириги ҳарфи ف – фа билан белгиланган, масалан:

арабча نارنج – на:ринж
 форсча معروف – маъру:ф
 туркий ف – фа
 мўғулий ف – фа
 арабча عرش – ъарш
 форсча معروف – маъру:ф
 туркий ف – фа
 мўғулий ف – фа
 арабча بلغم – балгам
 форсча معروف – маъру:ф
 туркий ف – фа
 мўғулий ف – фа
 арабча صدی – сада:
 форсча معروف – маъру:ф
 туркий ف – фа
 мўғулий ف – фа

Демак, юқоридаги نارنج – на:ринж, عرش – ъарш, بلغم – балгам, صدی – сада: каби сўзлар форс, туркий, мўғул тилларида айнан арабий кўринишдагидек қўлланилган.

Агар арабий сўзнинг форсий таржимаси туркий ҳамда мўғулий сўзликда айнан форсчадагидек ўзгаришсиз қўлланилган бўлса, у ҳолда сўзликнинг туркий, мўғулий шаклдошлари ف – фа ҳарфи билан кўрсатилган, масалан:

арабча ادراج – идриж
 форсча الو – алу
 туркий ف – фа
 мўғулий ف – фа
 арабча تين – ти:н
 форсча شفتالو – шафталу
 туркий ف – фа
 мўғулий ف – фа
 арабча زحل – зуҳал
 форсча كيون – кайван
 туркий ف – фа
 мўғулий ف – фа
 арабча شرفة – шурфа
 форсча كنگره – кунгра
 туркий ف – фа
 мўғулий ف – фа
 арабча عربى – арабий
 форсча تازی زفان – тазий зафан
 туркий ف – фа
 мўғулий ف – фа

Сўзнинг туркий шакли мўғулий сўзликда қўлланилган бўлса, у ҳолда мўғулий сўзликдаги сўз ўрнига ف – фа ҳарфи кўйилган. Бунда араб, форс, туркий тиллардаги мазкур сўзнинг муодиллари ўз ўрнига тўлиғича ёзилган, масалан:

арабча مشمش – мишмиш
 форсча زردالو – зарда:лу
 туркий ايروك – эрук

мўғулий ف – фа
 арабча اخاص – *ихха:c*
 форсча الوى سياه – *алуйи сиёх*
 туркий قره الو – *қара алу*
 мўғулий ف – фа
 арабча قيد – *қайд*
 форсча بند – *банд*
 туркий بقاو – *буқав*
 мўғулий ف – фа
 арабча سلمة – *суллама*
 форсча نردبان – *нардбан*
 туркий شاتو – *шату*
 мўғулий ف – фа

Қўлёзма матнида арабий сўзнинг кетма-кет икки маънодоши келган бўлса, у ҳолда биринчи сўзга унинг таржимаси ёзилган ва ўзидан кейинги маънодоши مثله – *мислуху* – «унга ўхшаш» ибораси билан кўрсатилган. Сўзларнинг маънодошлари уларнинг сонига қараб кетма-кет жойлаштирилган, масалан: ناحية – *на:ҳийа* сўзи туркийда سارى – *сари* маъносида изоҳланган. Бу сўздан кейин келган جانب – *жа:ниб*, وجه – *важҳ*, جهة – *жихат*, قطر – *қутр*, رجا: – *ража:*, عرض – *ёрд*, شفاء – *шафа:*, طرف – *тараф*, حافة – *ҳа:ффат* сўзлари форсий, туркий, мўғулий сўзликда мислуху ибораси билан берилган. Демак, юқоридаги турли шаклдаги арабий сўзларнинг барчаси туркий тилда бир хил сўз билан ифодаланган. Бундан ташқари қўлёзма матнида ушбу қўлланилган ҳолатдан чекинишлар ҳам учрайди. Масалан, арабий ظل – *зилл* форсийда سايه – *са:йа*, туркийда كولاكا – *кўлага* тарзида кўрсатилган. Зилл сўзидан кейин унинг синоними арабий فىء – *фай* сўзининг остига «соя» мазмунидаги форсий, туркий, мўғулий сўзлар олдинги қатордаги каби айнан тўлиқ кўрсатилган.

Арабий برق – *барқ* сўзи форсийда درخش – *дараҳи*, туркийда ياشين – *йашин*, мўғулийда ياشين – *йашин* тарзида изоҳланган.

Мазкур сўздан кейин келган арабий صاعقة – *са:ъиқа* сўзи ҳам «яшин» мазмунини англатади, лекин унинг остидаги форсий сўзликда مثله – *мислуху* белгиси, туркийда يشين – *йашин*, қайта такрорланган ва мўғулий сўзликда م – *мим* ҳарфи билан кўрсатилган.

Қўлёзма матнида арабий, форсий, мўғулий сўзликдаги маънодошлар ўз ўрнида берилиб, туркий сўзлик муодили معروف – *маъру:ф* – *ф* ҳарфи билан белгиланган ҳолатлар ҳам учрайди. Масалан:

арабча ورق – *варақ*
 форсча كاغذ – *ка:газ*
 туркий ف – *фа*
 мўғулий جالسون – *жалсун*
 арабча صورة – *су:рат*
 форсча بيكر – *пайкар*
 туркий ف – *фа*
 мўғулий سومه – *сума*

Юқоридаги мисолларда туркий сўзлик ўрнида ف – *фа* ҳарфининг кўрсатилиши айнан варақ ҳамда сурат сўзларининг ўзгаришсиз туркий сўзликда ҳам қўлланилганига ишора қилади.

«Муқаддамату-л-адаб» нинг бу нухасида юқоридаги ҳолатнинг бошқа бир кўриниши ҳам учрайди. Бунга кўра арабий сўзликдаги сўз мақоласининг форсий ҳамда туркий муодиллари маъру:ф сўзи билан кўрсатилган. Матн таркибидаги мўғулий сўзликда эса унинг мўғулча муодили келтирилади.

арабча امانة – *ама:нат*

форсча معروف – маъру:ф
 туркий ف – фа
 мўғулий دانك – данг
 арабча ادب – адаб
 форсча معروف – маъру:ф
 туркий ف – фа
 мўғулий ابرى – аброй [5]

Бундан ташқари қўлэзма матнида юқоридаги ҳолатлардан ҳам фарқли ўринларни учратиш мумкин. Масалан, арабий شحنة – шаҳна мақоласи форсийда маъру: ф, туркий сўзликда داروغة – даруға, мўғулийда ف – фа белгиси билан кўрсатилган. Демак, форсийда شحنة – шаҳна сўзи араб тилидаги каби ўзгаришсиз қўлланилган. Қўлэзмадаги мўғулий шакл ўрнидаги ف – фа эса мазкур ўринда туркий даруға сўзининг келишини кўрсатмоқда. Бу ҳолат қўлэзма матнида куйидагича белгиланган:

арабча شحنة – шаҳна
 форсча معروف – маъру:ф
 туркий داروغة – даруға
 мўғулий ف – фа

Қўлэзма матнида ўзига хос тузилиш жиҳатларига эга бўлган ҳоллар ҳам учрайди. Масалан, арабий قصر – қаср сўзи форсий كوشك – кўшк тарзида келтирилган. Туркий сўзликда бу сўз مثله – мислуҳу ишораси билан изоҳланиб, мўғулий кўринишда ف – фа ҳарфи билан кўрсатилган. Юқоридаги туркий мақола сўзнинг берилиш қоидасига биноан ўзидан олдинги сўзга ўхшаш бўлиши керак, яъни қаср сўзи قيشليق ايو – қишлиқ эв тарзида изоҳланмоғи лозим. Лекин қаср сўзидан кейинги мақолага мурожаат этсак. Бу сўз сарҳ бўлиб, у форсий كوشك بلند – кўшк баланд, туркий بدوك كوشك – будук кўшк, мўғулий اندرون كوشك – андурун кўшк сўзлари ёрдамида ифодаланган. Демак, арабий قصر – қаср сўзи туркий сўзликда форсий муодилга ўхшаш كوشك – кўшк тарзида изоҳланади. Шу мақоланинг мўғулий муодилига келсак, у ف ҳарфи билан белгиланган эди. Бу эса мўғулий сўзликда ҳам كوشك – кўшк сўзи қўлланганлигига ишора қилади.

Асарнинг феъллар қисми тўлиқ бўлиб, жуда равон хат билан ёзилган. Феъллар қисмида ҳам айрим шартли қисқартмалар қўлланилган. Кетма-кет келган маънодош феъллар كونكل سندی – мислуҳу қисқартмаси билан кўрсатилган. Масалан, جنح اليه – жанаҳа илайҳи феъли туркийча كونكل سندی – جنح له – жанаҳа лаҳу феъли туркий сўзликда م белгиси билан кўрсатилган. Демак, мазкур жанаҳа лаҳу феъли ҳам олдинги كونكل سندی анқа маъносини англатади.

Бундан ташқари феъллар қисмида кетма-кет иккидан ортиқ белгиси билан кўрсатилган феълларни учратиш мумкин. Қўлэзманинг арабий сўзлигидаги غضبه الشىء – гадабаҳу аш-шай'а туркийда كوج بيلان الدى اندين نيمه نى – куч билан алди андин нимани тарзида изоҳланган. Ундан кейинги арабий غضب منه الشىء – гадаба минҳу-ш-шай'а ҳамда غضبه على الشىء – гадабаҳу ъала-ш-шай'а иборалари туркийда белгиси билан кўрсатилган.

«Муқаддамату-л-адаб» нинг ушбу нусхаси таркибидаги арабий матнга ҳаракатлар қўйилган. Лекин арабий матндаги ҳаракатларнинг тушиб қолиш ҳоллари ҳам учрайди. Қўлэзмадаги форсий, туркий, мўғулий сўзлик матнида эса ҳаракатлар берилмаган. Юқоридаги сўзликлар матнидаги айрим сўзларнинг ўқилишини аниқлаштириш мақсадида ўрни билан ҳаракатлар киритилган мисолларни ҳам учратиш мумкин. Масалан, форсий сўзликда ملك – малак, خرجين – хуржин, ابريق – ибриқ, در – дар, مردم – мардум, ملك چشم – милки чаשמ, мўғулий сўзликда منكه – минка, كى – ки, جوليق – жалвалиқ, جلوه – жалава.

Маҳмуд Замахшарий “Муқаддамату-л-адаб” асарининг луғат қисмлари киритилган дунё фондларидаги 100 га яқин нодир қўлэзмаларини дастлабки ўрганиш улар орасида Хоразмда кўчирилган ёки хоразмлик котиблар китобат қилган қўлэзмалар кўплиги аниқланди. Мазкур

қўлёзмаларнинг асосий қисми хорижий мамлакатларда сақланмоқда. Эътиборли жиҳати уларнинг китобат даврининг қадимийлиги ва сўзликка туркий муодилларнинг киритилганлиги ҳисобланади.

«Муқаддамату-л-адаб» нинг тарихи кўрсатилган энг қадимий қўлёзмасининг Хоразм нусхаси Туркиянинг Ёзгат шаҳрида Маориф кутубхонаси фондида 396 ҳужжат рақами остида сақланган ҳозирда Истамбулдаги Сулаймония кутубхонаси хазинасига кўчирилган манба саналади. Ушбу манба шу кунга қадар тадқиқотларда ўзи сақланган жой номи билан “Ёзгат” қўлёзмаси сифатида зикр қилинган. Ундаги маълумотга кўра, бу қўлёзма 655 ҳижрий йил, учинчи жумаду-л-аввал шанба, яъни 1257 йил 27 май куни Хоразмда котиб Иброҳим бин Маҳмуд Суфи Муаззин томонидан кўчирилган. Шу сабабли туркий сўзлик киритилган мазкур қўлёзмани “Ёзгат” деб эмас, “Хоразм” нусхаси деб аташ илмий нуқтаи назардан тўғри бўлади.

Хоразм қўлёзмасининг дастлабки варақларига Куръоннинг Нуҳ ва Жин сураларидан парчалар ёзилган. Асарнинг муқаддима қисми тушиб қолган. Асосий матн исмлар қисми “тупроқ” бобининг “маъдан” фаслидаги وشاح – *виша:ҳун*, میان بند – *мийа:н банд*, قرين باغي – *қарин бағи* сўзи билан бошланган. Исмлар қисмининг матни тўлиқ, лекин махсус колофон кўринишида шакллантирилмаган. Феъллар қисми тўртбурчак нақшли унвон билан бошланган, унга كتاب الأفعال – *кита:бу-л-афъа:л* мазмунидаги ёзув киритилган. Асарнинг ҳарфлар, исмларнинг турланиши, феълларнинг тусланишига бағишланган қисмлари тугал асардек бисмилло билан бошланиб, хотима билан тугаган. Арабий матн йирик сулс-наسخ хатида, қора сиёҳда ҳаракатлар билан ёзилган. Боб, фасл сўзлари сарлавҳа тарзида қизил сиёҳ билан ажратиб кўрсатилган. Қўлёзма матнидаги сўзларда учраган ص، ذ، د، ز، ر، ط، ظ، ض، каби ҳарфлар остига нуқта қўйилган. Туркий, форсий сўзлик матнида ҳам ҳаракатли ўринлар учрайди. Асар матни 347 варақдан иборат бўлиб, ҳар саҳифага етти қатордан матн битилган.

Хоразм қўлёзмасидаги туркий жумлаларнинг сўз тартиби асарнинг бошқа қўлёзмаларидаги туркий сўзлик тартибидан фарқланади. Масалан, арабий هناه الطعام – *ҳана'аҳу-т-таъа:му* жумласи асарнинг Тошкент нусхаларида سينكىدى انكاش – *сингди анга аш*, Хоразм нусхасида эса نضحه بالماء – *таъа:м сингди анга* шаклида берилган. Яна бир мисол, арабий اوردى انى سو بيرلا – *урди ани сув бирла*, Тошкент нусхаларида سبتي انكاشف نى – *сэпти анга* сувни тарзида изоҳланган. Бу жумла тавсифланаётган Хоразм қўлёзмасида سف برلا اوردى – *сув бирла урди* кўринишида келтирилган. Мазкур қўлёзма ўзининг қадимийлиги, туркий сўзликнинг нодирлиги жиҳатидан ҳам алоҳида тадқиқот объекти бўлиши зарур. Асар матни катта ҳажмли хотима-колофон билан тугаган.

Китобат даврининг қадимийлиги нуқтаи назардан навбатдаги қўлёзма Доғистондаги Тарих, тил ва адабиёт институти фондида 117 сақланиш рақами остида сақланаётган «Муқаддамату-л-адаб» нинг арабча-форсча-туркийча сўзлик киритилган уч тилли қўлёзмаси ҳисобланади. Бу нодир нусханинг хотимасидаги маълумотга кўра у 731 ҳижрий, 1330 милодий йили Хоразмда котиб Маҳмуд бин Юсуф Саббоғий Саробий томонидан кўчирилган. Унга муқаддима (16-36), исмлар (4а-64б) ва феъллар қисмлари (65а-246б) киритилган [3:26,27]. Қўлёзманинг кириш қисмидаги маълумотга кўра мазкур нодир нусха 1940 йил Габшимин масжидидаги қўлёзмалар орасидан Р. Муҳамедов томонидан ажратиб олинган.

Асар матнининг арабча сўзлиги йирик насх хатида қора сиёҳда берилган. Форсий сўзлик унинг остига турли йўналишларда майда насх хатида киритилган. Котиб туркий сўзликнинг аҳамиятини таъкидлаш мақсадида уни қизил сиёҳ билан ажратиб кўрсатган ва қадимий услубдаги майда насх хатида кўчирган.

«Муқаддамату-л-адаб» нинг яна бир нодир Хоразм нусхаси Туркиядаги Дамад Иброҳим Пошша кутубхонасидаги 1149 рақамли қўлёзма ҳисобланади. Қўлёзманинг дастлабки саҳифаларига Дамад Иброҳимнинг шахсий муҳри, унинг вақфига тегишли муҳрлар урилган. У муқаддима билан бошланган. Муқаддиманинг арабий матни остида сатрма-сатр форсий таржимаси ҳам берилган. Исмлар, феъллар, ҳарфлар, исмларнинг турланиши, феълларнинг тусланишига бағишланган қисмлар тўлиқ, ўзига хос колофон билан яқунланган. Асосий арабий матн йирик насх хатида, форсий матн эса настаъликда қора сиёҳ билан берилган. Барча сарлавҳалар қизил сиёҳда ёзилган. Ҳарфлар қисмининг бошланишидаги айрим сўзларнинг остига арабий изоҳи берилган. Ҳар бир саҳифага 7 сатрдан матн жойлаштирилган.

Мазкур ноёб қўлёзма Хоразмда машҳур «Ал-Байда» мадрасасида Ибодуллоҳ Муҳаммад бин Юсуф Саройи қўли билан битилган. Китобат тарихи ҳижрий 738 йил шаъбон ойининг бошлари, яъни 1388 йил февраль ойининг охири деб кўрсатилган. Ҳозирда бу қўлёзма Сулаймония кутубхонаси фондида сақланади.

Истамбулдаги Археология музейи қўлёзма фондида 1619 сақланиш рақамида рўйхатга олинган қўлёзма «Муқаддамату-л-адаб» нинг муҳим нусхаларидан бири ҳисобланади.

Мазкур қўлёзмани Закий Валидий Тўғон «Олтин ўрда» нусхаси деб атайди [2:84]. Бу қўлёзма асарнинг тўлиқ нусхаси бўлиб, унга мавжуд қисмларнинг барчаси киритилган. Асарнинг бошланиши, исмлар билан феъллар қисмларининг ораси, қўлёзманинг охирида араб ва форс тилларида ёзилган рисолалар бор. Улардан бири «Хуросон устози» деб аталмиш Аҳмад бин Маҳмуд бин Муҳаммад Нисопурийнинг мусиқа илмига оид рисоласидир. Қўлёзманинг ҳар бир қисми бисмилло билан бошланиб, тамма билан тугаган. Сарлавҳа қизил сиёҳ билан ажратиб кўрсатилган. Қўлёзма ҳошиясига кўплаб тўлдиришлар киритилган, китоб соҳибларининг муҳрлари урилган. Ҳар бир саҳифага 15 қатордан матн жойлаштирилган. Форсий матн қора, туркий матн қизил сиёҳда настаълик хатида битилган. Қўлёзманинг ҳажми 201 варақдан иборат. Қўлёзма таркибидаги биринчи – исмлар қисми Дамад Иброҳим Пошша кутубхонасидаги 1149 рақамли юқоридаги қўлёзма котиби Ҳибатуллоҳ Саройи қўли билан Эски Сарой шаҳрида 10 муҳаррам 741 ҳижрий йил, милодий 1340 йил 6 июль куни ёзилган. Асарнинг иккинчи – феъллар қисми ҳам айнан шу котиб томонидан 740 ҳижрий йил шаввол ойининг бошларида, милодий 1340 йил апрель ойида тугатилган. Ҳарфлар қисмининг китобат тарихи ҳам қўлёзма сўнгида кўрсатилган. У 26 муҳаррам 741 ҳижрий, яъни 1340 йил 12 июлда ёзилган. Қўлёзма таркибидаги асар қисмларининг кўчирилиш тарихи феъллар қисмининг дастлаб кўчирилганлигини, сўнгра исмлар ҳамда ҳарфлар қисмлари ёзилганлигини кўрсатади. Асар таркибига арабий, форсий, туркий сўзлик матни киритилган.

Туркиянинг Миллат кутубхонаси фондидаги 2009 сақланиш рақамли қўлёзма 749 ҳижрий, 1348 милодий йили Хоразмга қарашли Сирдарё хавзасининг қуйи оқимидаги Хоразмшоҳларнинг ғарбий қалъаси Жанд шаҳрида Мавлоно Ҳисомуддин Жандий томонидан кўчирилган. Арабий, форсий, туркий сўзлик матнлари киритилган бу қўлёзмадаги туркий сўзлик ўзининг қадимийлиги билан ажралиб туради.

Истамбулдаги Тўпқоппи саройи қўлёзмалар фонди таркибига кирган Аҳмад III кутубхонасидаги XIII–XIV асрларда кўчирилган 2243 рақамли қўлёзма, мазкур кутубхонадаги Шамс Хивақий томонидан кўчирилган 2470 сақланиш рақамли XIV аср нусхаси, шунингдек, 2741 рақамли арабча-форсча-туркий сўзлик киритилган қўлёзма, буларнинг барчаси «Муқаддамату-л-адаб» матнини илмий таҳлил қилиш учун муҳим манба бўлиб хизмат қилади. Бу қўлёзмалар ёзув хусусияти, китобат услубига кўра Ўрта Осиё ҳудудидаги минтақаларда китобат қилинган, улар туркий тил тарихини ўрганиш бўйича муҳим манбалар сифатида илмий аҳамиятга эга ҳисобланади.

«Муқаддамату-л-адаб» нинг Хоразм билан боғлиқ яна бир муҳим қўлёзмаси Сулаймония кутубхонасида сақланувчи 648 рақамли Ҳожи Башир Оға нусхаси саналади.

У муқаддима билан бошланган. Арабий матн остида муқаддиманинг форсий таржимаси ҳам берилган. Қўлёзманинг дастлабки саҳифаларига турли шаклдаги муҳрлар урилган. Улар орасида Ҳожи Башир Оғанинг шахсий ва вақфига тегишли муҳрлари ҳам бор. Асосий матндан олдинги варақларда бошқа асарлардан бўлақлар келтирилган ва мазкур қўлёзма Ҳожи Башир Оға кўлига ўтганлиги ҳақида ёзув ҳам битилган.

Исмлар қисми матни муқаддимага уланиб кетган. Унда Хадича Турхон қўлёзмаси матнидаги каби шартли қисқартмалар берилган. Исмлар қисми мукамал колофон билан тугатилган. Қўлёзмадаги феъллар қисми тўлиқ берилган. Унинг колофонидида асар Аҳмад бин Муҳаммад Шамсу-л-Хивақий Кубравий томонидан 8-сафар 797 ҳижрий йил (милодий 2-декабрь 1394 йили) Мисрда ёзилганлиги кўрсатилган. Колофон ёнида эса бу қўлёзма асарнинг Хоразм олимлари томонидан кўриб чиқилган нусхалар билан Мисрда 797 йил 9 рабиу-л-аввал (милодий 1395 йил 3 январь) куни қиёсланганлиги ҳақида ёзув бор. Қўлёзманинг ҳар бир саҳифасига 13 қатордан матн жойлаштирилган.

Феъллар қисми тугагандан сўнг асарнинг муқаддимаси қайтадан кўчирилган. Сўнгра исмлар қисмининг матни тўлиқ қайта келтирилган. Унинг таркибига туркий сўзлик ҳам киритилган. Исмлар қисмининг ҳошиясига кўплаб тўлдиришлар, грамматик қоидалар, ҳадислардан намуналар, шеърини парчалар ёзилган. Қўлёзманинг бу қисми ҳам анчагина қадимий

бўлиб, матн сўнггида унинг хижрий 749 (милодий 1348) йил кўчирилганлиги кўрсатилган. Саҳифага 8 қатордан матн киритилган. Ёзув услуби, китобат хусусиятларига кўра, бу қисм олдинги қисмга нисбатан илгарироқ кўчирилган.

Демак, «Муқаддамату-л-адаб»нинг Ҳожи Башир Оға қўлёзмаси таркибига икки нодир нусхаси киритилган. Унинг таркибидаги қадимий туркий сўзлик Хоразмда китобат қилинган манбалар билан қиёсланганлиги билан муҳим илмий аҳамиятга эга.

Асарнинг диққатга лойиқ қўлёзмаларидан яна бири сифатида Туркиянинг Маниса кутубхонасидаги 2850 сақланиш рақамли нусхани келтириш мумкин. Бу қўлёзма Дамад Иброҳим Пошша кутубхонаси, Археология музейи фондидаги манбалар сингари Ҳибатуллоҳ бин Қосим бин Аҳмад бин Масъуд бин Ҳисомуддин Саройи томонидан Амир Мурод бин Амир Шоҳин бин Амир Иззуддин саройидаги кутубхона учун махсус кўчирилган сарой нусхаси ҳисобланади. Қўлёзманинг бошланиш қисмидан бир неча варақ тушиб қолган. Асар муқаддиманинг *خطبائهم ومترسليهم وشعرائهم* – *хутаба:иҳим ва мутарсили:ҳим ва ишъара:иҳим* сўзлари билан бошланган. Исмлар қисми тўлиқ кўчирилган. Феъллар қисми бисмилло билан бошланган, матни тўлиқ. Қўлёзманинг бошланиши ҳамда охириги варағига Маниса кутубхонасининг юмалоқ муҳри урилган. Муқаддимадаги ёзувга кўра, мазкур қўлёзма Алабий Али Афандининг вақфига кирган – *وقف مرحوم علمى على افندى*. Қўлёзма хошияларига кўплаб тўлдиришлар, грамматик изоҳлар киритилган. Арабий сўзлик матни йирик насх хатида, форсий сўзлик матни эса сатрлар ораллигига наставлиқ хатида ёзилган. Ҳар бир саҳифага 9 қатордан матн жойлаштирилган. Қўлёзманинг жами ҳажми 270 варақдан иборат. Асарнинг мазкур нусхаси 800 хижрий йилнинг 25-рамазону-л-муборак, сешанба (милодий 1398 йил 12 июнь) куни ёзиб тугатилган. Демак мазкур қўлёзмани ҳам Хоразм нусхаларига киритиш асосли.

«Муқаддамату-л-адаб» нинг арабча-хоразмийча нусхаси Кўния нусхаси номи билан илмий истифодага кирган. Бу қўлёзма Юсуф Оға кутубхонасида дастлаб 1755, сўнгра 6919, ҳозирги кунда 5010 инвентар рақами остида сақланмоқда. Қўлёзманинг бошланиш қисми нуқсонли бўлиб, у исмлар қисмининг қариндош-уруғчиликка бағишланган бобидаги *عم – аммун – «амаки»* сўзи билан бошланган.

Асарнинг исмлар қисми анъанавий хотима билан тугаган. Исмлар қисмининг умумий ҳажми 31 варақни ташкил этади. Феъллар қисмининг матни тўлиқ сақланган. Исмлар ва феъллар қисмларида ҳар бир саҳифага 8 қатордан матн жойлаштирилган. Арабий сўз мақолаларининг араб ёзувидаги хоразмий муодили сатрлар орасига ёзилган. Мазкур қисмларнинг хотимасида уларнинг китобат тарихи кўрсатилган эмас. Қўлёзмани илмий ўрганиш, китобат хусусиятларини таҳлил этиш уни XII асрга оид деб ҳисоблашга асос бўла олади. Бундан ташқари, асарнинг арабий матни XII–XIII аср қўлёзмалари хатига ўхшаш йирик сулс-насх ёзув услубида ёзилган. Бу далил ҳам қўлёзманинг қадимийлигига ишора қилади.

Қўлёзма таркибига асарнинг учинчи – ҳарфлар, тўртинчи – исмларнинг турланиши, бешинчи – феълларнинг тусланиши қисмлари ҳам киритилган. Мазкур қисмлар дастлабки қисмлар ёзувига нисбатан кичикроқ, лекин қадимий ёзув услубида битилган. Сарлавҳалар йирик, сулс-насх хатида ажратиб кўрсатилган. Қўлёзма матни билан танишиш унинг ўта моҳир хаттот томонидан кўчирилганлигини кўрсатади. Қўлёзманинг охири ҳам нуқсонли. Нусхадан асардаги феълларнинг тусланишига бағишланган бешинчи қисм таркибига кирган ўтган, ҳозирги-келаси замон, буйруқ майлига бағишланган боблар, шунингдек, масдар, аниқ ва мажҳул даража сифатдошлари, сифат даражалари, макон ва замонни англатувчи исмлар қисмлари тушиб қолган. Қўлёзма ҳамзали феъллар фасли билан тугаган.

Закий Валидий Тўғон илк бор 1927 йили мазкур қўлёзма матни билан танишган ва 1948 йили уни тадқиқ эта бошлаган. У 1951 йили Истамбулда «Хоразмча таржимали «Муқаддамату-л-адаб» китобини нашр этади. Китоб таркибига «Кўния» қўлёзмасининг факсимиль нашри ва у ҳақидаги қисқача мақола киритилган. Олим факсимиль нусханинг хошиясида Ветштейн нашр этган «Замахшарийнинг арабча-форсча луғати» асарининг саҳифаларини «Ғ» ҳарфи, Исҳоқ Ҳожа Аҳмад Афандининг «Ақса ал-араб фи таржимати Муқаддимат ал-адаб» асари саҳифаларини «Т» ҳарфи билан кўрсатган [1].

Англиядаги Британия музейида «Муқаддамату-л-адаб»нинг учта нодир қўлёзмаси сақланмоқда. Муҳим илмий аҳамиятга эга нусхалардан бири 7429 сақланиш рақами остидаги қўлёзма бўлиб феъллар қисмидангина иборат бу нусха таркибига арабий, форсий, туркий сўзлик

киритилган. Бундан ташқари хоразмийча сўзлик киритилган ўринлари ҳам учрайди [2:6]. Қўлёзма 760/1359 йили кўчирилган.

«Муқаддамату-л-адаб» нинг Хоразмга оид қўлёмалари Францияда ҳам мавжуд. Париж миллий кутубхонасида Anquetil 34 рақамли қўлёмза (Paris Supplement turk 287) «Муқаддамату-л-адаб» нинг қадимий, нодир қўлёмаларидан бири сақланади. Арабий-туркий сўзлик киритилган икки тилли бу қўлёмзага асарнинг иккинчи – феъллар қисми киритилган. Арабий сўзлик матни ўртача катталиқдаги насх хатида битилган. Қўлёмза таркибидаги туркий сўзликка келсак, у асарнинг Тошкент нусхаларидаги туркий сўзликка жуда яқин келади. Масалан, Тошкент нусхаларидаги арабий *أنشأ يفعل كذا* – *аниша'а йафъалу каза*: ибораси *يانقى قىلادور فلان ايشنى* – *يانقى قىلادور فلان ايشنى*, *قىلو بشلادى فلان ايش قىلو* – *باشлади фалан иш қилу*, *قىلو بشلادى اول ايشنى* – *қилу باشлади ул ишни*, Париж нусхасида *قىلو بشلادى فلان نايرسانى* – *қилу باشлади фалан на эрсани*, Ёзгат нусхасида *قىلو بشلادى فلان ايشنى* – *қилу باشлади фалан ишни* тарзида берилган. Нусханнинг ҳар саҳифасига 9 қатордан матн киритилган. Қўлёмза хатининг қадимийлиги, ундаги туркий сўзликнинг китобат хусусиятларига кўра, бу нусха XII–XIII асрларда Хоразмда китобат этилган, деб ҳисоблаш мумкин. Мазкур қўлёмза «Муқаддамату-л-адаб»нинг муҳим манбаларидан бири бўлиб, йиғма туркий сўзлик матнини тузишда қимматли маълумотлар беради.

Умуман, «Муқаддамату-л-адаб»нинг Хоразм қўлёмаларининг барчаси бир-биридан муҳим, нодир манбалар ҳисобланади. Шуни таъкидлаш лозимки, мазкур қўлёмаларнинг туркий сўзлиги ўзининг қадимийлиги билан ажралиб туради. Уларнинг юртимизга олиб келиниши, тадқиқ этилиши маданиятимиз, тилимиз, фанимиз тарихи, маънавий меросимиз сарчашмаларини аниқлаш, уларни тадқиқ этиш учун муҳим манба бўлиб хизмат қилади.

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УЎК: 398.5

ХОРАЗМДА “ГЎРЎҒЛИ” ЭПОСИДА АВАЗХОН ОБРАЗИНИНГ ТУТГАН ЎРНИ

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Аннотация. Ушбу мақолада Гўрўғли эпосидаги Авазхон билан алоқадор достонлар, кўмакчи қаҳрамоннинг асранди фарзанд сифатида Ваёнгондан олиб келиниши, ватан ҳимояси учун кураши, жасорати каби турли воқеа-ҳодисаларни ўз ичига олади.

Калит сўзлар: Эпос, достон, эпизод, туркум, қаҳрамонлик эпоси, шахобча, қўлёмза, маросим.

Аннотация. В данной статье рассматриваются такие события как борьба за защиту родины, при Авазхон из эпоса Гуругли привёл из Ваенгона вспомогательного героя в качестве усыновленного ребенка.

Ключевые слова: Эпос, дастан, эпизод, цикл, эпос, пункт, рукопись, обряд.

Abstract. This article is focused on such events as the struggle for the defence of the Motherland, Avazkhon from Gurugli epic brought to Waengon an auxiliary hero as an adopted child.

Keywords: Epic, dastan, episode, cycle, heroism, station, manuscript, rite.

Халқ ижодиётида эпос ўзининг монументаллиги, мураккаб композицияга эга бўлиши, воқеаларнинг кўп қирраллиги билан алоҳида ажралиб туради. Шу сабабли эпос аксарият ҳолларда туркум кўринишида намоён бўлади.

“Гўрўғли” эпоси ана шундай кенг кўламли туркумлардан бири саналади. Ўрта Осиё, Кавказ, Сибирь, Яқин Шарқ, шунингдек Европанинг бир қисмига ёйилган бу эпос кўплаб халқлар ижодидан жой олган. Эпоснинг ҳар бир версияси муайян бир халқнинг миллий маданияти, уларнинг тарихий ўтмиши билан алоқадор мотивлар билан боғлиқ бўлиб, ўзаро жиддий фарқларга эга.

Дарҳақиқат, “Гўрўғли” эпоси даставвал Кавказ ва Ўрта Осиё версияларига ажралади. Кейин эса ўзбек, туркман, тожик ва бошқа версияларга бўлинади.

Хатто ўзбек халқининг ўзи илгари таъкидлаганимиз каби икки версияга эга. Бирорта бошқа эпоснинг бу қадар кенг ва ранг-баранг тарқалганлиги тадқиқотларда қайд қилинмаган.

Шундай экан, ушбу эпосда туркумдаги шохобчаларнинг кўп бўлиши, улар ичида наслий туркумнинг шаклланиши ва тармоқларга бўлиниб кетиши ўз-ўзидан маълум.

В.М. Жирмунский Гўрўғли ва унинг шажарасини ташкил этувчи ўғиллари Авазхон, Ҳасанхон, неваралари Нурали, Равшан, эвараси Жаҳонгирлар ҳақида дostonлар яратилганлигини таъкидлаб, ушбу ҳодисани бахшилар ақл-заковатининг тухфаси сифатида баҳолайди.

Албатта В.М.Жирмунскийнинг ушбу фикри “Гўрўғли” эпосининг Шарқий версияси ҳақида айтилган. Шарқий версияда мавжуд бўлган наслий туркумлик жуда кенг доирада бўлиб, ушбу масала махсус тадқиқотга асос бўлганлигини қайд қилиб ўтдик. М.Мирзаева наслий туркумликни Гўрўғли-Авазхон-Нурали-Жаҳонгир ва Гўрўғли-Ҳасанхон-Равшан каби икки шохобчага бўлади.

Қ.Мамашуқуров эса ушбу туркумликни Ҳасан, Аваз, Нуралилар шажараси билан боғлиқ ҳолда учта шохобчага ажратади ва Нурали биографиясининг алоҳида ҳолда берилганлигига эътиборни жалб этади.

М.Обидованинг тадқиқотларида тарихий туркумлик ҳақида эътиборга лойиқ фикрлар учрайди. У “Шайбонийхон” ва “Келиной” дostonларини ушбу туркум сирасига киритади. Унинг таъкидлашига кўра, “Шайбонийхон”да XVI асрга оид, “Келиной”да эса XIX-XX асрларга алоқадор тарихийлик хусусиятлари ўз ифодасига эга бўлган. Бинобарин, “Гўрўғли” эпосида наслий туркумлик аънанаси ўзининг ёрқин изини қолдириб, кўплаб воқеаларни ўз ичига олган анча дostonлар яратилган.

“Гўрўғли” эпосини Хоразмсиз тасаввур қилиш мумкин эмас. Хатто туркман “Гўрўғли” эпосининг ҳам асосий тарқалган жойлари Тошховуз вилоятидир. Эпоснинг 2004 йилда нашр этилган ўн олти дostonи орасида саккизта дoston Авазхон фаолияти билан узвий боғланган. Булар: “Аваз уйланган”, “Араб танган”, “Қирқ минглар”, “Авазнинг Ваёнгонга кетиши”, “Тухмат ташлаган”, “Сафар маҳрам”, “Авазхон”, “Гўрўғлининг Дарбандга кетиши” дostonларидир.

“Гўрўғли” эпосидаги “Аваз гатирган” (“Авазнинг олиб келиниши” деб номланган дostonдаги воқеалар Авазхон наслий туркумининг дебочасидир. Мазкур дostonни ҳисобга олганда “Гўрўғли” эпосининг Хоразмда тарқалган оғзаки версияси таркибида тўққизта шохобча Авазхон фаолияти билан узвий боғланади. ЎЗР ФА Абу Райҳон Беруний номидаги Шарқшунослик институти қўлғезмалар фондида сақланаётган 9590-рақамли қўлғезмада ўн иккита дoston бўлиб, уларнинг еттитаси Авазхонга бевосита алоқадордир. Булар: “Авазнинг келтирилиши”, “Авазнинг уйланиши”, “Араб танган”, “Қирқ минглар”, “Авазнинг Ваёнгонга кетиши”, “Аваз Моҳитобон” ва “Авазхон” шохобчаларидир.

Эпос таркибидаги Авазхон билан алоқадор дostonлар кўмакчи қаҳрамоннинг асранди фарзанд сифатида Ваёнгондан олиб келиниши воқеалар билан бошланиб, унинг уйланиши, дастлабки жасорати, ватан ҳимояси учун кураши, асир тушиши, озод қилиниши, аразлаб ўз элига қайтиб кетиши, отаси билан ўзаро зиддиятга бориши, кейинчалик ярашиши каби турли воқеа-ҳодисаларни ўз ичига олади.

Бундай олиб қараганда ушбу дostonлар ўзаро бирикиб, Авазхон биографик туркумини ташкил этади. Эпос таркиби ичидаги барча дostonларни қўшган ҳолда қаралса, “Гўрўғли” эпоси билан боғлиқ ҳолда наслий туркум сифатида кўзга ташланади.

Хоразм “Гўрўғли” туркумидаги “Эрҳасан” дostonида тасвирланишича, Эрҳасан темирчининг ўғли бўлиб, унинг ўзи Гўрўғлини излаб келади ва у билан ота-ўғил тутинади. Туркумдаги мазкур дoston унинг Арзирум шаҳридаги Таллихон исмли қизга ошиқ бўлиб, уни Чамлибелга олиб қайтиши воқеаларга бағишланган. Хоразм “Гўрўғли” туркумида Авазхон ҳақидаги дostonларнинг Шарқий версиядагига нисбатан анча камлиги туркум шохобчаларининг ҳалигача тўлиқ ёзиб олинмаганлиги билан алоқадордир. С. Рўзимбоевнинг ёзишича, воҳада тарқалган мазкур туркум бир пайтлари қирқдан ошиқ дostonларни ўз ичига қамраб олган. Ҳозиргача Хоразм “Гўрўғли” эпосининг 18 дostonи нашр қилинди.

Тадқиқотларда таъкидланишича, ушбу эпоснинг бахшилар хотирасида фақатгина умумий мазмуни сақланиб қолган қатор шохобчалари маълум. Булар: Гўрўғлининг ўз невараси Нуралини тарбиялагани ҳақидаги “Охтиқ қараган”, хотин-қизларнинг босқинчи Омон арабни асир олганлигини тасвирловчи “Омон араб”, Тоймосбекнинг Зулфинурбиби исмли қизни асирликдан озод қилганлиги хусусидаги “Тоймосбек”, мақтанчоқликнинг зарари ҳақидаги “Сейтак қирқма”, икки юзламачиликни қораловчи “Вали дўник”, Гўрўғлининг қонидан ҳомилали бўлган қиз ҳақидаги “Фақир қиз” ва ундан туғилган фарзанд ҳаётини тасвирловчи “Қон ўғли” ҳамда унинг давомчилари бўлган “Эр ўғли”, “Аҳмадбей” дostonлари ҳақида маълумотлар бор.

Бу дostonлар орасида “Охтиқ қараган”, “Фақир қиз”, “Қон ўғли”, “Эр ўғли” каби дostonлар наслий туркумлики давом эттирувчи шохобчалардир. Дарвоқе, “Фақир қиз” дostonи анча кизиқиш туғдиради. Дoston номидаги “фақир” сўзи аслида “бикр”-бокира сўзининг бахшилар талаффузида ўзгарган шаклидир. Бахшиларнинг айтишича, Гўрўғлига ошиқ бўлган битта қиз умрининг охиригача ундан умидвор яшаган. Охирида Гўрўғлини излаб, унинг қонга булганган жасади устидан чиқиб, қонини ялаган ва ҳомиладор бўлиб, туғилган фарзандига Қон ўғли деб исм қўйган, ундан Эрўғли туғилган.

Ушбу дostonлар орасида Авазхон биографик туркумига бевосита алоқадор шохобча Нурали билан боғлиқ “Охтиқ қараган” (Невара тарбиялаган) дostonидир. “Қон ўғли” ва Эрўғли” дostonлари эса бевосита Гўрўғлига алоқадордир.

Айрим маълумотларга қараганда “Аҳмадбей” дostonи Нурали шажараси билан алоқадор бўлиб, Авазхон биографик туркумининг давомидир.

Эпос билан боғлиқ ушбу тафсилотлар Хоразм “Гўрўғли” эпосида ҳам кенг доирани камраб олувчи наслий туркумлик бўлганлигини тасдиқлайди. Хоразм “Гўрўғли” туркумидаги “Фақир қиз” ва у билан боғлиқ “Қон ўғли” дostonлари ҳақида маълумот йўқ. Бироқ Т. Мирзаевнинг ёзишича Шарқий версия дostonларида “Эрўғли” шохобчаси охириги яқунловчи дostonдир.

Бинобарин, “Эрўғли” дostonининг ҳар иккала версияда яқунловчи дoston сифатида тилга олиниши бежиз эмас. Бир вақтлари барча версияларда ушбу дostonлар бахшилар репертуарида қуйланган ва муайян генетик алоқадорликка эга. Кейинчалик улар айрим версияларда сақланиб, баъзиларида унутилиб кетган. Баъзи минтақаларда эса бадеҳагўйлик таъсирида айрим янги дostonлар яратилган. Хоразм “Гўрўғли” туркумида илгари таъкидлаганимиздек Авазхон билан алоқадор дostonнинг биринчиси олиб келиниши воқеаларига бағишланган. Аслида Гўрўғлининг фарзанд асраб олишига туртки берувчи эпизод эпоснинг дастлабки шохобчаларидаёқ эътиборни тортади.

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ЎЗБЕК ТИЛИ МЕТАФОРЛАРИНИ МИЛЛИЙ КОРПУСДА БЕРИШНИНГ ИСТИҚБОЛЛАРИ

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Аннотация. Мақолада метафорик тафаккур ёхуд аксинча, тафаккурнинг метафорик фаолияти эвазига ҳосил бўлувчи фавқулудда ноодатий, гайриоддий ифодаларнинг келгусида Миллий Корпус мисолидаги тадқиқи доирасидаги қарашларни жамланган. Унда, шунингдек, метафорани антропоцентрик кесимда ўрганишининг истиқболлари тўғрисида баҳс юритилади.

Калит сўзлар: метафора, Миллий Корпус, метафоранинг антропоцентрик табиати.

Аннотация. В статье обобщены взгляды относительно будущих исследований необычных выражений, возникающих в результате метафорического мышления или, наоборот,

метафорического механизма в процессе мышления. Также, в контексте Национального корпуса обсуждаются перспективы изучения метафоры в антропоцентрическом разрезе.

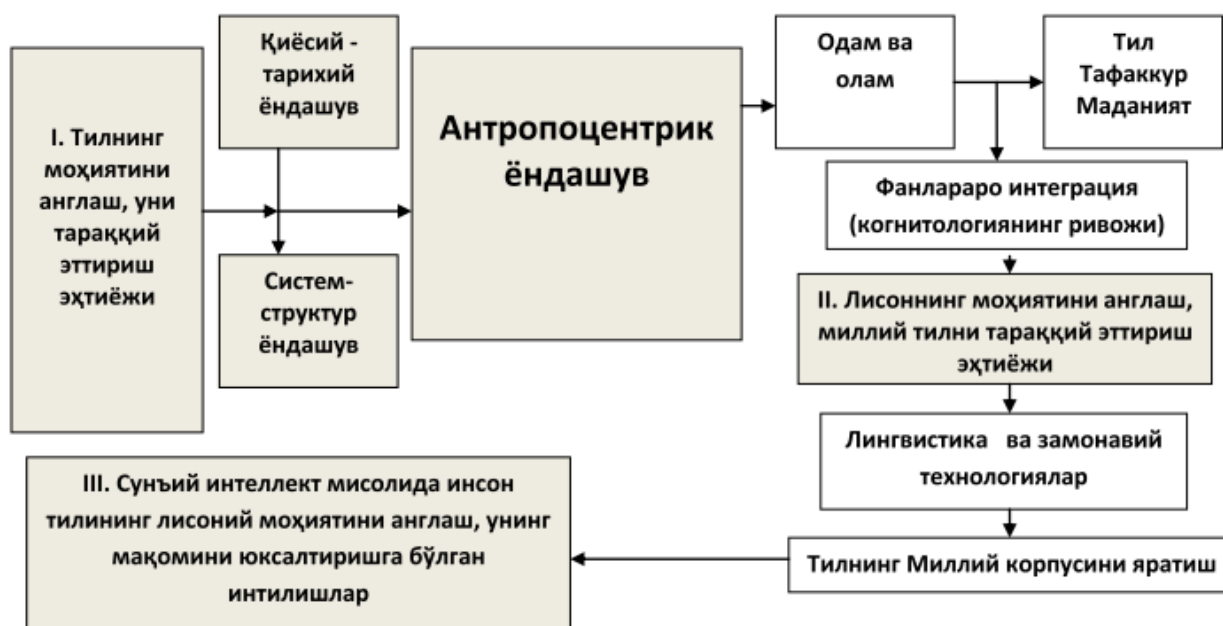
Ключевые слова: метафора, Национальный Корпус, антропоцентрический характер метафоры.

Abstract. The article summarizes the views on future studies of unusual expressions that arise as a result of metaphorical thinking or, conversely, a metaphorical mechanism in the process of thinking. Also, in the context of the National Corps, the prospects of studying metaphors in anthropocentric context are discussed.

Key words: metaphor, National Corps, anthropocentric character of metaphor.

Қарашларимиз метафоранинг антропоцентрик тадқиқига бағишланганлигини эътироф этарканмиз, пировардида, метафорик тафаккур ёхуд аксинча, тафаккурнинг метафорик фаолияти эвазига ҳосил бўлувчи фавқуллодда ноодатий, ғайриоддий ифодаларнинг келгусидаги тадқиқи истиқболлари ҳам муҳим аҳамиятга эгаллигини таъкидлашимиз зарур. Тўғри, метафорологик изланишларга қизиқиш ва эътибор асрлар оша сўниб, яна фаоллашганлигига нафақат тилшунослик, балки ўзга фанларнинг тадрижий ривожига гувоҳ. Бироқ бу жараён ҳали аниқ ва табиий фанларнинг фалсафий масалалари тўлиқ англалмаган ва аниқланмаган Ўрта ва XVII аср илм-фанига тааллуқли эди. Ҳолбуки, XX-XXI – антропоцентризмнинг гуллаб-яшнашига замин ҳозирлаган асрлар оралиғида инсоният нафақат фанларнинг фалсафий асосларини англади, балки кашф этилган илмий ҳақиқатларни реал воқеликка боғлаган тарзда ижтимоий амалиётга кенг татбиқ эта бошлади. Шундай экан, кибернетиканинг узлуксиз тараққиёти доирасида ўзбек тили метафораларининг келгуси даврлардаги тадқиқи, назаримизда, тилимизнинг Миллий корпусини яратишга алоқадор изланишлар билан чамбарчас боғланади. Миллий корпусни яратувчилар эса, ўз навбатида, инсон тафаккурининг маҳсули бўлмиш бу мураккаб лингвокогнитив, лингвомаданий, лингвопрагматик, психолингвистик ҳодисанинг алгоритмини аниқлашга интилувчи тадқиқий манба мисолида сунъий интеллектнинг метафоранинг репрезентациясига кодирми-йўқми эканлигини ҳам текшириб кўрадилар. Хусусан, шахсий фаразларимизга кўра, метафоранинг корпусдаги репрезентацияси ҳақиқатдан йироқ, ирреал эҳтимолдир. Негаки метафора – инсониятга Аллоҳдан неъмат қилиб берилган инъом бўлиб, айнан метафора инсон тасавури ва тафаккурининг бетакрорлиги, сирли ва жозибadorлигини белгилайди. Демак, бу феноменга ўзга интеллект турларининг кодирлиги тўғрисидаги тахминларни бунда биз ўринсиз ҳисоблаймиз. Шундай экан, ўзбек тили метафораларининг Миллий корпусда берилиши бир ёқлама характер касб этиши мумкин: метафоранинг репрезентацияси (сунъий интеллект томонидан лисоний бирликларни эркин интерпретация қила олиш қобилиятини инкор этган ҳолда) фойдаланувчи томонидан қидирувда берилган лисоний бирликнинг лексик-семантик разметкаси (ЛСР) бўйича таснифи асосида амалга ошади. Бунда ЛСР нинг корпусда мавжуд маълумотлар билан чекланишини инобатга олиш лозим. Яъни метафора деб қабул қилинаётган нутқий ифодалар (нутқий ҳосилалар) қайси йўналиш (масалан, структурал, когнитив, психолингвистик ва х.) ва қай йўсинда (кўчимларни ўзаро метонимия, синекдоха, персонификация, вазифадошлик (?), киноя (?))¹ қесимида текшириш назарда тутилмоқда) негизида талқин қилинишига қараб мукамал ва тўлақонли тасниф деб ҳисобланиши керак.

¹ Жаҳон тилшунослигида вазифадошлик ва киноя алоҳида кўчим сифатида эътироф этилмайди. Ўзбек тилшунослигида кўчимлар орасида вазифадошлик ва киноя турларининг ажратилиши асосан, рус тилшунослиги таъсирида шаклланган нотўғри таълимотдир. Ваҳоланки, ўз даврида Аристотель ҳам метафоранинг ямб шеърларига мос келишини таъкидлаган. Қаранг: Арасту. Поэтика. Ахлоқи кабир. Риторика. –Тошкент: Янги аср авлоди, 2011. - 352 б. – Б. 54. Маълум бўладики, киноя – метафоранинг бир кўриниши.



Метафорани корпусда беришнинг ўзига хос асосларини айрим жаҳон тилшунослари Хитой фалсафий таълимотлари негизда такдим этадилар. Ҳолбуки, улар ўз қарашларини Ж.Лакофф ва М.Жонсонларнинг шарҳлари билан мустаҳкамлайдилар. Чунончи, Ж.Лакофф ва М.Жонсонлар когнитив метафоранинг инсон билиш қобилиятидаги ўрнига юксак баҳо бериб: “Метафоризация жараёнларининг асосида фрейм-сценарийларнинг структур билимларини қайта ишлаш амалиёти ётади. Фрейм ва сценарийларда воқеланувчи билимлар эса инсоннинг олам, буюмлар олами, социум билан муносабатидаги умумлашган тажрибасини намоён этади”, дейдилар [2:9]. Ҳолбуки, Қўхна Хитой У-син (wǔ xíng) таълимотига кўра, бугунда когнитив талқин қилинувчи метафора дарахт, олов, ер, металл ва сувдан иборат беш унсур уйғунлигини намоён этади: ўзаро яратувчилик (Дарахт – Оловни, Олов – Заминни, Замин – Металлни, Металл – Сувни, Сув – Дарахтни) ҳамда ўзаро аниқловчилик (дарахт заминни енгади, замин сувни енгади, сув оловни енгади, олов металлни енгади, металл дарахтни енгади) [3].

Мазкур таълимотга нисбатан метафоранинг табиатини табиий тил ва математик мантик алоқадорлиги мисолида тушунтириш, ҳатто компьютер график дастурларини яратиш қодаларини ишлаб чиқиш мумкин, деб хулоса берилади [4:2, 5:21-51]. Тўғри, “когнитив инқилоб”га эргашган “корпус революцияси” [6:68-71] инсон билимларини билишнинг квантатив хоссаларига кўра структуралаш ва моделлаштириш эҳтимolini илгари сурди. Пировардида, бугунги кун тилшунослигида ҳатто метафорани ҳам корпусда беришнинг ҳаракатлари бошланди. Бироқ бунга қарши бизда эътироз мавжуд: бир вақтлар систем-структур тилшуносликка ҳам тилнинг барча сатҳлари ва ҳодисаларини, бирликларини структурализм асосида тушунтира олувчи йўналиш деб қаралди. Аммо илмий ҳақиқат шундан иборатки, тил – ўз-ўзича прагматик хусусиятли ҳодисадир; унга тегишли услубий қонуниятларни тизим мисолида тушунтиришнинг ҳам деярли имкони йўқ. Бинобарин, антропоцентрик парадигмада бор диққат билиш объектдан билиш субъектига кўчирилади, бошқача айтганда, бунда тил инсон омили, инсон эса тил омили негизда тушунтирилади [7:53], тилнинг ички ва ташқи формаси ўртасидаги алоқадорлик масалалари *тил+маданият+тафаккур* бирлиги асосида талқин этилади ва тўпланган билимлар семантик кўламнинг эмпирик компонентида жамланади. Бошқача айтганда, метафоранинг ном ҳосил қилиш борасидаги мўъжизакор, ғайритабиий қобилиятини систем-структур йўналишда бўлгани сингари, тайёр нутқ ҳосиласи тарзида текшириш мумкиндир, аммо шу номнинг тафаккурда содир бўлиш жараёнини тизимли таҳлиллар эвазига бирор лисоний қолип мисолида амалга оширишнинг мутлақ имкони йўқ. Ҳолбуки, инсон ботини рационал қонуниятларга бўйсунувчи, ўзга табиатли хилқатдир, унинг таъсирида фикрий жараёнда кечувчи жараёнларнинг, пировардида, метафорик талқинга кўчиши эса том маънодаги феномендир. Модомики, метафора когнитив феълли ҳодиса экан, уни яқка лисоний birlik (сўз) мисолида, ақлий ва ҳиссий омилларсиз шарҳлаб бериш, эҳтимол қилиш мумкин эмас. Бинобарин, А. Қ.

Авеличев метафорани – “сўзни матнда” қўллашнинг ўзига хос ҳодисаси деб билиб, матнда шакланмаган, керакли контекстуал алоқадан маҳрум бўлган метафоранинг мавжуд эмаслигини уқтиради. Шунинг учун ҳам метафорани ҳар қандай ўрганиш, унинг “механизми” ёки “вазифаси”нинг ҳар қандай нуқтаи назардан аниқланиши кенг матннинг чинакам хусусиятларини ҳисобга олган ҳолда амалга оширилиши лозим [8].

Яъни метафорани семасиологик аспектда текшира туриб, унинг семантик таркибининг алгоритмини ҳисоб-китоб қилиш у қадар осон иш бўлмагани каби, ҳар доим ҳам *ёмон*, *айёр*, *ваҳший*, *очкўз* одам *бўри* ёки *тулкига*, *шоқол* ёхуд *юҳога* ўхшатишмаслиги мумкин. Чунончи, атов занжиридаги денотат маъноли номинативлар, худди шундай, аниқ-равшан сифатларга ишора бериб турган белгилар мавжудлигида ҳам фавқулудда бетакрор, оригинал муаллиф (индивидуал) метафораларини “башорат қилиб” бўлмайди. Агар бунинг эҳтимоли бўлганда эди, индивидуал олам манзараси тўғрисидаги таълимотларни илгари суриш пуч сафсатага тенглашган бўларди. Хусусан, *Солиҳ маҳдум гўшти Нигор ойимнинг ёнига қўюб ўзи зина билан айвонга чиқди. Маҳдум томонидан Раънонинг тергалиши Нигор ойимни унча машғул этмади. Аммо ҳозир унинг кўнглига келган масала эрининг чиқим важига фавқулудда ешилиб кетиши эди. Тўғри, Нигор ойимнинг ошхонасига шунингдек бир неча чорақлаб гўшлар кўб келар эди, фақат эти томонидан эмас. Солиҳ маҳдумнинг жўмардлиги кўпинча йигирма пайса этдан нарига ошмас, шунда ҳам болалардан мўмайроқ “озодлиқ” келиб қолса ёки “панжшанбалик” куткандан ортигроқ тушса. Шунинг учун Нигор ойим бу жўмардлиқ ҳақини эрига бералмади: — Гўшни кўброқ олибсизми... Анвар буюрганмиди? — деб сўради (А.Қодирий, Мехробдан чаён) ёки Гўшт кўтариб йўлакдан кирган Солиҳ маҳдумнинг кўзи Раънонинг шу ҳолига тушди: — Балли Раъно, ана жиннилик! — деди маҳдум, — атлас кўйлак сенга ҳайф, сенга бўздан бошқаси албатта ҳайф! (юқоридаги асардан) парчасини олайлик. Собиқ шўро адабиётшунослиги тамойилларига кўра, Солиҳ маҳдум образи хасис нусха сифатида баҳоланиши лозим. Гарчи бугунги бозор иқтисодиёти даврида маҳдумни бемалол тежамкор, озодаликни севувчи шахс сифатида таърифлаш, ҳатто ўрнак қилиб кўрсатиш мумкин. Биринчи ҳолатда компьютер дастури маҳдумга ёки “қаттиқ”, “сўйса, қон чиқмас”, “феъли тор”, “тийиннинг устида турувчи” сингари номинативларни бириктириши, иккинчи вазиятда эса *гамхўр*, *ақли бутун* бирликларини тиркаб қўйиши турган гап. Бироқ шу номинативлар ҳам гапнинг ҳар бир бўлаги аниқланган белгининг умумий концептуал йиғиндиси тўғри ҳисоблангандагина юзага чиқиши мумкин. Йўқса, дастур маҳдумнинг эркак боши билан аёлларга танбеҳ бериши, худа-беҳуда тергашига доир белгиларга асосланиб “*бурнини ҳар ерга тикувчи*”, “*ади-бадидан қолмайдиган*”, “*безори жон қилувчи*”, “*асабга тегувчи*” дея хулоса чиқаради.*

Хусусан, хулосаларимиздан фарқли, хориж тилшунослигида корпус тушунчасигача бўлган даврда рус ва чех бадиий адабиётига тегишли 10000 миқдордаги ифода жанровий хоссалари, ҳажми, яратилиш вақтига кўра саралаб олингани ҳамда шу материал асосида чех тилидаги олти перформатив феъли² ажратиб олинганини мисол қилиш мумкин [9:62-70]. Сўнграқ эса мазкур йўналишдаги тадқиқотга замонавий чех ёзма матнларидан иборат SYN2000 корпусости (подкорпус³)даги 100 млн. миқдордаги материаллар жалб қилинган ва 6 та перформатив феъл тури йигирма биттага етказилган [10:47-63].

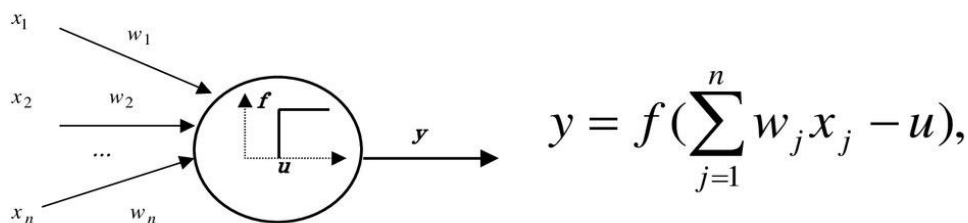
Ҳажми 1,3 млрд.лик SYN корпусости материалларидан жами 37 турдаги директив ва директив (буйруқ)-комиссив (аҳд, топшириқни бажариш) перформатив феъллар ажратилди [11:99-107].

Айтилганларга қарамай, муҳим илмий ҳақиқатни баён қилишимиз зарур. Тўғри, компьютерда ҳам нейронлар мавжуд, компьютер миясининг ахборотни қабул қилиш, қайта

² *performato* — «яратаман», «шакллантираман» — ҳатти-ҳаракатни ифодаловчи нутқий актлар (Ж.Остин термини). Ваъда, қасам, огоҳлантириш ва буйруқ сингарилар перформатив ифодаларга киради.

³ Корпусости корпусчалар (подкорпус) материаллари: асарлар ва уларнинг муаллифлари, яратилиш даври, матн жанри, наср ва назмга тааллуқлилиқ, оригинал ва таржима матн, орфографик (замонавий ва мумтоз) белгиларга кўра таснифланади ва ажратилади.

ишлаш, сақлаш ва узатиш функцияси инсон когнитив жараёни билан нисбатан бир хил тартибга эга. Хусусан, сунъий нейроннинг модели⁴ куйидагича (2-расм).



2-расм. Сунъий - математик нейрон модели:

x_n – кировчи сигнал (ахборот), w – кутиш, y – чиқувчи сигнал, $u+f$ – қайта ишлов (синтез-анализ), Σ - жами (сумма)

Инсон мияси нафақат нейронлар, балки мураккаб нейрон ансамбллари билан ташкил топади. Ҳолбуки, компьютер нейронлари бундай ансамблларга эга эмас. Инсон миясидаги 30 млрд.га яқин нейрон ҳосил қилиши мумкин бўлган ансамбллар ўзининг мураккаблиги билан нейрон тўрлардан анча устун туради.

Қолаверса, когнитивизмнинг кескир танқидчиси бўлган Ж.Сёрл ўз қарашлари билан *инсон мияси – компьютер* метафорик моделининг шубҳали эканини тасдиқлашга уринган. Хусусан, унингча, компьютер дастурлари машинанинг турли қадамларини бир ҳолатдан иккинчи ҳолатга ўзгаришини (трансформациясини) белгилайди. Инсон ва компьютер ўртасидаги фарқ мана шунда: инсон қоидаларга мувофиқ иш кўради, компьютер эса – йўқ. Шунингдек, ахборотни қайта ишлаш тушунчаси фақат инсоннинг ментал фаолиятига хос бўлиб, компьютер ахборотни ментал имконияти бўлмаганидан қайта ишлай олмайди. У шунчаки инсон ментал жараёнларидан нусхани кўчириб қўяди. Хомский тахминига кўра, барча тиллар бир хил универсал грамматик қонуниятларни ифода этганида эди, инсон мияси ва компьютер мияси ўртасидаги тафовутни бирмунча бартараф этиш имкони юзага келарди. Инсон кўрув аъзоси инфракизил ва ультрабинафша тўлқинларни ҳис қилмайди – уларни қабул қилиш имконига эга эмас. Ёки юраётган одамнинг ҳамиша ҳам мувозанат сақлаши ҳам миядаги алоҳида ҳисоб-китобларга бўйсунмайдиган баҳсли масала. Инсондаги таниш қобилиятини компьютерга кўчириш мумкинми? Инсон миясидаги нейрон ва синапслар билан одам миясининг бутун мураккаблигини тушунтириб бўлмагани каби, бунга биргина инсон кўрув даражасининг стимуллари қабул қилиш мураккаблигини мисол қилиш мумкин. Тасвирлашнинг ментал даражаси эса бевосита кайфият ва ҳиссиёт билан бир қаторда ментал лаёқат ва қобилиятлар, индивидуал хулоса ва истаклар, атроф-муҳит, дунёқараш сингари мезонлар билан ҳисоблашишни шартлайди [12].

Биобарин, метафора соф антропоцентриқ ҳодиса бўлганидан, тилда мавжуд ва эҳтимоли бор бўлган метафорик кўчимларни *жонли –жонсиз, аниқ-ноаниқ, сифат, миқдор, ҳаракат* категорияси асосида ажратиш мумкин бўлади. Уларга биноан, тушунчаларни таққос қилиш эвазига метафораларни идентификация қилиш мумкин. Лекин бу тил ўрганувчи учун мавжуд тилдаги ибора ва идиомалар билан танишиш мақсадигагина хизмат қилиши мумкин. Тилшунос С.А.Хахалова матндаги метафорани ажратиш бўйича куйидаги босқичли амалиётни тавсия қилади[13]:

1. Лисоний бирлик нутқ қўллаш жараёнига тегишли контекст таркибида текширилади; 2. Ажратилган луғавий бирликнинг табиий тилнинг изоҳли луғатларидан иборат қўлами кенг, репрезентатив имконияти катта бўлган корпус асосида луғавий изоҳини таҳлил қилиш; 3. Текшириладиган луғавий бирликнинг потенциал луғавий маъноси аниқланади; 4. Матнга

⁴ Сунъий нейрон – математик нейрон модели илк марта 1943 йилда Маккалок (Warren McCulloch) ва Питтс (Walter Pitts) томонидан тақдим этилган. Сунъий нейрон (математик нейрон) – сунъий нейрон тўрнинг тугуни (узви) бўлиб, табиий нейроннинг содда модели ҳисобланади. Математик нейрон кировчи ва ўлчанган сигналларнинг чизикли уйғунлашган бирикма (комбинация)ларидан иборат ягона ишончли далил (аргумент)дан ўсиб чиқувчи чизиксиз функцияни ифода этади.

нисбатан ғайриоддий муносабатда (ғайриоддий маънода)ги бирлик ажратилади; 5. Текширилаётган лисоний бирлик потенциал маъносидаги семантик тараққийтни эҳтимол қилувчи энг майда, метафораларни таснифлашнинг универсал семантик кодификациясига доир компонент таҳлил амалга оширилади; 6. Метафоризация объектга оид барча мезонлар ўрнатилади; 7. Метафоризация нишонига тегишли мезонлар ўрнатилади; 8. Умумий (интеграл) семантик кўпайтувчи (ўхшатиш константаси, *tertium comparationis*) аниқланади.

Бунда Ўзбек тили Миллий Корпусини тузишга дахлдор асосий масала – ўзбек тилидаги ўхшатиш ва метафора, метонимия ва синекдоханинг лингвистик талқинига бағишланган илмий луғат ва манбаларнинг такомил даражасида етарли эмаслиги, мавжуд изоҳли луғатларда сўз кўчма маъноларининг идентификацияланмаганлигини алоҳида қайд этиш лозим. Бу метафораларни корпусда бериш амалиёти учун салбий ҳолат ҳисобланади. Маълумки, табиий тил луғавий бирлигининг лисоний сатҳдаги ўзга бирликлар билан мувофиқлиги улар билан семантик-синтактик жиҳатдан мослашувида кузатилади. Бунга лексик мувофиқликни шартловчи тил грамматик қонуниятлари ва умумий тематика исбот бўлади.

Метафоранинг гапдаги семантик мувофиқлашуви: долзарб маъноларнинг бутун ҳажмида семантик белгиларнинг умумийлиги; иккинчи даражали периферияга тегишли семантик белгиларнинг фаоллашуви ҳамда устувор мақомдаги белгилар қаторига ўтиши; гапни ташкил қилган сўзлар потенциал лексик маънолар ҳажмининг семантик мувофиқлиги; инсон психик феноменидаги ассоциатив ўхшатиш механизмининг фаоллиги [13].

Табиийки, инсон тафаккуридаги метафора лексемалар семантик кўламларининг тўқнашувини юзага келтиради. Машинада бу жараён қандай кечиши мумкин? Эҳтимол, машина бундай тўқнашувни умумий референтни ифода этувчи парадигматик қатордаги бирликлар кетма-кетлигини бузиб, бир сатҳ бирликларини иккинчи ёхуд ўзга сатҳ бирликлари билан улаган ҳолда янги синтагмани ҳосил қилиш орқали амалга ошириши мумкиндир, бироқ бу ясалма инсон ижодидаги бетакрор метафоралар билан на мазмуний жозибадорлик, на маъновий тугалликда беллаша олмайди. Чунки машина сунъий интеллект сифатида тил унсурларини қалбан, юракдан англамайди (унда онгнинг ўзи мавжуд эмас), миллат учун тегишли бўлган қадриятий тушунчаларни идрок қилиш қобилиятдан марҳум. Қолаверса, машина нима мумтоз характерли, нима бор-йўғи тамаддун маҳсули эканини фарқлаш имконига эга эмас: унга қўйиб берса, “Дахшатли Техрон”(М.Козимий) билан “Дайди қизнинг дафтари” (С.Қаҳҳор, “Тахмина”)нинг бадий савияси бир қаторга қўйилади, инсоний қимматга эга бўлган моҳият ва тушунчалар бу темир ускунага ёт. Ҳолбуки, машина шаклни фарқлайди, холос: дастлаб визуал фарқловдаги бу шаклларнинг компоновкаси⁵, композицияси, ўрин алмашинуви (трансформация ва транспозиция) унинг учун дастлаб бевосита кузатувда берилган белгилар асосида содир бўлади. Ўз даврида таниқли олим М.Арбиб икки асосий: “*Инсон – бу мавжудот*” ва “*Инсон – бу машина*” модели метафораларни ажратиб, инсонни мавжудотга қийслаш негизида унинг ботиний хоссалари, машинага таққослаганда эса ташқи белгилари инобатга олинишини қайд этганди [14]. Ҳолбуки, миллиардлаб матнлар орасида метафорик унсурларни фарқлаб берганида ҳам, машина метафораларни шахсан ижод эта олмайди. Инсон сингари туб моҳиятни пайқаши учун машинага том маънодаги юрак ва инсоний қалб зарур бўлади.

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⁵ Компоновка - лот. *componere* – тузиш, қуриш, тўқиш.

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ЎЗБЕК ТИЛИДАГИ ИРРИГАЦИЯ ВА МЕЛИОРАЦИЯ ТЕРМИНЛАРИНИ ДИАХРОН ТАҲЛИЛИ

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Аннотация. Ушбу мақолада ўзбек тилидаги ирригацияга оид терминларнинг шаклланиши, ривожланиши, тараққий этиши ва таркиб топишига оид маълумотлар келтирилган. Ҳамда улар ҳақидаги археологик, этнографик, палеоантропологик, шунингдек, лингвистик маълумотларни ўз ичига олади.

Калим сўзлар: ирригация ва мелиорация терминологиялари, ариқ, булоқ, кориз, хорис, сақо, қантара.

Аннотация. Данная статья содержит сведения о формировании, развитии и составе терминов ирригации в узбекском языке. А также включает их археологические, этнографические, палеоантропологические, а также лингвистические данные.

Ключевые слова: ирригационная и мелиоративная терминология, сточные воды, родник, кориандр, хорис, саку, гантара.

Abstract. This article contains information on the formation, development, development and composition of the terms of irrigation in the Uzbek language. And also includes their archaeological, ethnographic, paleoan-thropological, as well as linguistic data.

Key words: irrigation and melioration terminologies, effluent, spring, coriander, horis, saqu, gantara.

Сўнгги йилларда бугунги тезкор ривожланаётган замонда ҳар бир соҳада бўлгани каби илм-фанда ҳам ривожланишлар, катта ўзгаришлар содир бўлмоқда. Бунинг оқибатида деярли барча тармоқларда, жумладан ирригация ва мелиорация соҳаларида ҳам янги сўзлар, тушунчалар, терминлар пайдо бўлди. Бунда ёзма ва оғзаки нутқда миллийлаштириш жараёни бошланиб, ном, атама ва терминларни соф ўзбек тилида аташ эҳтиёжи вужудга келди.

Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг 2017 йил 20-апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-2909 сон қарори [1], Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 11-августдаги “Таълим муассасаларида чет тилларни ўқитишнинг сифатини янада такомиллаштириш чора-тадбирлари тўғрисида”ги №610-сон қарори [2] ҳамда 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича “Ҳаракатлар стратегияси” тўғрисида”ги ПФ 4947-сон фармони ҳам ёш авлодни чет тилларига ўқитиш, кишлоқ ва сув хўжалиги ҳамда унинг таркибий соҳаларида хорижий тилларда эркин сўзлаша оладиган, рақобатбардош кадрлар тайёрлаш, уларнинг жаҳон цивилизацияси ютуқлари ҳамда дунё ахборот ресурсларидан кенг кўламда фойдаланишлари, халқаро ҳамкорлик ва ўзаро мулоқотни ривожлантиришлари учун шароит ва имкониятлар яратди [3].

Шунингдек, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 22 майдаги 304-сонли “Олий ўқув юртидан кейинги таълим тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги қарори эса Республикамизда илмий изланишлар олиб бораётган ёш олимлар, докторантлар ва мустақил изланувчиларга жуда катта туртки бўлиб хизмат қилди [4].

Ҳар бир Олий таълим муассасининг илмий салоҳияти айнан қилинаётган илмий изланишлар билан белгиланиши бу каби қарорларнинг нечоғлик муҳим эканлигидан далолат беради. Бизнинг олиб бораётган илмий изланишларимиз ҳам ирригация ва мелиорация терминларининг қиёсий-типологик тадқиқи натижалари ўлароқ ўрганилаётган терминларнинг диахрон тадқиқ қилиш ишларига бағишланади. Ҳар бир терминологик тизимнинг шаклланиши, ривожланиши айна шу соҳанинг таркиб топиб, тараққий эта бориши билан узвий боғлиқ бўлиб, соҳавий жиҳатдан ўзига хослик касб этади. Шу маънода, ўзбек тили ирригация ва мелиорация терминологиясининг таркиб топиши, шаклланиб-ривожланиши ўз тараққиёт йўли, генетик асосларига эга [12].

Ирригация ва мелиорация терминологик тизимининг вужудга келиши, шаклланиши ва ривожланиши бевосита илк ва ўрта асрлар тарихи билан узвий боғлиқдир. С.П.Толстов тўғри таъкидлаганидек: “Қадимги даврларда Ўрта Осиё шароитида жамиятда ижтимоий-иқтисодий муносабатларнинг такомиллашиши, илк ерга эгалик, мулкчилик шакллари, илк деҳқончиликнинг ва ишлаб чиқариш тузилмаларининг таркиб топиши ҳамда уларнинг таркибий тузилмаларига оид маълумотларни умумлашган ҳолда тадқиқ этишда, шубҳасиз археологик, этнографик, палеоантропологик, шунингдек, лингвистик маълумотларнинг ўрни беқиёсдир” [11].

Ирригация ва мелиорация билан боғлиқ бўлган муносабатлар дастлабки ёзма манбаларнинг пайдо бўлишидан бошлаб то ҳозирги кунгача иқтисодий-ижтимоий категория сифатида кўплаб чет эллик ҳамда маҳаллий олимларнинг диққатини ўзига жалб қилган ва ҳозирги кунгача қизғин баҳс-мунозараларга сабаб бўлиб келмоқда.

Носириддин Бурҳонуддин Рабғузийнинг “Қиссаси Рабғузий” (“Ёзувчи” нашриёти, 1990 йил, биринчи китоб) китобида қуйидаги бир қанча сув хўжалиги терминларининг ишлатилганини учратиш мумкин: Ёғин-ёмғир; бодия- чўл, дашт, биёбон, сахро; бус-туман; бўрлоқ-токзор, узумзор; ёбон-чўл, биёбон; йул-жилға, ариқ, булок; йиғоч-тахминан 9 км келадиган масофа бирлиги; мисқол-оғирлик ўлчови (тахминан 4,68 гр); наводан-тарнов, нов; сабон-қўш билан ер ҳайдаш, омоч; таригчилик-деҳқончилик; тикмоқ-экмоқ, қадамок; харож (хирож) - ер солиғи, бирор кимсанинг тассаруфидаги йирик ер; шар-милга тенг келувчи узунлик ўлчови; қарим-ўра, чуқурлик; кубош–экинзорларда ўрнатиладиган кўриқчи; қўл-дарёнинг қуриган ўзани [9].

Юқоридаги келтирилган терминларга ўхшашларини бир нечасини ф.ф.д., доцент О.С.Аҳмедовнинг “Инглиз ва ўзбек тилларида солиқ-божхона терминларининг лингвистик таҳлили ва таржима муаммолари” мавзусидаги филология фанлари бўйича докторлик диссертациясида ҳам учратишимиз мумкин. Масалан: харож (хирож) - ер солиғи, бундан кўришиб турибдики, ирригация соҳаси солиқ соҳаси каби давлат бошқарувининг энг муҳим тармоқларидан бири ҳисобланади. Бу терминларнинг аксарияти ҳозирги кунда архаик ҳисобланади [6].

Шу каби кўплаб эскирган ирригация ва мелиорация терминларини яна Юсуф Ҳос Ҳожибнинг “Қутадғу Билиг” (“Саодатга элтувчи билим”) асарида ҳам учратиш мумкин: Булоқ-булок, чашма; дол-оқим, йўл, йўналиш; ер қулочла-ер ўлчамоқ; ёзи-дала, яйлов, чўл, водий; кечиг-кечик, ўтиш жойи, дарё, сой, кўлларнинг ўтиш жойи; улуш-қишлоқ; кенд-шаҳар; чечаклиг-гулзор, майсазор, ўт-ўлан кўп бўлган жой; ўбри- чуқурлик, дара; қўл-қош-тоғ этаги ва кўришиб турган жойнинг чети, атроф [13].

Бундан ташқари Заҳириддин Муҳаммад Бобурнинг “Бобурнома”сида суйи-суви, дарё; йиғоч-ўлчов бирлиги [7] ёки Темурнома, Амир Темур Кўрагон жангномаси китобида ёбон-чўл, дашт, дала; йиғоч-дарахт, ёғоч, узунлик ўлчови; газ-узунлик ўлчови, рубъи маскун–ернинг қуруқлик қисми; сақо–сув берувчи, сув сепувчи, мешкоб; шикоф-ёрик, дарё, тешиқ; қантара-кўприқ; қовға-қудуқдан сув олишда ишлатиладиган чарм идиш; ғабро- замин, ер, туфрок; ғоб–ўрмонлик; ўр-баландлик, қия жой; ўланг-ўт, ўлан, гиёҳ; ханнот-ғаллафуруш, деҳқон; ҳубобот-донлар, ғаллалар; ҳиросат-зиروات, деҳқончилик, хорис-экинчи, посбон каби кўплаб терминларни кўриш мумкин ва тарихимизнинг ҳар бир даврида деҳқончилик инсониятнинг ажралмас ҳаётий эҳтиёжи бўлиб келинганлиги маълум бўлади. Ерга ишлов бериш, суғориш каби амаллар эраמידан олдинги асрлардан бошлаб одамлар ҳаётининг асосини ташкил қилган экан бу ирригация терминларнинг тарихи ўша даврларга бориб тақалишидан дарак беради [10].

Амир Темурнинг “Темур тузуклари” асаридан ҳам баъзи парчаларда ирригация терминларини мисол тариқасида келтирамиз: “Раиятдан мол–хирож олиш, мамлакатни тартибга келтириш ва юксалтириш, унинг ободонлиги, ҳавфсизлигини амалга оширувчи кишилар тузуги”: ...Яна амр килдимки, хирожни экиндан олинган ҳосилга ва ернинг унумдорлигига қараб йиғсинлар. Чунончи, доим узлуксиз равишда кориз, булоқ ва дарё суви билан суғориладиган экин ерларни ҳисобга олсинлар ва ундай ерлардан олинган ҳосилдан икки ҳиссасини раиятга, бир ҳиссасини саркорлик (салтанат хазинаси) учун олсинлар. Агар раият рўйхатга олинган ерларидан бериладиган солиқни нақд ақча билан тўлашга рози булса, нақд ақча миқдорини саркорнинг ҳиссаси ҳисобланган ғалланинг мазкур даврдаги нархига мувофиқ белгиласинлар. Нарх-навога мувофиқ олинган нақд ақчани сипоҳга етказсинлар. Бордию раият ҳосилни уч тўдага бўлишга рози бўлмаса, у чоғда ҳисобга олинган экин ерларни биринчи, иккинчи ва учинчи жариб экин ер қилиб ажратсинлар: Кориз-ер ости сувларини тортиб чиқариш учун қурилган иншоот; Жариб-958 кв метр ҳажмдаги ер; Ҳарвор-бир эшак кўтарарлик юк. 300 кг га яқин оғирлик ўлчови.

Тиюл қилиб берилган ҳар бир мамлакатга иккитадан вазир тайинлансинлар. Бири вилоятдан йиғилган молларни ёзиб, раият аҳволини текшириб турсинки, жогирдор фуқарога жабр-зулм етказиб, уларнинг ҳолини ҳароб этмасин. У вилоятдан йиғилган бутун мол-ашёларни кирим дафтарига ёзиш лозим. Иккинчи вазир эса даромаднинг ҳарж этилган қисмини чиқим дафтарига ёзсин ва йиғилган моллардан сипоҳийларнинг маошига тақсим қилсин. Қайси амрга тиюл берилар экан, уни уч йилгача ўз ҳолига қўйсинлар. Уч йил ўтгандан сўнг уни текшириб кўрсинлар. Агар мамлакат обод раият рози экан, шу ҳолича қолдирсинлар. Агар аҳвол бунга хилоф равишда бўлса, ул вилоятни ҳолисага ўтказиб, уч йилгача ўша жогирдорга улўфа берилмасин. Ҳолиса-давлат ихтиёридаги барча солиқлардан озод этилган ер-сув, Тиюл-хирож ва солиқ йиғиб олиш ҳаққи билан инъом этилган ер-мулк, вилоят, жогирдор-инъом этилган ер-сув (тиюл) эгаси [5].

Асарда ўша даврда ирригация соҳасида кенг қўлланилган, аммо бугунги кунга келиб архаик саналган Кориз полисемантик термини ҳам учрайди. Кориз- ер остидан ўтказилган сув йули, ариқ; Бир неча қудуқларни бирлаштирувчи ер ости канали, бир-бири билан бирлаштирилган қудуқлар тизими. –Ўўза қуриб қоляпти. Сув керак, сув! Коризлар бўлса кўмилиб кетяпти–деди раис. (С.Анорбоев., “Меҳр” қиссаси).

X-XI асрларда деҳқонлар Ёйилма ва Сарикўл сойларининг бўйларидан кориз усулида ер ости сувини ҳам ишга солганлар (С.Анорбоев., “Қатрада куюш акси” қиссаси) [8].

Сақо–сув берувчи, сув сепувчи, мешкоб маъноларида келувчи ушбу сўз ҳам аллақачон тарихий атама ҳисобланади, аммо айнан шу сўзга синоним сифатида ишлатилган, 70-90 йилларда кўплаб асарларда, бадий адабиётларда мироб сўзини учратишимиз мумкин. Ўзбек тилининг изоҳли луғатида эса қуйидаги маълумотлар келтирилган: мироб – суғориш ва сув таъминоти бўйича нозир. 1) Сув тақсимоти ва суғориш тармоқларини назорат қилувчи шахс. Отанг мироб бўлгунча, даланг қулоқнинг бошида бўлсин, деганлар (С.Нуров., “Майсаларни аёз урмайди” қиссаси). 2) с.т. Суғориш ишларини бажарувчи шахс, сувчи. Ана, миришкор мироб, суғорар ғўзасин... (Ю.Ҳамдам), эгатлар оралаб миробми, кимдир якка оёқ йўлдан қайтади ёлғиз. (Ғайратий) [8].

Юқоридаги келтирилган соҳага оид манбалардан шуни хулоса қилиш мумкинки: сув хўжалиги, ирригация ва мелиорация терминлари ҳақидаги маълумотлар ҳамда мисоллар ўзбек тили терминологиясининг нақадар узоқ тарихга эга эканлигидан далолат беради. Биз ўз илмий изланишларимизда ирригация ва мелиорация терминларнинг диахрон таҳлилини чуқур ўрганиш ва давом эттириш долзарб масалалардан бири бўлиб қолади деб ҳисоблаймиз.

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ХУДОЖЕСТВЕННО-СТИЛИСТИЧЕСКИЕ ОСОБЕННОСТИ ПУБЛИЦИСТИКИ ИВАНА ПЕРЕСВЕТОВА

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Annotasiya. *Ushbu maqolada Ivan Peresvetovning publisistik konsepsiyasi tahlil qilinadi va uning davlat loyihalari ko'rib chiqiladi. Shuningdek, Mahmud-Sulton qissasining badiiy va stilistik xususiyatlari o'rganiladi.*

Kalit so'zlar: *publisistika, til xususiyatlari, ritorik shakllar, tilning ekspressiv vositalari, allegoriya.*

Аннотация. *В данной статье проведен анализ публицистической концепции Ивана Пересветова и рассмотрены его государственные проекты. Также исследованы художественно-стилистические особенности повести о Махмете-салтане.*

Ключевые слова: *публицистика, языковые особенности, риторические фигуры, выразительные средства языка, аллегория.*

Abstract. *This article analyzes the publicistic concept of Ivan Peresvetov and examines his state projects. Artistic-stylistic features of the story about Mahmete-Saltan were also studied.*

Keywords: *publicism, language features, rhetorical figures, expressive means of language, allegory.*

Как нам известно, одним из ярких публицистов Московской Руси является Иван Семенович Пересветов. В 1547 – 1549 гг. он написал несколько публицистических сочинений (послания, сказания, повесть-памфлет обличительного антибоярского характера). Его публицистические труды были направлены на утверждение централизованного самодержавия. Сочинения Ивана Пересветова, как и его предшественников, оказали большое влияние и на развитие русской публицистики XVII в., и на обогащение публицистического стиля в целом. Во всем русском обществе поднимается вера не только в рассудок, логику, разумную целесообразность, но и в силу человеческого слова, в книгу [1, 5]. Литература меняет свой характер и проникается духом публицистической полемики. К этому времени русская средневековая публицистика прошла большой путь, оформилась в самостоятельную отрасль древней книжности. Это была литература полемическая, ориентированная на постановку злободневных вопросов, соответствовавших основным духовным исканиям времени. Публицистика Московского царства не была безразлична ни к острым социальным темам, ни к той идейной борьбе, которая шла в русском обществе (достаточно вспомнить многочисленные антиеретические и антипротестантские трактаты той эпохи), но в основе своей она была проникнута интересом к христианской нравственности. В этом смысле русская публицистика XVI в. остается в границах средневекового миропонимания и буквально «заряжена» этической и антропологической проблематикой. Иван Пересветов – продолжатель этой традиции. Он выбирает форму пророческого откровения [2, 10]. По замечанию Д.С. Лихачева мировоззрение дворянских публицистов проникнуто максимально действенным началом. Это сказывается не

только в обращениях к царю и воинству с «*коня не сседати*», «*на инопленники ходити воевати*», в призывах к коренным преобразованиям в социальной и государственной сфере, но и в общефилософских послылках всей их публицистической деятельности. Литература приобретает публицистический характер. Публицистика же требует немедленного вмешательства в жизнь, немедленного ее «исправления». Публицистика в XVI в. с ее челобитными, ставшими своеобразным литературным жанром, с ее проектами была наиболее действенной формой литературы [1,8]. Иван Пересветов пишет челобитные. Основная тема челобитных Ивана Пересветова – государственные проекты. При этом сочинения Ивана Пересветова интертекстуальны: имеются элементы легенды, развитый рассказ. Перед нами очень важный процесс претворения деловых дискурсивных формаций в литературные – художественно-публицистические, все это обогащает жанровую систему литературных формаций за счет жанров делового дискурса. Литература широко обращается к формам устной, ораторской речи, к формам диалога, философской прозы. Так, например, широкое развитие в литературе XVI в. приобретает аллегория, в прошлом связанная с традиционной церковной символикой и с жанром притчи. В публицистической литературе первой половины XVI в. аллегория используется очень часто, но характер ее становится светским. Освобождение аллегории от церковности было связано с обращением ее к сказочности, – на месте церковной аллегории появляется аллегория, пользующаяся сказочными, басенными формами. И снова поддержку этому явлению русские авторы находили в переводной литературе. Характер средневекового мировоззрения требовал в светских сочинениях обращения к авторитету древних изречений. Афористической формой пользуются Иван Пересветов, Ермолай-Еразм и многие другие авторы первой половины XVI в. Авторы облачают свою мысль в форму, близкую народным пословицам и поговоркам [1,16-17].

Наиболее значительным среди творческого наследия Ивана Пересветова является публицистический памфлет «Сказание о Магмете-салтане». Это очень сложное авторское произведение, демонстрирующее продвинутую стадию эволюции русской стилистики. Его жанровые рамки диффузны, объединяют составляющие повествовательного нарратива, а именно повесть, публицистическое сочинение, а именно памфлет, фабульность, включение фантастического, аллегорического содержания, что сближает его опус с фольклорными традициями – рассказами о чудесном. Однако произведение свидетельствует об активной гражданской позиции автора, поскольку он представляет своего рода проект государственного устройства, в котором в аллегорической форме содержится программа необходимых для Руси реформ.

Публицистика конца XV и XVI вв. отражала по преимуществу борьбу внутри класса феодалов: между дворянством и боярством. Передовые дворянские публицисты считали себя заступниками общенародных интересов. Д.С. Лихачев считает, что XVI в. характеризуется чрезвычайным развитием публицистической мысли. Публицистика проникает в летопись, в жития святых, в деловую письменность. Развитию публицистики способствовали, с одной стороны, ренессансная вера в силу слова и в силу убеждения, а с другой – сам процесс централизации Русского государства, вступившего на путь реформ и тем самым стимулировавшего реформаторскую мысль [3,28-56]. В первой половине XVI в. возрожденческие идеи сказались в публицистике. Здесь проявилась типичная для Возрождения вера в разум, в силу убеждения, в силу слова. Общефилософский смысл публицистической деятельности Ивана Пересветова в превосходстве «правды» над «верою». Не бог, но сам человек творит свою судьбу, а Бог только «помогает» тем, кто стремится ввести в жизнь «правду» – справедливость и разумность [1, 8]. *«Богъ помогает не ленивым, но кто труды принимает и Бога на помощь призывает, да кто правду любит и праведный суд судит. Правда – Богу сердечная радость, а царю великая мудрость»* [1, 432]. Иван Пересветов выдвигает принцип равенства всех перед лицом государя и выступает против неравенства по рождению и за неравенство, создаваемое самим правительством, награждающим лучших. В своих челобитных публицист стыдит русского государя и Русское государство примером турецкого султана. Для Ивана Пересветова истина еще не реализована в земном опыте, и потому очевидна настоятельная необходимость приблизить реальную жизненную практику к этому идеалу. Фактически он становится одним из первых русских утопистов, веривших в построение такого земного царства,

которое ближе всего находилось бы к своему первообразу. Историософия Ивана Пересветова была в значительной мере ориентирована на будущее. Говоря о падении мировых царств, автор подразумевал не столько догматическое отступничество, сколько нарушение Божественного закона, вечных нравственных заповедей [2]. Ересь даже писателя 1540-ых гг. заключена в преступном нежелании жить по правде. Иван Пересветов, будучи человеком образованным, хорошо знающим и стилистику русского делопроизводства и старославянскую письменную культуру, объединяет обе стихии – сакрализованную, рафинированную и книжную с живой речью, отражающей особенности московского койне.

Лексические хиастические построения у Ивана Пересветова, при которых элементы высказывания просто воспроизводятся в зеркальном порядке, довольно распространены. Но существует и синтаксические хиастические сочетания. Они, будучи гибридными фигурами, также очень выразительны: *«Также царь турецкий Магмет-салтан возрастил сердце войску своему, и все же воинники его похвалили речь царьскую и рекли: «Тако ли волю божию делаем, что бог любит воинство, и кого нас убьют на побоищи, ино им пишется, те грехи омываем своею кровию; ино душа наши господь принимает в свою руку святую, и таковыми чистыми воинники небесныя высоты наполняются»* [4, 156]. Здесь хиастически повторяются, хотя и не зеркально, высказывания царя и его воинов. Хиазм подчеркивает нерасторжимость и симметрию отношений царя и войска. Синтаксический хиазм чередуется с рондо или кольцом. *«А царь тако рече войску своему малому и великому: «Братие, все есмь дети Адамовы; кто у меня верно служит, а против недруга крепко стоит, той у меня лутчий будет». И то царь рек войску своему на возвращения сердца, ажебы койждо и перед себя чти себе добывал и имяни славного* [4, 230]. Амплифицированность речи Ивана Пересветова в ряде случаев осложняется градацией. Он использует трехкомпонентную фигуру, построенную путем усиления признака: *«...земли не явился, измены не учинил, в грех не впал..., ...для того их блиско себя держит, чтобы его недруг в его земли не явился и измены бы не учинил, и в грех бы не впал безумный царя потребит...* [4, 191]. Ивану Пересветову свойственно активное владение конвергентными фигурами выдвижения, когда в отдельных местах текста концентрируются разные выразительные средства – и лексические, и синтаксические. Иван Пересветов блестяще владеет синтаксической стороной выразительной речи. Здесь у него фиксируется богатое разнообразие приемов.

Русская публицистика 1540-80-ых гг. за небольшой, с исторической точки зрения, период прошла долгий путь, стремительно эволюционировала. Развитие авторского начала в это время тесно связано с формированием определенных идеологических доктрин, отмеченных индивидуальным своеобразием [2]. Сказанное относится и к самой историософской концепции мира и человека, и к литературной специфике изучаемых памятников. Именно поэтому у Ивана Пересветова остается надежда на победу добра. Трагическое пока только – исторический фон, на котором разворачивается драма современной Ивану Пересветову действительности. Самой активной фигурой оказывается здесь герой-проповедник. Он еще не действует сам, но побуждает к этому других. Публицисту очень важно установить дистанцию между собой и героями, уйти от прямого ответа, препоручив важнейшее своим персонажам. На большие вопросы жизни он, конечно, отвечает достаточно определенно и даже резко, но все-таки склонен хранить молчание там, где это необходимо.

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СЕМАНТИКО-СТИЛИСТИЧЕСКАЯ ФУНКЦИЯ АБЗАЦА В РАССКАЗАХ А.П.ЧЕХОВА

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Аннотация. Ушбу мақолада А.П.Чехов асарларидаги дастлабки ва якунловчи абзацларнинг уч функцияси тадқиқ қилинади. Насрий матннинг муаллиф томонидан абзацларга ажратилиши бадий асар композициясининг муҳим элементларидан бири эканлиги таъкидланади.

Калим сўзлар: абзац, лексик воситалар, шакл-пайт муносабатлари, синтактик воситалар, мураккаб синтактик бирлик.

Аннотация. В данной статье рассматриваются три функции начального и конечного абзацев в рассказах А.П.Чехова. Подчеркивается, что одним из важных элементов композиции художественного произведения является авторское членение прозаического текста на абзацы.

Ключевые слова: абзац, лексические средства, видо-временные отношения, синтаксические средства, сложное синтаксическое целое.

Abstract. This article discusses the three functions of the start and end paragraphs in the stories of A.P.Chekhov. It is emphasized that one of the important elements of the composition of a work of art is the author's division of prose text into paragraphs.

Keywords: paragraph, lexical means, temporal relations, syntactic means, complex syntactic unit.

Абзац – это часть текста между двумя отступами, или красными строками.

А.М.Пешковский считает, что абзац – это интонационно-синтаксическая единица [2, с. 459]. Л.М.Лосева рассматривает абзац как семантико-стилистическую категорию [1, с. 401].

Абзац – это средство членения связного текста на основе композиционно-стилистической. Одним из важных элементов композиции художественного произведения является авторское членение прозаического текста на абзацы. Абзац помогает выделить существенное, подчеркнуть какую-либо деталь, несет определенную смысловую и стилистико-экспрессивную нагрузку.

Рассмотрим пример из повести А.П.Чехова «Степь»:

«Егорушка лежал на спине и, заложив руки под голову, глядел вверх на небо. Он видел, как зажигалась вечерняя заря, как потом она угасала; ангелы-хранители, застилая горизонт своими золотыми крыльями, располагались на ночлег; день прошел благополучно, наступила тихая, благополучная ночь, и они могли спокойно сидеть у себя дома на небе... Видел Егорушка, как мало-помалу темнело небо и опускалась на землю мгла, как засветились одна за другой звезды».

Абзац начинается обычно, сообщается о том, что видел Егорушка – зарю. Неожиданно автор пишет об ангелах, располагающихся на ночлег. Об этом сообщается в одном ряду со всем, что видел Егорушка. Глагол *видел* в данном абзаце объединяет все описание, ему предшествует и за ним следует. Первое предложение абзаца – прозаично, во второе же предложение включаются краски поэтической речи: «заря зажглась», «заря угасла».

В данном абзаце А.П.Чехов углубил описание психологического состояния героя, расширил возможность изображения внутреннего мира человека. Внутри абзаца предложения объединены различными лексическими и грамматическими средствами связи, а также по смыслу.

Между абзацами в составе целого текста тоже существует тесная связь. Основную связующую роль играют начальные и конечные предложения абзаца, что свидетельствует об их своеобразной организующей роли. Способы связи между абзацами в основном те же, что и между предложениями внутри абзаца (лексические и грамматические), но наряду с ними существуют и более отвлеченные, логические, где главное внимание обращается на расположение материала, на смысловое наполнение слов и целых выражений.

Целью данной статьи является рассмотрение различных функций начального и конечного абзацев в рассказах А.П.Чехова. Так, начальный абзац, являющийся экспозицией (или ее частью), не только представляет читателю действующих лиц, указывает на место или время действия, но и создает определенный социально-психологический, бытовой или пейзажный фон. Конечный абзац имеет еще большее значение. Начальный и конечный абзацы в рассказе – это как бы два полюса. Но если внимательно прочитать только первые и последние абзацы многих чеховских рассказов, то оказывается, что эти «полюса» сходятся. Несмотря на специфические функции, на различия в структуре, на удаленность, начальный и конечный абзацы в рассказе

образуют сложное единство, между ними существует не только логическая, но и лексико-грамматическая связь. При этом степень спаянности различна.

Можно выделить три основных типа соотношений начального и конечного абзацев.

В одних рассказах абзацы настолько тесно связаны по смыслу, что в конечном абзаце содержится как бы продолжение того, о чем говорилось в начальном.

Например, рассказ «В аптеке» начинается со следующего абзаца:

«Был поздний вечер. Домашний учитель Егор Алексеич Свойкин, чтобы не терять попусту времени, от доктора отправился прямо в аптеку».

Заканчивается же абзацем:

«Свойкин вышел из аптеки и отправился к себе домой... Пока он добирался до своего номера, то садился отдыхать раз пять... Придя к себе и не найдя в столе несколько медных монет, он присел на кровать отдохнуть... Какая-то сила потянула его голову к подушке... Он прилегал как бы на минутку... Туманные образы в виде облаков и закутанных фигур стали завлакивать сознание... Долго он помнил, что ему нужно идти в аптеку, долго заставлял себя встать, но болезнь взяла свое. Медяки высыпались из кулака, и больному стало сниться, что он уже пошел в аптеку и вновь беседует там с провизором».

По своей структуре они почти однотипны и, значит, связаны между собой лексически и грамматически. Эта структурная однотипность – необходимый элемент композиции ранних чеховских рассказов-сценок, шуток. Многие из них строятся так, что начальный и конечный абзацы – это две основные авторские ремарки, между которыми помещен диалог или эпизод, составляющий содержание рассказа.

Например, рассказ «Драматург» начинается с абзаца:

«В кабинет доктора входит тусклая личность с матовым взглядом и катаральной физиономией. Судя по размерам носа и мрачно меланхолическому выражению лица, личность не чужда спиртных напитков, хронического насморка и философии».

Затем идет диалог, из которого выясняется образ жизни драматурга. И вот конечный абзац:

«Тусклая личность закатывает глаза и вздыхает... Доктор начинает его выстукивать, выслушивать и ощупывать...».

Как видно из примера, эти абзацы связаны между собой не только повтором слов (тусклая личность, доктор), но и видо-временной соотнесенностью форм глаголов-сказуемых личность входит — доктор начинает его выстукивать...

Такая же тесная структурная связь абзацев наблюдается и в других рассказах А.П.Чехова, например: «Закуска», «Размазня», «Протекция», «Самообольщение», «Староста».

Иногда конечный абзац лишь слегка варьирует содержание начального, чем создается комический контраст оценочных характеристик. В рассказе-сценке «Разговор» в первом абзаце говорится о том, как «особы обоего пола... от нечего делать бранили докторов. Порешили так, что если бы на этом свете вовсе не существовало докторов, то было бы прекрасно; по крайней мере люди не так бы часто болели и умирали».

Затем идет обмен мнениями, и вот заключительный абзац-итог: «И докторов стали хвалить; говорили, что без них никак нельзя, что если бы на этом свете не было докторов, то было бы ужасно. И решили в конце концов так, что если бы не было докторов, то люди болели бы и умирали гораздо чаще».

Почти полное совпадение лексических и синтаксических конструкций при антонимической замене некоторых слов: бранили – стали хвалить, было бы прекрасно – было бы ужасно подчеркивает комизм рассказа, в котором высмеивается болтовня обывателей.

В другой группе рассказов А.П.Чехова начальный и конечный абзацы тоже представляют собой композиционно-смысловое единство, но эти абзацы различны по своей структуре, а связь между ними держится в основном на лексических повторях, на конкретизации значений слов и выражений.

Глубокое раскрытие нравственной эволюции героев требует усложнения способов организации целого текста. Начальный абзац в таких рассказах нередко становится частью экспозиции, то есть вступительные сведения содержатся в двух-трех первых абзацах, расширяя, усиливая тот социальный или психологический фон, который обуславливает неизбежность конфликта. Финальный абзац несет большую композиционную нагрузку: дает углубленную авторскую характеристику того героя, о котором говорилось во вступлении.

Например, в рассказе «Печенег» в начальном абзаце дается портретная характеристика отставного казачьего офицера Жмухина, сообщается о том, что он ехал в вагоне домой, и «его не покидали грустные, серьезные мысли о близкой смерти, о суете сует, о бренности всего земного». Рассказывается о знакомстве с новым пассажиром. Повествование ведется в серьезном тоне и настраивает читателя на раздумчивый лад: хочется знать, какие же грустные мысли занимают человека.

И вот в финале рассказа старик Жмухин, сидя за столом, снова «размышляет». Даже не зная всего содержания рассказа, прочитав только его начальный и заключительный абзацы, мы вполне могли бы представить себе героя-обывателя. А.П.Чехов уже с нескрываемой иронией конкретизирует содержание его «серьезных» мыслей, используя прием комического присоединения однородных членов.

«Старик, смущенный, не зная, как и чем объяснить этот странный неожиданный окрик гостя, не спеша пошел в дом. И сидя тут за столом, он размышлял долго о теперешнем направлении умов, о всеобщей безнравственности, о телеграфе, о телефоне, о велосипедах, о том, как все это не нужно, успокоился мало-помалу, потом закурил не спеша, выпил пять стаканов чаю и лег спать».

В этом абзаце лексические средства связи – синонимические замены (Жмухин – старик), но главное – конкретизация словосочетания из первого абзаца «грустные серьезные мысли», при помощи которой дается беспощадная углубленная характеристика обывателя, «печенег».

К этой группе можно отнести рассказ «Толстый и тонкий».

«На вокзале Николаевской железной дороги встретились два приятеля: один толстый, другой тонкий. Толстый только что пообедал на вокзале, и губы его, подернутые маслом, лоснились, как спелые вишни. Пахло от него хересом и флер-д'оранжем. Тонкий же только что вышел из вагона и был навьючен чемоданами, узлами и картонками. Пахло от него ветчины и кофейной гущей. Из-за его спины выглядывала худенькая женщина с длинным подбородком – его жена, и высокий гимназист с прищуренным глазом – его сын».

В конце рассказа автор описал сцену прощания Тонкого:

«Тонкий пожал три пальца, поклонился всем туловищем и захихикал, как китаец: «Хи-хи-хи». Жена улыбнулась. Нафанаил шаркнул ногой и уронил фуражку. Все трое были приятно ошеломлены».

Совершенно другой тип соотношений между абзацами можно найти в поздних рассказах А.П.Чехова, которые отличаются сложным сюжетом, проблемной заостренностью, глубоким раскрытием внутреннего мира героев. Начальные и конечные абзацы в них очень различны и по содержанию и в структурном плане. В основе их взаимодействия обычно лежит контраст общего эмоционального тона, спокойного или взволнованного. Выражено это взаимодействие не прямо, грамматическими или лексическими средствами, а целой гаммой логических и эмоциональных ассоциаций.

Построение заключительных фраз многих чеховских рассказов рассчитано на создание у читателя восприятия, совпадающего с основным тоном, с основной мелодией рассказа.

Например, рассказ «Дама с собачкой» начинается так:

«Говорили, что на набережной появилось новое лицо: дама с собачкой». Далее автор представляет читателю главного героя Гурова и как бы через его восприятие дает беглый портрет героини – «молодой дамы невысокого роста блондинки в берете».

Начало очень спокойное, эпическое. Неопределенно-личное предложение («Говорили, что...») придает последующему изложению скучающий интерес к этому «новому лицу». Гуров будто разглядывает «даму с собачкой» просто так. Но финальный абзац рассказа отличается контрастом:

«И казалось, что еще немного – и решение будет найдено, и тогда начнется новая, прекрасная жизнь; и обоим было ясно, что до конца еще далеко-далеко и что самое сложное и трудное только еще начинается».

В рассказе «В родном углу» эмоциональный контраст ощущается еще больше. Начальный абзац – лирическое описание степи, картин «громких, бесконечных, очаровательных своим однообразием», – это почти стихотворение в прозе. Образ степи, «безграничной и равнодушной», которая нагоняет дремоту, притупляет чувства, заставляет отказаться от борьбы, – это фон.

А конечный абзац рассказа – констатация факта, выраженная в одном простом предложении: «Через месяц Вера жила уже на заводе».

И это сообщение – не просто формальное завершение рассказа, не просто согласие Веры выйти замуж за безразличного ей доктора Нещапova, но и символ нравственного поражения героини.

Таким образом, анализ показал, что начальный и конечный абзацы в составе одного рассказа оказываются единым сложным целым, внутри которого, в зависимости от жанра и содержания произведения, можно заметить тесную грамматическую и лексическую связь или связь более отвлеченную, логическую, позволяющую автору создать контрастное освещение для выявления основной мысли рассказа.

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УДК 81-13

МЕТОДЫ АКТИВНОГО ОБУЧЕНИЯ НА УРОКАХ НЕМЕЦКОГО ЯЗЫКА

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Annotatsiya. Ushbu maqolada ta'lim jarayonida foydalaniladigan, ayniqsa nemis tili darslarida qo'llaniladigan axborot manbalarining imkoniyatlari yoritib berilgan.

Kalit so'zlar: innovatsiya, innovatsion texnologiyalar, nazariya va amaliyot, dars, nemis tili, ta'lim.

Аннотация. В статье освещено как в образовательном процессе используются различные методы, предоставляющие широкий выбор источников информации для познавательной деятельности на уроках немецкого языка.

Ключевые слова: инновация, инновационные технологии, теория, практика, урок, немецкий язык, образования.

Abstract. The article describes how various methods are used in the educational process, providing a wide range of sources of information for cognitive activity in German lessons.

Keywords: innovation, innovative technologies, theory, practice, lesson, German language, education.

В современном информационном времени изменились условия жизни, формирования и обучения. Теперь, в XXI веке возрастает роль интернационального воспитания. Поднимать собственную культуру, развиваться и идти вперед – это жизненная необходимость нашего столетия и молодого государства.

Лидирующей страной в мировом сообществе вне сомнения будет та, которая создает самую эффективную образовательную систему, способную развить научный интеллектуальный, духовный, технологический потенциал и воспитывать молодежь в духе беспредельной преданности и патриотизма своей родине, её идеалам и традициям, любви к человечеству, окружающей среде. В настоящее время государственная образовательная система находится в ожидании перехода на новую степень развития и требует коренной перестройки существующей методики преподавания. Крайне необходимо введение новой методики преподавания и проверенных технологий передачи информации с применением образовательных фильмов, в которых любой сложный для передачи блок информации становится легко усваиваемым и общедоступным.

Учитель должен уметь видеть каждый урок целостным и размытым, чтобы представить его. При этом важно составить модель урока и технологическую карту. Потому что технологическая карта, модель составляются исходя из особенностей каждого учебного предмета, возможностей и потребностей учащихся.

В современных условиях обучение немецкому языку осуществляется поэтапно, исходя из взаимной последовательности. Эта последовательность определяется следующим образом:

- определить общую, основную цель образовательного процесса;
- разделить образовательный процесс на реальные, конкретные этапы и поставить

конкретные цели для каждого этапа;

- решение задачи Джузеппе, чтобы достичь главной цели.

Основная суть педагогической технологии заключается в достижении гарантированного результата на основе системного подхода в сотрудничестве учителя и ученика. В частности, ниже показано значение интерактивных образовательных технологий в немецком языке:

- графические органайзеры, метод проектирования, технология Keys научат студентов преодолевать трудности в развитии мышления, изучая методы творческого взаимодействия;
- позволяет учащимся освоить новые формы проблемных исследований для понимания учебных материалов;
- создание условий для творческого образования в учебном заведении;
- помогает овладеть опытом решения различных реальных творческих педагогических задач;
- обеспечивает знание, управление процессом поиска.

В настоящее время в образовательных учреждениях в учебном процессе (преимущественно в высших и средних специальных учебных заведениях) для активизации обучения, лучшего и качественного преподнесения материала применяется различная техника и технические средства обучения (ТСО), такие как: проекторы, диапроекторы, слайдоскопы, телевизионные комплексы, компьютеры, модераторы, лингафоны и множество видов активных методов обучения: деловые игры, организационно-деятельностные игры дистанционное обучение, традиционные лекции, семинары, практические занятия, коллоквиумы, диспуты, круглые столы, конференции и др.

Основным электронным средством обучения немецкому языку на сегодняшний день является Интернет. Его привлекательность, по нашему мнению, связана с тем, что он создает среду, способствующую развитию творческих и когнитивных способностей учащихся и студентов в условиях нерегламентированности и многовариантности обучения, формирования и развития дивергентного мышления. Интернет в процессе обучения немецкого языка может быть использован в следующих случаях:

- поиск информации при подготовке к занятиям как студентов, так и преподавателя;
- синхронная (on-line) или асинхронная (off-line) коммуникация;
- дистанционное обучение;
- тестирование в режиме реального времени, доступное на сайтах языковых и учебных Web-порталов, а так же на серверах учебных заведений.

Наряду с использованием Интернета, применение специальных компьютерных программ становится интегральной единицей процесса обучения. К данной группе технологий можно отнести такие специализированные программы, как:

- компьютерные курсы (Reward, The Business);
- электронные словари и переводчики (Macmillan English Dictionary, Lingvo);
- профессиональный софт, примерами которого являются такие программы, как Power Point, которая используется для подготовки презентаций, слайд шоу и PR-акций, создания портфолио;
- Adobe Audition, позволяющая совершенствовать фонетические навыки и создавать собственные аудио тексты.

В заключение стоит отметить, что использование интерактивных методов обучения в процессе изучения немецкого языка приводит к повышению активности обучающихся, формированию навыков творческого подхода к знаниям, помогает раскрыть их способности и возможности, формированию навыков работы с коллективом, формированию навыков принятия решений путем обсуждения различных вопросов, это помогает сформировать навыки перехода в новые ситуации.

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ТАРИХ ФАНЛАРИ

UDC: 93/94

SHARAF RASHIDOV: FORMATION OF A POLITICIAN*Sh. Kurbanova, doctoral student of the Coordination and Methodological Center for Contemporary History of Uzbekistan, Tashkent*

Аннотация. *Maqolada Sharaf Rashidov nafaqat O'zbekiston SSRda, balki butun Sovet Ittifoqida qanday qilib yozuvchidan katta siyosatchiga aylangani, o'ziga ishonchli, mehnatsevar, aql zakovarli shaxs sifatida shakllanilishi haqida ma'lumotlar keltirilgan.*

Калит so'zlar: *Sharaf Rashidov, Oktyabr inqilobi, totalitar tuzum, ijtimoiy hayot, bilimdon, shaxs, iste'dod, dunyoqarash, ta'lim, o'qituvchi, she'riyat.*

Аннотация. *В статье рассматриваются вопросы о том, как Шараф Рашидов стал из писателя крупным политиком не только в УзССР, но и во всем Советском Союзе, а также приведены сведения о становлении его как решительного, трудолюбивого, умного личности.*

Ключевые слова: *Шараф Рашидов, Октябрьская Революция, тоталитарная система, общественная жизнь, знаток, формирование личности, талант, мировоззрение, образование, учитель, поэзия.*

Abstract. *The article has all the questions about how Sharaf Rashidov became a great political writer not only in the Uzbek SSR, but throughout the Soviet Union. Its development, as a person, and you had quality, hard work, intelligence and, of course, ambition.*

Keywords: *Sharaf Rashidov, October Revolution, totalitarian system, social life, connoisseur, personality, talent, worldview, education, teacher, poetry.*

Sharaf Rashidov was the same age as the October Revolution. The Bolsheviks, who came to power in Russia in 1917, conducted the largest experiment in terms of scale in the history of humanity and the most controversial in its results. As a result of transformations in a vast territory on which lived many people and nations was built a society which was based on socio-economic relations [1: 23]. This totalitarian system, based on the ruthless exploitation of human resources, had created a powerful economy and a strong army.

Sh. Rashidov was born in a family of farmers. His father “was up to the seventh generation of farmer, who had devoted his whole life to hard work. The old aged people from his native village “Sovungarlik” were very well aware of it” [2: 22-25]. Sharaf’s parents, both father and mother were simple villagers–farmers, but both were literate. His mother Quysinoy graduated a Muslim parish school for girls which were universally open in imperial times after the conquest of Turkestan. Sharaf’s family was very modest and like many other families around them, lived with difficulty making ends meet. At the same time, in the rural suburb of the small county town of Jizzakh, this family was well known and respected. Sharaf’s father, Rashid Khalilov, was a simple farmer. He was known as a kind and sympathetic person and was called the “right” person. The villagers considered him a great expert of many folk songs and “makoms”. He was a man who could be seen: tall, slender, always wearing “chapan” (national garment) and boots [3: 55].

In the 20s of the XX century, stormy events took place to form Soviet society. Of course, Sharaf Rashidov during these years was still too young to be fully aware of what was happening, but turbulent and rapidly changing events could not in any way affect the formation of his consciousness and personality as a whole. The main character traits were known to be determined in the early years of life. The consciousness and character of the young Sharaf were formed primarily against the background of significant and visible changes that took place in the surrounding reality. His worldview, the weight of the spirit, which later appeared in his work and work, ripened in turbulent and troubled times, and at the same time his spirit matured and his talent grew, the old world collapsed and a new world arose, to which he devoted his life to serving [3: 56].

Therefore, everything new was taking place at that time in the country's public life determined the life prospects of Sh. Rashidov. Born into a poor farmer family, during the time of tsarist Russia he would have no opportunity to obtain modern education and achieve the successes that were represented

by the Soviet system. Like many representatives of the new generation in 1926, Sharaf Rashidov went to a seven-year school in Jizzakh. This educational institution, which later received the name of the 10th secondary school named after N. Narimanov, also has a long history. It was opened in 1883 as a Russian-native school. Over the years, many graduates of this school have become state figures, have reached great heights in science, culture and art [4: 22].

According to the memoirs of contemporaries, Sharaf Rashidov had a strong memory and easily learned lessons. In 1933, Sh. Rashidov graduated from a seven-year school and entered the Jizzakh teacher training college. In college, he showed himself not only as a capable student but also as a good organizer. Soon he was elected chairman of the trade union committee of the technical school. In these years, the literary abilities of Sh. Rashidov also appeared. He wrote poetry for the wall newspaper of a technical school. Hamid Alimjan, who moved to Tashkent after the end of the Samarkand pedagogic academy, encouraged the poetry of his nephew.

But Sharaf Rashidov calls Maxim Gorky and Alexander Fadeev an inspiring example and a true teacher. Especially the early romantic works of M. Gorky greatly influenced not only the creative choice but also the life guidelines of Sh. Rashidov.

As for contemporary national literature, Sharaf Rashidov placed the first position on the new Uzbek literature and art, Khamza Khakimzada Niyazi and his works, in the first place according to his influence on him. And this influence was not limited to the literary activities of Niyazi, it was also supported by his practical activities. Khamza conducted diverse public work, fought for the liberation of women, exposed the actions of nationalists. In the personality of Khamza, his activity and creativity, according to Rashidov, the best features of the Uzbek people at that crucial stage of history, which was marked by the collapse of the old feudal society and the birth of a new society, found expression. In the works of Khamza, young Sharaf was most impressed with sympathy for the plight of the people, the criticism of the morals of those in power, calls for the enlightenment of the people, as well as his fiery motives, calling for an active struggle for rebuilding an unjust world. Sharaf himself was entirely on the side of Khamza, who was consciously and firmly in the ranks of supporters of the socialist revolution [3: 65-66].

Advances in Uzbekistan's economy in the 1930s allowed more attention to be given to education and health. The collective farm structure was eventually established in the republic's agricultural sector during these years. Selection in the nation took place at an accelerated pace with serious violations of the rule of law, because by the end of the first five-year program, that is, by 1934, the Center put forward the promise of gaining the cotton freedom of the USSR. So, the collectivization of cultivation was accomplished during the duration of the first and second five-year plans. In 1937, 95 per cent of farmers were merged into collective farms and 99.4 % of the acreage. However, during this time, thousands of prosperous peasants were repressed, there was significant damage to the traditional agricultural culture of our people. The main blow to collectivization came from farmers farms located on irrigated lands and involved in market relations, which caused great damage to agriculture [1: 39].

As a result of this, prosperous farmers farms capable of supplying a sufficient amount of grain and other agricultural products to the market were eliminated. Farmers were deprived of their rights and property and, together with all their close relatives, were evicted to remote regions (to Siberia, Ukraine and Kazakhstan) or newly developed lands. Many of them died, unable to bear the hardships, cold and hunger. Mass collectivization led to the fact that more than 60 thousand people were recognized as fists and subjected to repression [5].

Sharaf Rashidov, while working in the school, could also benefit society, achieve the honor and respect that many parents dreamed about. But this guy was very demanding of himself and set himself high goals. In 1936 he graduated from the Jizzakh Pedagogical College and worked as a teacher at the school for a year, and then, in 1937, continued his studies at the Faculty of Philology of the Uzbek State University in Samarkand [6: 659]. A great influence on Sh. Rashidov was made by his uncle, who, despite his youth, was already a famous poet among the people. In 1929, Hamid Alimjan published his first collection of poems – “Spring”.

Sharaf Rashidov became a student in the most difficult period in the history of Uzbekistan. The mass repressions that began in the USSR claimed the lives of many intellectual patriots in Uzbekistan: Munavvar Kori Abdurashidkhanov, Saidnosir Mirzhalilov, Mahmud Khodiev (Botu), Ubaydulla

Asadulla-Khodzhayev, Ashurali Zohiriy, Elbek, Otadjon Khoshimov, other. From January 1929 until 1933, the Bolshevik regime repressed 217 intellectuals of our country. The worst thing is that most of them were shot. Political repression reached its peak in 1937-1938 and went down in history under the name of "Great Terror." During this period, 681,692 thousand people were sentenced to death and executed in the USSR [7: 131]. In the USSR, millions of people were repressed and sentenced to long terms of imprisonment. According to data from 1936-1940, 5,758 Uzbek writers, journalists, public figures were detained in Uzbekistan, more than 4,800 people were shot. In total, from 1937 to 1953 100 thousand Uzbeks were repressed, 13 thousand of them were sentenced to death [8]. Among the repressed were Abdullah Kadiri, the founder of the Uzbek novel genre in Uzbek literature, the scientist, playwright and public figure Fitrat, the founders of the new Uzbek poetry Chulpan and Usman Nasyr, the first head of the Uzbek government SSR F. Khodjaev, the leader of the Communists of Uzbekistan A. Ikramov, as well as many other figures of science and culture, leading colleagues, representatives of religion, ordinary intellectuals.

The "cleaning" of party ranks in Uzbekistan was carried out in several stages. The first stage was carried out in the early 1930s, during which almost 40 thousand members were expelled from the party, and in 1937, another thousand people. In 1938, the party began to replenish, and the young Communists began to rise very quickly through the ranks. Among these young people was Sharaf Rashidov [1: 40-41]. In 1938 he became a candidate member of the CPSU (b), and in 1939 he was admitted to the party. It should be noted that the career growth of many Soviet leaders in the 1960s – 1970s began precisely during the Stalinist "personnel revolution" in the 1930s. However, the achievement of these high government posts by these people is explained not only by objective historical reasons. In this case, of course, one should take into account subjective factors, that is, the personal qualities of each of them. For example, in Sh. Rashidov these qualities were determination, determination, hard work, intelligence and, of course, ambition. If Sh. Rashidov lacked even one of these qualities, he would hardly have been able to achieve such great heights in his life [1: 42].

In his student years, Sharaf Rashidov was engaged in creativity, wrote poetry and short stories. Watching his activities, the dean of the faculty Ibrokhim Muminov (philosopher, academician, who later became a well-known public figure) receives permission from the rector for this active student so that he can work in the Samarkand regional newspaper "Lenin Yo'li" (Lenin Way "). In the editorial office of this newspaper, Sh. Rashidov works as a correspondent, executive secretary, and deputy editor. In his final year, he was promoted to the post of editor of a newspaper. The first steps of Sharaf Rashidovich on the path of life convinced his contemporaries of his outstanding abilities and talent [9: 17].

Sharaf Rashidov graduated from the university in 1941, dreamed of a peaceful creative life. The outbreak of the war changed the life plans of Sh. Rashidov. Already in August 1941, hundreds of students and dozens of teachers from Samarkand University joined the army. Sh. Rashidov, together with a group of students, voluntarily left for the Red Army and was sent to an infantry school in Frunze (now Bishkek), the capital of the Kyrgyz Republic. Studying at the school was designed for 4 months, but due to the difficult situation at the front and, first of all, on the approaches to Moscow, already in October all the sergeant staff and three cadet battalions were sent to Moscow to defend the capital. Together with classmates, Sh. Rashidov was sent to the North-Western Front as part of the 191st Red Banner Novgorod Rifle Division.

Like thousands of other Uzbek soldiers, Sharaf Rashidov heroically repelled the attacks of the Nazis. In the trenches, soldiers chose him as the secretary of the Komsomol Bureau of the 38th Guards Division battalion. For courage in the battles near Moscow in August 1942, he was awarded the Order of the Red Star [3: 89-90].

He was seriously injured in his left arm at the end of 1942. After long-term treatment in the city of Revda, Sverdlovsk Region, he was demobilized and returned home. This wound made itself felt until the end of his life. Asil Rashidov writes about this: "The Sharaf and Sahob Rashidov brothers took part in the deadly battles during the most difficult period of the war - 1942 - 1944 and returned from the battlefield with wounds" [2: 22-25].

Sh. Rashidov returned to civilian life, in his native land - Jizzakh. He was appointed the director of his native school. It should be said that during the war years the position of director did not guarantee

a quiet life. Many teachers were at the front and often one teacher had to conduct the subjects which weren't even nearly the same.

Sh. Rashidov worked as a school principal for a little less than a year. Moving a little away from the hardships of the war and improving his health, Sh. Rashidov again returns to journalistic activities. He is appointed as an editor of the Samarkand regional newspaper "Lenin Yoli". In this position, Sh. Rashidov showed such remarkable qualities as initiative, the ability to manage a team, and a culture of communication with people. The education and organizational skills of Sh. Rashidov very soon attracted the attention of the party leadership of the Samarkand region. During the war years, the party needed such leaders. Therefore, in July 1944, Sh. Rashidov was transferred to the post of secretary of the regional committee of the Communist Party of Uzbekistan.

The transfer of Sharaf Rashidov to party work did not interfere with his creative activity. He, as before, continued to write poetry and short stories. But at this time he loses his permanent adviser and creative mentor: on July 3, 1944, an outstanding Uzbek poet Hamid Alimjan is killed in a car accident at the age of 35.

On the night of July 2, 1944, the car on which Hamid Alimjan was returning and several other writers crashed. H. Alimjan was in serious condition and he was taken to a hospital. Having learned about the incident, the head of Uzbekistan Usman Yusupov, together with the leading surgeons of Tashkent, arrived at the hospital. Hamid Alimjan was conscious and despite the promises of doctors and Usman Yusupov, he felt that his life was leaving. Despite the grave condition, he asked U. Yusupov to pay attention to Sharaf Rashidov [1: 49].

In 1944, Sh. Rashidov worked as the editor of the Samarkand regional newspaper "Lenin Yuli". In July this year, he was elected secretary of the Samarkand regional party committee. So, thanks to Hamid Alimjan and Usman Yusupov, party activity of Sharaf Rashidov began, which led Uzbekistan for more than 30 years [10: 17].

The Secretary of the Samarkand regional committee of the party, Sharaf Rashidov, took an active part in restoring the post-war economy not only within the region but also throughout the republic. Together with Samarkand, he took part in the development of the steppes of Central Ferghana, the construction of the Farhad hydroelectric station. His leadership qualities and skilful leadership attracted the attention of Usman Yusupov.

In 1947, Sharaf Rashidov was appointed editor-in-chief of the newspaper "Red Uzbekistan" (since 1964 - the "Soviets Uzbekistan", now "The voice of Uzbekistan") - the central organ of the Communist Party of Uzbekistan. They say that neither before nor after Sh. Rashidov, no one was the chief editor of this newspaper at the age of thirty [1: 55].

Sharaf Rashidov, together with his wife and two children, moved to Tashkent. This year, Sh. Rashidov created the foundation for subsequent party activities - he entered in absentia at the Higher Party School under the Central Committee of the CPSU (b.).

While working as the chief editor of the newspaper "Red Uzbekistan", Sharaf Rashidov begins work on the first major prose work - the novel "G'OLIBLAR" ("Winners"). The story was devoted to the development of virgin lands by the Uzbek people. This work touched on a very urgent problem of its time - the radical reorganization of the irrigation system of the republic, the struggle of some leaders who are opposed to drastic transformations with young innovators. A native of the village, who grew up in a family of farmer Sh. Rashidov knew about the situation, achievements and problems in agriculture firsthand, so he devoted his first work to the problems of agriculture [9: 16].

During this period, Sh. Rashidov proved himself as a publicist. One by one, his articles on the republican, union, and international topics began to be published in the republican and central press. The journalistic works "The Verdict of History", "The War Retreats", "May Morning", included in the book published in 1949 under the title "The Verdict of History", as it were, the author directly takes part in the struggle for peace between peoples. He became recognizable among Soviet writers. In 1949, Sh. Rashidov was elected chairman of the Union of Writers of Uzbekistan.

"As he grew and developed as a journalist, publicist and writer, he simultaneously grew and developed as a politician. The literary work of Sharaf Rashidovich is difficult, if not impossible, to separate from his political activity. Their unity is due to the very personality of Sharf Rashidovich, rooted in its very depths. He was a true patriot of Uzbekistan, he never lost faith in his homeland, in its

worthy future” [3: 111].

Therefore, his election on August 21, 1950, was the fair chairman of the Presidium of the Supreme Council of the Uzbek SSR. Sh. Rashidov came to rule the republic as a nominee of the union centre, but it could not be otherwise in those days. A front-line soldier, teacher, poet, already known for his journalistic work and literary and artistic works, he was rightly considered one of the most educated people among local party members. Moscow relied on Sh. Rashidov, believing that a high level of education distinguishes him from participants in traditional clan squabbles - as a result, already at age 33 he becomes chairman of the Presidium of the Supreme Council of the republic. In the former Soviet Union, no one at such an early age held such a high post in government. From this day begins the activity of Sh. Rashidov as the leader of the republican scale.

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UDC 81

AGE-RELATED RITUALS OF THE POPULATION OF KHOREZM OASIS (TWELVE YEAR-PARTY, LACHAK “BIG SCARF” PARTY, A THOUSAND MONTHS, etc.) *Sh.K. Nurullayeva, Associate Professor, Urgench State University, Urgench*

Annotatsiya. *Inson tug'ilgandan to vafot etguniga qadar uning hayot tarsi marosimlarda aks etadi. Xorazm vohasi marosimlari yurtimizning boshqa hududlardan farq qiladi. Ushbu maqolada vohamizning yosh bilan bog'liq marosimlari (muchalto'y, lachak to'y va boshqalar) va ularning transformatsiyalashuv jarayoni, Xorazm xalpalari ijodiy yoritib berilgan.*

Kalit so'zlar: *Muchal to'yi, lachak to'yi, yubiley, xalpa, Honimjon Saidahmad qizi, Anajon Sobirova, Onabibi Qori (Ojiza).*

Аннотация. *Образ жизни человека от рождения до смерти отражается в церемониях. Церемонии Хорезмского оазиса отличаются от других регионов страны. В этой статье описываются возрастные церемонии оазиса (свадьба в мучале, свадьба на лачаке и т.д.) и процесс их трансформации, творчество хорезмских халпа.*

Ключевые слова: *Свадьба на мучале, свадьба лачак, юбилей, халпа, Ханумжан Сайдахмадкызы, Анажон Сабирова, Онабиби Кори (Ожиза).*

Abstract. *From birth to death, a person's way of life is reflected in ceremonies. The ceremonies of the Khorezm oasis are different from other regions of the country. This article describes the age-related ceremonies of the oasis (muchal wedding, lachak wedding, etc.) and the process of their transformation, the work of Khorezmxalfas.*

Key words: *Twelve year-party, lachak(big scarf) wedding, anniversary, xalpa, Honimjon Saidahmadqizi, Anajon Sobirova, Onabibi Qori (Ojiza).*

As people grow older, they celebrate various occasions connected with age. In each 12th year of each person, there is a certain celebration in the light of his own year. Particularly, the first twelve year celebration was celebrated separately in Khorezm and the parents honored the whole nation on their child's first twelve year age. Another of the joyful days in the life of Khorezm is their anniversary

celebrations. The word “jubilee” - anniversary was derived from the ancient Jewish language and means “celebrated year in every 50 years”. In Khorezm, anniversaries are celebrated mostly at the age of 40 or 50 years for men and women. It is widely celebrated at the age of 40 and the elderly say that from that time on, the outlook and attitude of the person changes and he becomes more constrained. At the jubilee ceremony close friends and relatives of the jubilee’s owner are invited. Guests give different presents and present their best wishes for the owner of the anniversary. In Khorezm there is a ceremony of wearing a lachak. Lachak has been formed as women's headdress for centuries and has gained new essence with the effect of natural, economic and social factors. The traditional headdress lachak of Uzbek women in Khorezm fulfilled two main functions:

1. In the cold winter of Khorezm and in dry heat (in sharp continental climate) in the winter, it prevents the head from cold and from the sun light in the summer.

2. The woman wearing a lachak had a special responsibility and honor in her neighborhood.

Dressing lachak is one of the rituals traditionally preserved in Khorezm women. There are several conditions for wearing lachak:

1. The woman who wishes to wear lachak must be an honest and clear woman with belief

2. Must be worthy of respect among the neighborhood.

3. She must married of course must have a child.

4. There must be consent of her father-in-law, mother-in-law and husband to wear a lachak[1].

It was considered that women should wear lachak when she was without any wonder i.e. when her sons and daughters had married. When Khiva women wear this head clothing for the first time, a special ritual – the “Lachak party” was held and a ram was slaughtered[2]. Lachaks were divided into “a rich lachak” and “a poor lachak” according to its material. It showed the economic status of women, their role and status in society. Because of its name, it is possible to say that “a rich lachak” was worn by mostly rich, elegant women. It is made of various colorful, original silk fabrics. The poor lachak was worn by women in the middle and the poorest parts of the population, mainly made of gauze (soft marley), white coarse calico and large scarves. When asked about how old women can wear a lachak, two versions of answers were answered by Khiva’s elderly ladies. Some say that a woman of 20 or 24 years of age – double twelve years can wear lachak after having one or two children, and some say that women can wear it mainly when they are 50-55 years old after seeing four twelve years or 63 years old, that is, after the Prophet's age. In fact, both of these options were true, and at the beginning of the 20th century women wore lachak after having been married and given birth to a child; and this time corresponds to the second twelve years of a woman. Nowadays, however, only the elderly women wear the lachak.

In some districts (e.g. Khazarasp), masters of lachak were busy with preparing or wounding some of the parts of the lachak. The lachak could only be worn by elderly honored women living in the mahalla, namely, who mastered and know the Karan, who has grown a pious child and who are respectful. The lachak wearing ceremony was made in Khiva as follows: saying “First of all Bismillahirrahmonirrahim: we taking the devil’s shawl off and wear the skull-cap of the Rahman” a skull-cap was worn on a woman’s head. It means that now it is impossible for her to gossip or she turns up an elderly honored woman. She is wrapped around her neck and wrapped in a red, white cloth behind her neck. The red fabric reminds youth, white fabric (mattress) reminds oldness. The white scarf is covered on. A woman wearing a lachak leans to everybody and everyone greets her with presents wishing long life. Her husband, on the other hand, gives his presents to her and the elderly woman who has worn lachak on his wife. Handkerchiefs were delivered in the sense that let the participants of the lachak party reach such a day too.

Lachak was worn at least for three days and it was worn forever if it was possible. Then it was taken off without breaking and kept till the last day of life and worn on that day when seeing her off to the last address – when she was dead. Traditionally, in Khorezm, all women (except for those who have no children, if they didn’t adopt an orphanage and brought him up as a perfect person), were obliged to wear a lachak. If it was impossible for somebody to wear lachak or didn’t manage it, a lachak was made up and put above her head when she died. If this is not possible, a piece of cloth for a single dress and drawers, a skull-cap, two or three scarves should be applied to the dead body washer.

At present, a lachak is worn only by old women as a traditional head wearing. Young women have replaced the old lachak with a variety of modern sheets. As we have above mentioned, lachak is a head wearing of not only Khorezmian women, but also other Turkic, Karakalpakkirgyzian and other nation's women. It shows that there has long been a sign of close neighborly relations between related nations.

Traditional folk art, which for centuries passed from generation to generation in Khiva khanate, was one of the most popular forms of art in Khorezm. It is impossible to imagine the wedding ceremonies, especially the lachak parties without it. Women in Khorezm region, who are called halfas, are well-versed in the literature, singing, playing dance, playing circles. At the end of the 19th and the beginning of the 20th century, the halfas were singing with a single lined plain accordion. The halfas like Hanimjon Saidahmadkizi, Anajon Sobirova, Onabibikori (Ojiza) were masters of playing accordion and singing. Most of the halfas who were working either individually or as a group did not use a musical instrument, but sang tapping two cups or plates to one another. There were 3 people in the group – a halfa, tambouriner and dancer. The halfas mainly served among women in weddings, festivals and mourning ceremonies and from the sunset till the dawn with gazelles, folk epics, songs, also they composed songs according to the character of the being ceremony. They raised the spirits of people making ceremonies, parties of girls and women and weddings lively[3]. It is noteworthy that the Khorezm halfas sang not only the truth and justice, but also poems and gazelles reflecting the unsatisfied desires and sorrows of Uzbek women. Particularly, in the song “Kizlar xarobbuldi (The Girls Fell)” about the horrible destiny of the poor girls brought into the kharam of Asfendiyyer forcedly reflected the unsatisfied desires of poor girls who were harshly separated from her parents or from her beloved boy, it was a reflection of the innocent girls who were punished for resisting the khan and this was a great demonstration of courage to sing this song openly. The halfas, who had done this, found themselves under the pressure of officials and scholars. They even abused the halfas as “leaders of women astray” or “women without any belief of Islam”. Because of the dissatisfaction of some of the khanate's policies in the halfa's creativity, their creation would not only appeal to women, but also to men who would be able to listen to it aloud[4]. For example, in the weddings attended by Shukurjon halfa from Khiva, the men listened to the songs of the halfa and watched them play from holes and door of the women's banquet hall and room. At that time the following halfas were worth the respect and attraction of the Khorezmian people with their creation and execution in Khiva khanate like Shukurjon halfa, Sharifa halfa, Joni halfa, Anash Maryam, Bibijon halfa Kasimova, Durkhanim halfa Kurbondarozova from Khanka, Kish halfa Khasanova, Ayitjon halfa Safaeva, Guljonkari halfa, Oysha kulol halfa Iskandarova, Yokut halfa Vafoeva, Sharifa Otasheva, Ugiljan Kuryazova, Yokut halfa Seyitniyozova and others. They composed songs from poems by Navoi, Makhtumkuli and other classic poets and sang those songs.

Khanimjan suvchi halfa was a prominent figure in the Khorezm, with poems that reflected injustice against women and served for some time in the palace of Muhammad Rahimkhon with the nickname “Suvchi”. She was famous for her songs like “O'larbo'ldikbuxonlarning dastidan (We were tired of the khans)”, “Umringiyig'labo'tgaybevafozolim (we wish crying all life, you tyrant)”, “Naylayin armonliketdim (What should I do, I passed unsatisfied)”. Her student Anajon halfa Sobirova performed folk songs and was famous for playing accordion and dancing from the age of 16. As a result of the officials' slander, Asfendiyyer khan ordered to put Onajon halfa who continued her teacher's traditions, Hanimjon Suvchi and Momo Talmin halfas into a sack and strike them with stick for hundred times. But after such insults and abuses, the halfas continued to show their art to the country.

Men and women, who are 80 years old, celebrated their 1000th month wedding in Khorezm. Their peers and relatives greeted them with gifts and carried out weddings making tables. In addition, families who have lived together for 50 years also celebrated their “silver weddings” and families who have lived together for 70-80 years celebrated their “golden weddings”.

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MAHMUD ANJIR FAGNAVIY- THE THIRD PYR OF BUKHARA SHARIF

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Annotatsiya. *Ushbu maqolada Buxoroning uchinchi piri Mahmud Anjir Fag`naviy hayoti va so`fiylik tariqatidagi faoliyati yoritilgan. Maqolada asoslangan ma`lumotlar mazkur ob`yektida ziyorat ekskursiyasini olib borishda ekskursiya matnining roli aniqlangan.*

Kalit so`zlar: *Xojagon ta`limoti, karomat, rivoyat, inson kamoloti, jahriya zikr, anjir daraxti, shogird.*

Аннотация. *Эта статья посвящена жизни и работе третьего суфийского учителя Бухары Махмуда Анжира Фагнави. На основании статьи определена роль экскурсионного текста в объекте экскурсии.*

Ключевые слова: *Учение Ходжагана, пророчество, повествование, человеческое совершенство, джахрия зикр, смоковница, ученик.*

Abstract. *This article discussed the life and work the third of Bukhara Sufi teacher Mahmud Anjir Fagnavi. Based on the article, the role of the excursion text on the site's excursion is determined.*

Keywords: *The teaching of Hojaghan, prophecy, narration, human perfection, Jahiya dhikr, fig tree, disciple.*

Mahmud Anjir Fagnaviy studied Sufism education from Orif Revgari (the second pyr of Bukhara Sharif famous as Mohitobon), he was the perfect man of his time, and gave others the light of truth.

The great sheikh of Khojagon education Mahmud Anjir Fagnaviy was born in 1196 according to Arabic sources. He was born in the village of Anjir Fagnavi, Vabkent district of Bukhara Province. Now, this blessed address is called Anjirbog. Sheikh's original blessed name is Mahmud. Mahmud is the Arabic word means praised and good. The Anjir Fagnaviy is the name given to the birthplace of Fahnevi. Also, there are beautiful signs outlined by this person about the fig. Although the texts of the stories are different, they are one essence. Sheikh Mahmud will be asked to give fruits during the winter season. Then he put their hands on the pure earth, and took fresh figs. The legend about fig was happened by Fagnaviy. It is clear that the divine sign should focus on the mystery of the fig. When man's father Adam and his mother Eve asked for leaves from trees to cover their nakedness because of lack of clothing in Paradise, the fig tree only satisfied their request. For this purpose, Allah has glorified figs and revealed in Surat al-Tin, Surah Anjir. It is said that mushki anbar (good smell) is made from the animals which are feed by fig tree leaves. So, Anjir Faganviy also told that people must be useful for others and be good persons.

Mahmud Anjir Fagnaviy was handsome man but not tall, was a white person with beautiful nose, and wide mouth with black beard. He had white turban on his head had many prophecy. He was from the generation of sayyids.

Mahmud Anjir Fagnaviy always lived up to his honesty. He was engaged in craftiness, carpentry, and trade.

There is some information about him in “Manoqibi Khoja Abdukholik Gijduvoni” by Mahdumi Azam: “Khoja Mahmud Anjir Fag`naviy was great person of Sufism education, he was taught tariqat and shariat by Khoja Orif, and divine science from Khoja Abdulkholik Gijduvoni.”

Mahmud Anjir Fag`naviy served Khoja Orif Revgari was the most perfect student and follower. He was a close friend of Orif Revgary's sufism sciences. As a result, he reached such a level of maturity that he was described as "his wisdom leak through his finger". Allah Almighty gave His blessings to the hearts of the righteous believers, purified their hearts from darkness, and snatched their curtain over them with mercy because of him.

There are some words about his maturity status in “Manoqibi Khoja Abdukholik Gijduvoni” by Mahdumi Azam: “When Khoja Mahmud says “Ya Rabbiy”(o my God), there is the answer of Allah “Labbayka ya abdi”(yes my slave) ”.

They say that Satan(Devil) has been walking with him for 12 years to mislead Hoja Mahmud. One evening he came to see Mahmud with a candle. Khoja Mahmud was at buried place of Khoja Abdulkhalik The Devil asked Hoja Mahmud, "How long is the forty trip distance?" This was the

purpose of the devil, when Khoja Mahmoud replied "I am a man", that is, manga. Man (I am) is considered to be proving himself to be a sect, and it is inappropriate. The Prophet (peace be upon him) said: "La takilni ila nafsi '(do not leave me alone). Khoja Mahmud knew the purpose of the devil and replied "Hasht and panj" (eight or five) trips. (So, eight or five trips a mile). When he heard this answer, Satan put his head on the ground and said, "For 12 years, I could not make him mislead, so why to stand with him?"

A loud voice remembering is one of the main acts of Sufism that help the perfection of human beings and lead them to vigilance and cognition by awakening their sleep is zikr (remembering Allah all the time). Abdulkholiq Gijduvoni and Arif Revgary performed a ridiculous secret, that is, a silence remembering.

Mahmud Anjir Fag`naviy with the permission of his teacher, he began to introduce a loud voice remembering (zikri jahriya) which he performed with loud voices. When they ask him about the reasons, he replies: "It is because we have chosen the way of this remembrance, so that to awake those who sleep. Let them be free from ignorance and be submissive to the Shari'ah and the Laws. Let them attain the happiness of the two worlds, the privilege of being a servant of the true God. I want to awaken the sleeper and the deceased, so that they should turn to the truth and repent with their Lord in sincerity. Indeed, turning to Allah is a sign and key of happiness."

Mahmud Anjir Fag`naviy applied a loud voice remembering at that time with good wishes and the scholars of that time used his action. As a result, from the time of Mahmud Fagnaviy until Bahauddin Nakshband they used both silence and loud voice remembering.

"Who can do loud voice remembering?" was asked by Mahmud Anjir Fag`naviy. "The Sufi whose tongue is free from lie and slander, whose stomach is free from haram food, whose heart is free from the wishes of being famous and hypocrisy, whose insight is free from bad things and the world can do a loud voice remembering," he answered.

According to Mahmud Anjir Fagnaviy there is the same aim of silent and loud voice remembering- to reach to truth, Allah. There is importance of situation, advice, wisdom.

Mahmud Anjir Fagnaviy was the teacher of "the twelve Sircle" and brought up many people. In "Rashahot aynul hayot" by Ali Safiy there is a story: Khoja Ali Rometaniy asked Khizr "Whom to chose as a teacher at the moment?" Khizr replied "At this moment chose Mahmud Anjir Fagnaviy as a teacher" According to the advice of Khizr Khoja Ali Rometaniy (famous as Azizon) was a student of Mahmud Anjir Fagnaviy.

In source there is information about many prophecies of Anjir Fagnaviy. If it is necessary he could fly like a big bird. Khoja Ali Rometaniy said, once he together with his companions were busy with remembering a big bird appeared on their heads and told "Ali, be careful" in human language and everybody understood the bird, and asked Ali what the meaning was. "The bird is Mahmud Anjir Fagnaviy. Now he is flying to Khoja Dehkon Kaltiy. Khoja Dehkon Kaltiy is the student of Kabir Saint. Kaltiy asked from Allah "When my last breath is approaching, make my and Allah`s friends to be near to me so that my death will be easy" that`s why Khoja Mahmud flying to him," he replied

Mahmud Anjir Fagnaviy was honored as "Gibtafarmoniy surayyo". Surayyo is described as a Hulkar, a collection of stars, with the name of the Great Creator, who imparted the Divine Decree to His slaves, giving the light like a star.

Khoja Mahmud Anjir Fag`naviy passed away in 1286 (685 Hijri). His grave is located in Anjirbog village in Vabkent district of Bukhara Province. He gave the Shaykh's permission to Husayn Amir Khurd Vobkandi (1319) and Khoja Ali Romitanni (1321).

In summary, we can say the following:

1. Khoja Mahmud Anjir Fag`naviy is a worthy, praiseworthy like his name.
2. Khoja Mahmud Anjir Fagnaviy has the characteristics of the fig tree, when he was always ready to give the necessary help, he was ready to fly as a bird.
3. Khoja Mahmud Anjir Fagnaviy was taught spiritual, divine knowledge by Khoja Abdulkholik Gijduvoni and the knowledge of Sufism education by Orif Revgari.
4. From the time of Khoja Mahmud Anjir Fag`naviy to time of Bahawaddin Nakshband there was both silent and a loud voice remembering. He added the a loud voice remembering in khojagon education.

5. Khoja Mahmud Anjir Fag`naviy was the perfect teacher of his time and brought up a lot of followers. He educated Khoja Ali Rometaniy famous as Azizon.

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КОЛЛЕКТИВЛАШТИРИШ АРАФАСИДАГИ ВАЗИЯТ ТЎҒРИСИДА ҚУРБОН БЕРЕГИННИНГ АСАРИ

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Аннотация. Мақолада советларнинг Хоразм қишлоқларида коллективлаштириши сиёсатини ўтказишдан олдинги давр тўғрисидаги маълумотлар берилган. Бунда ўша даврдаги жамоат арбоби ва журналист Қ.Берегиннинг “Хоразм округида меҳнатсиз хўжаликларни тугатиши яқунлари” асари асосидаги фактлар келтириб ўтилади.

Калим сўзлар: Қ.Берегин, декрет, ер комиссияси, бой мулкдор, ўртаҳол, таноб, жувоз, чигир, сургун.

Аннотация. В статье приводятся сведения о досоветской эпохе коллективизации в сельской местности. Это основано на фактах известного тогда общественного деятеля и журналиста К.Берегина «Результаты ликвидации неработающих хозяйств в Хорезмской области».

Ключевые слова: В. Берегин, указы, земельные комиссары, богатые помещики, посредники, танобы, жувоз, чигир, изгнание.

Abstract. The article provides information about the pre-Soviet era of collectivization in rural areas. This is based on the facts of the famous public figure and journalist K.Beregina “The results of liquidation of non-labor farms in Khorezm region”.

Keywords: K. Beregin, decrees, land commission, wealthy landlords, middleman, tanobs, juvoz, chigir, exiles.

Совет давлати ўз худудида, хусусан Хоразмда 1929-35 йилларда коллективлаштириш ва кулоқлаштириш сиёсатини олиб бориш арафасида, шу пайтгача қишлоқларда сақланиб келинаётган бой, мулкдорларнинг ери, мулки, меҳнат қуроллари ва чорвасини мажбурий тортиб олиш ҳаракатини бошлаб юборди.

Бу борада 1928 йил 2 декабрда Ўзбекистон Марказий Ижроия Қўмитаси «Хоразм округида йирик меҳнатсиз ердан фойдаланишни тугатиш» бўйича декретни қабул қилди. «Декретга кўра Хоразм округида ёлланма меҳнатдан фойдаланувчи 20 гектар экин ёки 40 гектар чорва ери бор хўжаликлар, хон хонадони авлодларига, йирик судхўр, диндор ва 3-разряддан кўп патентга эга бўлган савдо ва саноат ходимларига қарашли ерлар, қишлоқ хўжалик асбоб ускуналари, ҳайвонлари ва бошқа мулкларини биринчи навбатда тортиб олинадиган бўлди» (“Инқилоб куёши” газетаси, 1929 йил 8 декабрь).

Бу сиёсатни кенг оммага тарғиб этиш, халқни вазият билан таништириб бориш ва унинг онгига бу жараённинг халқчиллигини, тўғри танланган йўл эканлигини таъкидлаш мақсадида матбуотдан фойдаланилди. Шу мақсадда партия, давлат қарорлари матбуотда чоп этилибгина қолмасдан, олиб борилаётган сиёсий жараён тўғрисида “Правда”, “Қизил Ўзбекистон”, “Инқилоб куёши” каби марказий ва маҳаллий нашрларда мақолалар, ахборотлар бериб борилди.

Ўша даврда ахборот ва маълумот сифатида чоп этилган мақолалар эса вақт ўтиб, шу пайтдаги вазиятни ўрганишда тадқиқотчи учун суянадиган муҳим манбага айланди.

Масалан, ўша вақтларда Республика марказий ижроия комитетининг раиси бўлиб ишлаган Й.Охунбобоевнинг 1929 йил 3 октябрдаги Ўзбекистон Марказий Ижроия Комитетининг 2-

сессиясида сўзлаган "Пахта проблемаси хақида", 1935 йил 16 ноябрда Ўзбекистон зарбдор колхозчиларнинг 2- курултойида сўзлаган "Пахтадан юқори ҳосил олиш учун курашайлик" номли нутқларида ёки "Хоразмнинг техника ва иқтисодий қайтадан қурилиши учун ёрдам берайлик" (Й.Охунбобоев, "Қизил Ўзбекистон" газетаси, 1931 йил 16 август) сарлавҳали мақоласида ҳам колхозлар ташкил этилгани улуғланиб, қулоқлар кораланади, пахта экиш тарғиб этилади.

Шунингдек, яна бевосита ана шу даврнинг ўзида, ўша вақтдаги вазият хақида батафсил маълумот берувчи Қурбон Берёгиннинг «Хоразм округида меҳнатсиз хўжаликларни тугатиш яқунлари» (Қ.Берёгин, Самарқанд-Тошкент, 1930 йил), «Практика перевыборов Советов и основные задачи партии» (Қ.Берёгин, Урганч, 1931 йил), «Савод учун кураш» (Қ.Берёгин, Тошкент, 1931 йил) ва «Мактаб бурилишда» (Қ.Берёгин, Тошкент, 1933 йил) номли асарлари яратилди.

Ана шу асарлар ичида XX асрнинг 20-30 йилларида, нафакат Хоразм, балки Ўзбекистон миқёсидаги жамоат арбоби, журналист, муҳаррир, ношир ва ташкилотчи шахс сифатида танилган инсон хивалик Қурбон Берёгин (1904-1938) нинг «Хоразм округида меҳнатсиз хўжаликларни тугатиш яқунлари» (Қ.Берёгин, Самарқанд-Тошкент, Ўздавнашр, 1930 йил) асари алоҳида ажралиб туради.

Унинг асл исми-шарифи Қурбон Оллаберганов бўлиб, ўз даври матбуотида ва ижтимоий сиёсий фаолиятида Қурбон Берёгин сифатида танилган эди. Унинг 1935 йил 22 октябрда Тошкентда ўз қўли билан ёзган рус тилидаги таржимайи ҳолида, 1904 йилнинг декабрида Хива шаҳрида камбағал хунарманд оиласида туғилгани ёзилган. Қурбон Берёгин 1912-13 йилдан бошлаб Хивадаги эски мактабда, 1917 йилдан эса мадрасада таҳсил олади. 1921 йилда Қозон шаҳридаги ҳарбий сиёсий мактабга бориб таҳсил олади. Қиска муддатли курсда ўқиб келгач, Хивадаги ёшлар ташкилотида умумий бўлим мудирини бўлиб ишлайди. Ўзи сингари камбағал болаларни мактабларга жалб этиш, иқтидорли ёшларни эса Москва, Қозон, Боку, Тошкент шаҳарларига ўқишга юборишга бошчилик қилади. Шу билан бирга 1922 йилда ўзи ҳам Москвадаги шарқ меҳнаткашлари университетида таҳсил олиб қайтади. Таҳсилни қиска муддатда тамомлаб келгач, Хивага келиб ёшлар ташкилотида сиёсий оқартирув бўлими мудирини бўлиб ишлайди. 1923-24 йилларда Тошхөвүз шаҳрида ёшлар ташкилотини ташкил этишга бош бўлади. 1925 йилга келиб ўз даврининг фидойи жамоатчиси сифатида танилган Қурбон Оллаберганов Хоразм округ (вилоят) ёшлар ташкилотининг масъул котиби этиб тайинланади ва волост (туман)ларда ёшлар ташкилотини тузиш, умуман шу даврнинг мафқурасини халққа сингдириш, саводсизликни тугатиш мактабларини ташкил этишга бош бўлади. Ана шу йилларда у матбуотда мақолалар ёзиб, Қурбон Берёгин таҳаллуси билан кенг танилади. Шу тариқа иқтидорли журналист сифатида ҳам танилган Қурбонни 1927 йил февралда «Инқилоб куёши» (ҳозирги «Хоразм ҳақиқати») газетасига бош муҳаррир қилиб тайинлашади.

Маълумки, 1929 йилдан собиқ иттифокдаги қишлоқларда оммавий равишда мажбурий тарзда колхозлар ташкил этиш сиёсати бошлаб юборилди. Ана шу йилларда Қ.Берёгин Гурлан туманида ер-сув ислохотини ўтказувчи комиссия раиси сифатида фаолият кўрсатди. Айни пайтда округ (вилоят)даги жараёни кузатиб ва ана шу компания ташкилотчиси сифатида «Хоразм округида меҳнатсиз хўжаликларни тугатиш яқунлари» (Т., 1930) номли китоб ҳам ёзиб нашр қилди.

Қурбон Берёгиннинг юқоридаги асарида ўша даврдаги вазият ёритиб ўтилган. Ундаги маълумотларга кўра, «1928 йилнинг ўзида округ бўйича тугатилган хўжаликлар сони – собиқ хон амалдорлари, тўралар 200, руҳоний уламолар 52, савдогарлар 141, судхўрлар 13, жами тугатилган мулкдор хонадонлар 532 тани ташкил қилган. Шулардан 899273 таноб ер тортиб олинган. Шунингдек, 220 от, 80 туя, 229 хўкиз, жами 605 иш ҳайвони, 202 арава, 1040 та кунда, поза, ўроқ, кетмон, белкурак, яна 404 чиғир, 2 машина двигатель, 1 насос, 36 мой жувозлари, 13 гуруч жувози, 80 тегирмон, 246 та турар жойлар тортиб олиниб мусодара қилинади» (Қ.Берёгин, "Хоразм округида меҳнатсиз хўжаликларни тугатиш яқунлари", Самарқанд-Тошкент, 1930 йил, 44 бет). Ана шу бадавлат хонадонларнинг 16 тасида Хоразмдан бошқа округда ҳам ери бўлиб, бу ер миқдори 512 танобни ташкил қилган. Шу каби ўзи хивалик бўлиб, бошқа районларда ҳам ери бўлган яна 43 бадавлат хонадоннинг 691,25 таноб ери бўлган. Юқорида таъкидлаб ўтилган декретга асосан, «Тугатилган хўжаликлардан қишлоқ аҳолисига таъсир қилувчи зарарли деб 18 бой, 14 собиқ хон хонадонига қарашли тўралар, 10 руҳоний, 8 савдогар, 4 судхўр, жами 55 киши

район ер комиссиялари томонидан зарарли деб топилиб, округ доирасидан сургун қилинди» (Қ.Берегин, ўша китоб, 45 бет).

Шу тариқа Қ. Берегин ўзи ҳам иштирок қилган бой, мулкдорларнинг ери, молу мулкни тортиб олиш ҳақидаги давр тўғрисида бугунги кунда қимматли маълумотлар берувчи асар ёзиб қолдирди. Курбон Берегиннинг ушбу асари ўша зиддиятли даврдаги ҳаққоний вазиятни ўрганиш учун архив манбалари, шу давр кишиларининг хотиралари каби муҳим аҳамиятга эга ҳисобланади. Гарчи юқорида таъкидланган Й.Охунбобоевнинг сўзлаган нутқ, ёзган асарлари, матбуотдаги мақола ва ахборотлар, Қ.Берегиннинг китоблари шўро даври мафкураси нуқтаи назаридан ёритилган бўлсада, ундаги факт ва фикрлар тарихимизни бугунги кунда ҳолис, қиёсий таҳлил этишда қимматли маълумот берувчи манба сифатида алоҳида ажралиб туради.

ҲОИДАЛИНИЛГАН АДАБИЁТЛАР РЎЙХАТИ:

1. "Инқилоб қуёши" газетаси, 1929 йил 8 декабрь.
2. Й. Охунбобоев, "Қизил Ўзбекистон" газетаси, 1931 йил 16 август.
3. Қ. Берегин Хоразм округида меҳнатсиз хўжаликларни тугатиш яқунлари, Т., 1930.
4. Қ. Берегин Практика переывборов Советов и основные задачи партии, Урганч, 1931 йил.

УДК: 91

**ТАМОЖЕННОЕ ДЕЛО В ТУРКЕСТАНЕ И ЕГО ВЛИЯНИЕ НА РУССКО-АЗИАТСКИЕ
ТОРГОВЫЕ ОТНОШЕНИЯ**

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***Аннотация.** Ушбу мақолада Рус-Осиё савдо муносабатларида Туркистонда олиб борилган божхона ишининг таъсири атрофлича ёритилган. Асосий эътибор кўриб чиқилаётган тарихий даврда Россия империясининг ушбу ҳудудда жорий қилган бож сиёсати ҳамда империя чегара масалаларини таҳлил қилишга қаратилган.*

***Калим сўзлар:** ташқи савдо муносабатлари, бож сиёсати, савдо, чегара муносабатлари.*

***Аннотация.** В данной статье рассматриваются вопросы влияние таможенного дела в Туркестане на Русско-Азиатские торговые отношения. Основное внимание уделяется таможенной политике, введенной Российской империей в регионе в течение рассматриваемого исторического периода, а также анализу вопросов, связанных с границами империи.*

***Ключевые слова:** внешнеторговые отношения, таможенная политика, торговля, пограничные отношения.*

***Annotation.** This article discusses the impact of customs in Turkestan on Russian-Asian trade relations. The main attention is paid to the customs policy introduced by the Russian Empire in the region during the historical period under consideration, as well as to the analysis of issues related to the borders of the empire.*

***Keywords:** foreign trade relations, customs policy, trade, border relations.*

Первая мысль об учреждении границы Российского государства за степями, где кочуют киргизы и туркмены, по направлению от Западной Сибири до восточного берега Каспийского моря, принадлежит Петру I в то еще время, когда Оренбургский край представлял неустроенную пустыню [1,4].

В Средней Азии к началу второй половины XIX века точная линия государственной границы не была установлена и определялась районами кочевки туземных племен, принявших русское подданство. Государственная граница охранялась регулярными частями, дислоцировавшимися отдельными гарнизонами в основном в крепостях. Последние в совокупности составляли укрепленную линию.

Там, где заканчивалась линия войсковых постов, располагались казачьи посты, располагавшиеся один от другого на удалении 25-50 верст в виде хуторов. Вокруг них отрывалось несколько окопов и траншей на случай отражения внезапного нападения, которые нередко случались.

С 60-х годов XIX века государственная граница Российской империи отодвинулась далеко в глубь Средней Азии. Началом распространения русского господства в Средней Азии следует считать занятие Киргизской степи, затем движение к Сырдарье и вверх по этой реке со стороны Оренбурга, и к горам Тянь-Шань – со стороны Сибири. В 1867 году указом российского императора учреждено Туркестанское генерал-губернаторство из бывшей Туркестанской

области, Ташкентского района, земель занятых в 1866 году за Сырдарьей и части Семипалатинской области, лежащей к югу от хребта Тарбагай. В 1868 году русскими войсками был занят Зарафшанский округ, с городом Самарканд, а весной 1871 года временно занят Приильский край, с городом Кульджа [2,7].

После учреждения Туркестанского генерал-губернаторства, в 1867-1886 гг. его территория была разделена на области и уезды. В пограничных со среднеазиатскими ханствами местностях вместо уездов создавались идентичные им военно-территориальные единицы – округа, отделы и районы. Они в таможенном отношении представляли как бы самостоятельную область, отделенную от империи, так как не было введено специального обложения внешней торговли и была сохранена закятная система, действовавшая при ханствах.

Именным Указом от 11 июля 1867 г. «Об учреждении Туркестанского генерал-губернаторства» границы Туркестанского генерал-губернаторства были определены: а) с Западно-Сибирским генерал-губернаторством – Тарбагатайский хребет и его отроги до границы Семипалатинской области с областью Сибирских Киргизов, этой границей до озера Балхаш, далее дугой по середине этого озера, и от него прямой линией до реки Чу и с последней до слияния ее с р. Сары-Су; б) с Оренбургским генерал-губернаторством от середины залива Перовский (на Аральском море) на гору Термембес, отсюда на урочище Терекли, далее на гору Калмас, на урочище Музбиль, горы Ак-Кум и Чубар-Тюбя, на южную оконечность песков Муин-Кум, и на урочище Мин-Булак до слияния рек Сары-Су и Чу [3,1151].

Туркестанский военный округ граничил на севере с Уральской, Тургайской, Акмолинской и Семипалатинской областями, на востоке с западными провинциями Китая, на юге с северными областями Афганистана и Ирана и на западе омывается Каспийским морем.

В приложении к ст. 2. Указа «Об учреждении Туркестанского генерал-губернаторства» указывалось следующее описание границы Туркестанского Генерал-губернаторства с областями Западно-Сибирского и Оренбургского Генерал-губернаторства:

а) с Семипалатинской областью:

от китайских пределов, при перевале Хабар-Асу, граница шла к западу до реки Талды-Айрык, впадающей с левой стороны в реку Аягуз и имеющей свое начало в низменном хребте горы Яманташ, с этой рекой до ее вершины, отсюда через хребет на р. Тайды-Бюрлю до соединения с рекой Балты-Кара, при могиле Ак-Ходжи, вверх по Балты-Кара до впадения реки, вытекающей из ключей Ащилы-кудук, и отсюда через Караганды на сопку Арбалы; далее по водоразделу между рр. Аягуз и Ащи-су с их притоками, через горы Агайнар-Чише и Айтыр-Джал, по северной стороне Алтын-Калатского пикета до сопки Ак-Джал; далее по хребту Акчетавских гор и, обогнув с севера вершину реки Балки-Бек, на верховьях р.Кувсака, вниз по этой речке до впадения ее в р. Баканас и этой рекой до урочища Муртук; затем граница проходила по урочищам: Ак-Адыр, Сюйрелы и Кунчей к заливу Актас-Чеганак на озере Балхаш [4,1].

б) с Акмолинской областью:

от залива Актас-Чеганак на озере Балхаш граница шла дугой, по середине этого озера, и от него прямой линией до реки Чу; далее по этой реке до ее слияния с р. Сары-су[4].

в) с Тургайской областью:

от середины залива Перовского на Аральском море на гору Термесбес, отсюда на урочище Терекли, далее на гору Калмас, урочище Музбил, горы Ак-кум и Чубар-тюбе, на южную оконечность песков Муин-кум и на урочище Мин-булак до слияния рек Сары-су и Чу [4].

Восточная и южная границы округа составляли часть государственной пограничной линии, а северная и западная являлись лишь административным рубежом округа.

В военном отношении наибольшее значение принадлежало южной границе, особенно восточной ее части, по которой округ соприкасался с наиболее вероятным и серьезным противником.

Северная граница начиналась от уроч. Кызыл-джар-испе (Кызыл-джар), на северо-восточном берегу залива Цесаревича. Первый пограничный столб поставлен на береговом кряже Кызыл-джара, у могилы того же названия.

Далее граница шла в восточном направлении через уроч. Кара-булак до южного берега оз. Сам, затем вплоть до родника Кара-булака, потом проходила по более ровной местности, пересекая вершину оврага Ак-чагил, отклонялась немного к северу и проходила через могилу Сургале (в 1,5 верст севернее колодца Сай-кудук), затем вновь шла на восток, и проходила в

одной версте южнее колодца Уч-аши. Далее через бугор Аман-кул до юго-западной оконечности оз. Сам и от него граница шла по южному берегу этого озера, уклоняясь от восточного направления к югу, проходила по совершенно ровной местности, достигая бугра Кок-сенгыр. От Кок-сенгыра граница шла по совершенно ровной местности в том же направлении до могилы Сулама. Далее граница шла по северо-западному берегу Арала до урочища Кара-тамак, достигая его близ родника Кызыл-булак [5,5-6].

От урочища Кызыл-джар-испе до урочища Кара-тамак Туркестанский округ граничил с Уральской областью на протяжении около 380 верст, из них около 290 верст сухопутной границей, а остальные 90 верст приходились на побережье Аральского моря [5,6].

От урочища Кара-тамак округ соприкасался с Тургайской областью. Граница проходила по северо-западному берегу Аральского моря к мысу Узун-каир (на полуострове Куланды), откуда шла через перешеек, соединяющий полуостров Куг-арал [6] с материком, далее через пролив, отделяющий от материка остров Биургунды, изогнутой линией направлялась через середину залива Перовского к его северному берегу. Снова вступив на материк, граница шла на северо-восток на гору Терменбес, от которой направлялась на север на уроч. Терекли. Далее граница поворачивала на северо-восток на гору Калмас, откуда уклонялась на юго-восток на уроч. Муз-бел, горы Ак-кум и Чубар-тюбе, к южной оконечности песков Муюн-кум, на родник Кара-кула, уроч. Мын-булак, а оттуда по прямой линии до нижнего течения р. Сары-су [5,6-7].

Длина границы округа с Тургайской областью около 880 верст, из них почти 200 верст приходились на границу по Аральскому морю, а остальные 680 верст на сухопутную границу [5,7].

Граница Туркестанского округа с Акмолинской областью от нижнего течения р. Сары-су ломаной линией уклоняется более к югу и достигает восточных разливов западного озера Аши-кул, пересекши восточные разливы названного озера, а также обогнув, с юга главный бассейн восточного озера Ащи-кул, шла к северному берегу сухого озера Саумал-кул. Отсюда граница поворачивала на северо-восток, а, пересекши сухое озеро Дала-кул, направлялась через сухое озеро Биш-томак к северу, к броду Биш-кулан через сухое русло р. Су. Далее границей служит р. Чу до пункта, лежащего верст на 10 восточнее оз. Джалангач-чаган. Длина участка границы с Акмолинской областью около 400 верст [5].

С Семипалатинской областью округ граничил почти на 1460-ти верстах, из которых около 170 верст границы совпадало с р. Су, около 440 верст проходило по оз. Балхаш, а остальные 850 верст приходились на сухопутную линию [5,8].

Вся длина северной границы округа, начиная от урочища Кызыл-джар-испе до перевала Хабар-асу, достигала почти 3120 верст.

Таким образом, 3/5 (1840 верст) всего протяжения северной границы приходилось на условную сухопутную линию, идущую почти исключительно по пустынной местности, и только 2/5 на естественные рубежи, как-то Аральское море, р. Чу и оз. Балхаш; но, из-за пустынности прилегающей местности, а отчасти и вследствие особых физических свойств этих водных бассейнов, этот участок границы, как средство сообщения с соседними округами, не мог быть использован должным образом.

Весьма важное значение эта граница приобрела тем, что через нее проложена Ташкентская железная дорога, являющаяся кратчайшим и удобнейшим путем сообщения округа с центральной частью Европейской России и Сибирью и связывающая Среднеазиатскую железную дорогу непрерывной колеей с остальной железнодорожной сетью империи.

Восточный участок границы округа начинался от перевала Хабар-асу и соприкасался с западными провинциями Китая. Общее направление этого участка юго-западное.

Общая длина восточной границы округа 2125 верст. Почти на всем протяжении эта граница совпадала с естественными рубежами: реками и гребнями хребтов. Последние сильно затрудняли сношения между соседними областями Туркестанского округа и Китая и представляли серьезные препятствия, а местами и полную преграду для наступления в ту или другую сторону. Но там, где эти хребты прерваны долинами рек, оставались промежутки, представляющие удобные пути сообщения Семиречья и Ферганы с одной стороны, и Илийского края и Кашгарии с другой. Наиболее доступные участки восточной границы следующие: от перевала Хабар-асу до перевала Кара-дабан, от выхода из гор р. Хоргоса до пограничного столба №1, поставленного, как указано, у истока Тогай-гол, и близ укрепления Иркештам; общая длина этих участков около 500 верст. Участки границы между Хан-тенгри и ущельем рч. Джанрта и от перевала Бедел до перевала

Когарт, всего длиной около 350 верст, проходя по гребню Тянь-шаня, не имели пересекающих их путей [5,13-14].

Южная граница Туркестанского округа, от перевала Беик шла на запад по хребту Мус-таг до пика Повало-Швейковского, составляя на этом протяжении (15 верст) границу округа и Китая [5,14].

У пика Повало-Швейковского сходились границы Туркестанского округа, Китая и Афганистана.

От пика Повало-Швейковского до слияния р. Памир с р. Пяндж, на протяжении около 250 верст, пограничная линия разделяла среднеазиатские территории России и Афганистан.

От впадения р. Памир в р. Пяндж начиналась граница Бухары с Афганистаном. Граничная линия проходила по течению Пянджа и Аму-дарьи до сел. Босага. Длина этого участка около 900 верст, не считая мелких изгибов реки [5,15].

Близ сел. Босага вновь соприкасались среднеазиатские территории России и Афганистана. Граница начиналась в 2 верстах к юго-западу от названного селения, где поворачивала прямо к югу и далее шла в южном направлении до горы Имам-шериф. От горы Имам-шериф граница шла ломаной линией в юго-западном направлении до горы Коша-чунга. От горы Коша-чунга граничная линия шла в юго-западном направлении до горы Дынгли-тепе, а далее ломаной линией до Зюльфагарского прохода; отсюда, повернув сначала на юг, а затем снова на запад и пройдя еще около 2 верст, упиралась в р. Теджен (Гери-руд), в 1,5 верст севернее развалин Зюльфагара. Здесь граница с Афганистаном заканчивалась, имея длину между сел. Босага и Зюльфагаром 582 версты [5,17].

От этого отрезка туркестанско-афганской границы, далее к западу начинался государственный рубеж Туркестанского округа и Персии. Граница, на протяжении около 115 верст, шла сначала на север вдоль р. Теджена, до развалин крепости Каджар-каласы (верстах в 9 к северу от Серакса), против которой принимала северо-западное направление и так следовала 9 верст до кургана Хумлы-тепе. На дальнейшем протяжении граница пролегла по отрогам и хребтам Копет-дага [5].

На перевале Арваз, граница шла по водоразделу Копет-дага, направляясь на первых 25 верстах к северо-западу, а на последних 8 верстах к западу [5,19].

От перевала Арваз граница по горному отрогу спускалась к юго-западу до р. Дайне-су, далее проходила по названной речке до впадения ее в р. Сумбар, и оттуда по течению последней граница шла к юго-западу, направляясь по горному отрогу в долину р. Атрека, в уроч. Чат. От уроч. Чат граница проходила по течению р. Трека до впадения ее в залив Каспийского моря Гасан-куль; длина границы от уроч. Чат до залива Гасан-кули около 130 верст, не считая мелких изгибов Атрека.

Длина туркестанско-персидской границы от пограничного столба у Зюльфагарского прохода до Каспийского моря около 966-ти верст.

Общее же протяжение всей южной границы округа достигало 2713 верст, не принимая во внимание мелких изгибов порубежных рек. Из этого общего протяжения - 15 верст приходилось на границу Туркестанского округа и Китая, 900 верст на границу Бухары и Афганистана, 832 версты на границу Туркестанского округа и Афганистана, и 966 верст на границу Туркестанского округа и Персии. Почти половина длины южной границы (1330 верст) совпадала с течением рек, более 1/3 (945 верст) проходила по горным хребтам и только около 1/6 (438 верст) пролегло условной линией, также большей частью по всхолмленной местности [5,20].

Таким образом - 5/6 южной части границы совпадало с естественными рубежами, которые представляли почти на всем протяжении серьезные препятствия, доступные лишь в сравнительно немногих пунктах. Та же 1/6 часть границы, которая определена условной линией, благодаря особенностям прилегающей местности, в общем, не менее труднодоступна, чем предыдущая.

Наибольшее значение имели участки границы: по р. Аму-дарье от устья р. Вахша до сел. Босага, как лежащей против важной и доступной западной части Гиндукуша, и от сел. Чильдухтера до шоссе Асхабад-Кочан-Мешхед, как включающей краткие и удобные пути наступления к Герату и Мешхеду.

Западную границу округа на протяжении около 2650 верст, не считая мелких изгибов, составлял восточный берег Каспийского моря.

Береговая граничная линия, начинаясь на севере у уроч. Кызыл-джар-испе, огибала полуострова Бузачи и Мангышлак до мыса Песчаного, составляющего западную оконечность

залива Александр-бай; отсюда направлялась к юго-востоку до залива Киндерли. От последнего береговая линия поворачивала на юг и шла до Красноводской косы, от которой уклонялась к юго-востоку и, углубляясь в нескольких местах в материк в виде заливов, доходила в таком направлении до устьев р. Атрека.

Значение западной границы определялась тем, что она связывала округ вторым паровым, после Ташкентской железной дороги, путем сообщения как с Европейской Россией, так и с Кавказом и Персией.

Общая длина всей пограничной линии округа и соседних ханств составляла около 10608 верст; из них более 4/5 (8330 верст) проложено по естественным рубежам, остальные 2278 верст обозначены условной линией.

Из общей длины несколько более 2/5 (4838 верст) приходилось на государственную границу; причем граница с Китаем составляла 1/5 (2140 верст), с Афганистаном 1/6 (1732 верст) и с Персией 1/10 (966 верст). Остальные 5770 верст представляли административную границу с соседними областями империи.

После создания Туркестанского военного округа стала очевидной необходимость в учреждении на границе среднеазиатских владений отдельного управления, не зависимо ни от Оренбурга, ни от Омска [1,10].

Учреждению в Туркестанском крае правильной пограничной администрации до этого препятствовала неопределенность государственной границы.

В России отношения со странами Азии (Турцией и ее владениями, Ираном, Средней Азией, Афганистаном, Китаем) ведал Азиатский департамент Министерства иностранных дел, созданный в 1819 г.

Для изучения различных проблем, касающихся Средней Азии и Казахстана, был создан Азиатский комитет, в программе деятельности которого были объединены политические и торгово-экономические проблемы. Созывался он не регулярно, а по мере накопления дел. В 1826 - 1827 гг., к примеру, он собирался около 40 раз, что было связано с оживлением сношений со среднеазиатскими ханствами. В 1839-1846 гг. – один – два раза в год. В 1847 г. Азиатский комитет, по существу, прекратил свою деятельность, и в дальнейшем комитеты, занимавшиеся азиатскими проблемами, именовались «Особыми» и собирались в присутствии царя [7,303].

Реакция Азиатского департамента МИДа на планы военных кругов по установлению новой линии границы была однозначной и находилась в русле общей политики России, определенной этим министерством: «Если мы будем расширять наши пределы только потому, что будем желать присоединять к себе каждое воинственное кочевое племя, могущее делать набеги, то вряд ли удастся нам когда-либо остановить свое движение на юг, и кажется, было бы выгодно или оградить границу укрепленную линией, или карать хищников подвижными колоннами... Едва ли может входить в виды правительства распоряжаться судьбами всей Средней Азии, проникая даже до Бухары; подобные замыслы еще не входили, да и вряд ли должны входить, в нашу политическую программу, потому что ни в коем случае не оправдывались бы ни требованиями нашей торговли, ни общим политическим соображением, а между тем вовлекли бы нас в неизбежные затруднения».

Из приведенного документа директора Азиатского департамента МИДа России Стремоухова, можно сделать вывод, что идея «пограничной линии» на юго-восточных рубежах, существовавшая здесь более ста лет, несмотря на то, что страна была вынуждена отказаться от нее в пользу непосредственного контроля над территорией, все еще находила своих приверженцев в правительственных кругах. Эту же мысль Стремоухов повторяет и в другом документе, направленном Оренбургскому генерал-губернатору: «Скажу только о пятом пункте, о котором упоминает князь (А.М. Горчаков, вице-канцлер, министр иностранных дел) в своем письме, а именно, о передвижении линии границы на левом фланге к Нарыну. Признаюсь Вам со всей откровенностью, что аргументы в пользу такого передвижения никак не убеждают. Линия по долине Таласа и углу Иссык-Куля и по этому озеру мне кажется прекрасною и вполне удобною; к ней примыкают горные проходы, которые легко запереть малыми постами или укреплениями и которые могут служить воротами и для нас, в случае нужды; по второй линии весьма легко устроить вполне удобные сообщения на всем протяжении. Не могу найти достаточных причин бросать эту линию и захватывать горную местность, перерезанную почти непроходимыми хребтами, бесплодную, кроме нескольких долин..., а сколько подобное

предписание поднимает крику и как оно подорвет последнее к нам доверие в Европе. Право, игра не стоит свечей».

Показательно, что, решая вопрос об установлении новой линии границы по всему течению р. Сырдарья, и МИД, и Военное Министерство сошлись во мнении нецелесообразности перенесения границы на линию этой реки, которую они были склонны воспринимать только как транспортную артерию, без рассмотрения подчинения военно-политического пространства, расположенного севернее ее: «...главнейшей целью наших усилий в Средней Азии должно быть развитие нашей среднеазиатской торговли. - Разделяя вполне этот взгляд, я полагал бы правильным, чтобы, согласно с ним, и самая деятельность наша в Средней Азии была руководима этой целью, а не видами неограниченного расширения нашего влияния и ни в коем случае увеличения территориальных владений. Материальное влияние наше должно быть настолько сильно, чтобы обеспечить торговую деятельность, сообразно с действительным ее развитием, но не более того. На основании этих общих видов нашей среднеазиатской политики должно быть определено и значение Сырдарьинских постов: цель их содействовать развитию торговли посредством обеспечения судоходства торгового, а не устройство вдоль Сыра военно-стратегических пунктов, которые могли бы привести к фактическому перенесению границы на Сырдарью, под предлогом, что оставить раз занятые пункты было бы в глазах азиатцев признаком слабости. Понимание в таком смысле значения Сырдарьинских постов, само собою, определяет и время, и условия устройства их: когда того потребует торговля, когда при развитии ее потребуются надобность в торговом судоходстве. В глазах Министерства Иностранных Дел течение Сырдарьи вне наших пределов представляет собою торговую артерию, а не базис военных действий».

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XX АСР БОШЛАРИДА ЭРОН МАТБУОТИНИНГ ТУРКИСТОН ВА БУХОРОГА ТАРҚАЛИШИ

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Аннотация. Ушбу мақолада XX аср бошларида Эронда чоп этилган газеталар ва уларнинг Туркистон ва Бухоро ҳудудларига кириб келиши, Туркистон ўлкасида “эроний” диаспорасининг шаклланиши ва форсий тилдаги матбуот органларининг вужудга келиши ўша давр даврий матбуоти, тарихий адабиётлардаги маълумотлар асосида очиб берилган.

Калит сўз: муҳожир, газета, журнал, бобийлик, “эроний”, “Шўълаи инқилоб”, Каспийорти вилояти, диаспора

Аннотация. В этой статье описываются газеты, изданные в Иране в начале двадцатого века, и их вхождение в Туркестан и Бухару, формирование «иранской» диаспоры в Туркестане и появление персидских СМИ на основе информации из периодических изданий и исторической литературы того времени.

Ключевые слова: эмигрант, газета, журнал, бабизм, иранец, "Шуълаи инкилоб"(Луч революции), Закавказья область, диаспора.

Abstract. *The article deals with the dissemination of the Iranian published newspapers in Turkistan and Bukhara, formation in Turkistan of the "Ironi" diaspora and emergence of publishing houses in Persian language based on periodical press of that period and information from the historical literature.*

Keywords: *emigrant, newspaper, magazine, babizm, "Ironion", "Shulai inqilob", beyond the Caspian region, diaspora.*

XX аср бошларида Эрон Россия ва Англияга ярим қарам давлат бўлиб қолганди. Саноат маҳсулотларининг кириб келиши Эрон иқтисодиётига салбий таъсир кўрсатиб, майда ишлаб чиқарувчиларнинг хонавайрон бўлишига сабаб бўлди. Ишсизлик авж олиб, муҳожир ишчилар сони йилдан-йилга ортиб борди. Муҳожирларнинг яна бир оқими сиёсий ва диний таъкиб натижасида келиб чиқиб, XIX асрнинг иккинчи ярмида бобийлик ва баҳоюлла оқимларининг таъкиб остига олиниши эди. Айтиш мумкинки, бобийлар Ўрта Осиё худудларида биринчилардан бўлиб ижтимоий-иқтисодий ва маданий тараққиёт учун матбуот зарурлиги ғояларини тарғиб қилганлар деб хулоса қилиш мумкин. Ўша даврларни ўз кўзи билан кўрган таниқли адиб ва муаррих Садриддин Айнийнинг асарларида: "...кўпчилик эса, газета ўқувчиларни бобийлар ва газеталарни бобийлар китоби дер эди [1,200]"-деган жумлалари ана шундай хулосага келиш учун асос бўлади.

Туркистон генерал-губернаторлиги даври Туркистонга Эрондан муҳожирларнинг кириб келиши XIX аср охири-XX аср бошларида кучайган. 1909 йилги маълумотларга кўра Каспийorti вилоятида Эрондан ишлаш учун келганлар сони тобора ортиб борган. 1917 йил инқилоб арафасигача бўлган маълумотларга кўра, Россия империяси худудида 200 мингдан ортик эронлик ишчилар бўлиб, уларнинг тенг ярми Ўрта Осиё худудларида яшаган [8,73]. Тарихий адабиётларда эронликларнинг ижтимоий-иқтисодий ва маданий турмушлари ҳақида маълумотлар ҳам қайд этиб борилган. Эрондан сиёсий ва диний таъкибдан қочиб Туркистон генерал-губернаторлигининг Каспийorti вилоятига кириб келган бобийлар 1896 йилдаёқ ўзларининг замонавий дунёвий таълим берувчи мактабларига эга бўлганлар. Шунингдек, 1901 йилда ушбу бобийлар жамоаси ўзининг "Алмаориф" номли матбуот органига ҳам эга бўлганлар. Аммо, газета тез орада Россия империяси маъмурларининг хайрихоҳлигига қарамай муштарийларнинг етарли бўлмаганлиги сабабли ёпилиб қолади [6,133].

Бухорода маҳаллий матбуотнинг шаклланишига қадар кенг тарғиб қилинган Эронда чоп этилган матбуот органларидан Табризда (Эрон) чоп этилган "Адолат" ва "ал-Ҳадид" (Темир), биринчи нашри Табризда кейинги нашрлари Ҳиндистонда чоп этилган "Ҳаблулматин" (Мустаҳкам ип маъносини билдиради, форс тилида) каби матбуот органларини ҳам кўрсатиб ўтиш мумкин.

Эроннинг Табриз шаҳрида чоп этилган ва иккинчи сониданок Бухорога етиб келган форс тилидаги "ал-Ҳадид" газетасида Эрондан ташқари Усманийлар империяси, ислом олами ва Европа мамлакатларида рўй бераётган янгиликлар хабар қилиниши ёзилади. Шунингдек газета 1904 йилдан бошлаб чиқа бошлагани, унинг обуна баҳоси тўрт манат эканлиги, газетада ички хабарлар билан бирга дунё хабарлари ҳам босилиб борилиши билдирилган. Газетанинг 2-сони 2 саҳифасида газетада мақолалар билан иштирок этиш, мақолаларга гонорар тўлаш, Кавказ ва Ўрта Осиёдан мухбирларга эга бўлиш истаги билан боғлиқ сатрлар ўрин олган. "Ал-Ҳадид" газетасининг Туркистон ва Кавказда кўп сонли бўлишга умид билдирилган [2].

"Адолат" ва "ал-Ҳадид" газеталарининг айрим сонлари Бухоро давлат музей кўрикхонаси қошидаги Камолиддин Беҳзод номидаги Санъат музейида сақланмоқда. Улар билан танишиш жараёни шуни кўрсатдики, газеталардаги мақола ва хабарларда, мусулмонларнинг ҳар қандай оқим ва маҳзабларга мансублигидан қатъий назар бирликка даъват этувчи ғоялар етакчилик қилади.

Айтиш мумкинки, эронлик муҳожирлар Туркистон генерал-губернаторлигидаги ижтимоий-сиёсий жараёнларда империяга ўзларининг садокатларини сақлаб турганлар. 1905-1907 йилларда Россия империясидаги инқилоб даврида ўлкадаги турли аҳоли гуруҳлари ва уларнинг инқилобий ҳаракатларига муносабатлари ўрганилган. Каспийorti вилояти Ашхобод уезди бошлиғи Куколь-Яспольский 1905 йил ўз раҳбарлигига йўллаган ҳисоботларининг бирида: "Унга қарашли бўлган уездда кўплаб "эроний"лар борлиги, аммо, саводсизликлари ва жоҳилликлари сабабли инқилобий ҳаракатларга қўшилмасликлари"ни ёзган бўлса, тарихий адабиётларда Самарқанд,

Жиззах худудларида бир неча юз “эроний” бўлгани ҳолда улар ҳукуматни қўллаб-қувватлаганликлари тарихий адабиётларда келтириб ўтилган [5,199].

Эронлик муҳожирлар асосан майда савдогарлар, ҳунармандлар бўлиб, улар орасида маърифатпарварлар салмоғи ҳам анчагина эди. “Алмаориф” газетаси тезда ёпилган бўлсада, унинг ўрнига 1902 йилда “Хуршиди Ховар” (“Шарқ қуёши”) газетаси Лазиз Азиззода муҳаррирлигида чоп этила бошланади [6,134]. Закаспий вилоятида Эрон муҳожирларининг сонининг ортиб бориши ва уларнинг Россия империясига хайрихоҳлиги сабабли қатор матбуот органлари вужудга келади. Жумладан, 1914 йил 14 декабридан “Закаспийская туземная газета”сига илова сифатида турк-форс тилларида “Рўзномаи мовари баҳри Хазар” газетаси чоп этила бошланган. Шунингдек, юқорида тилга олинган “Хуршиди ховар” газетаси маълум бир муддат ёпилган бўлиб, 1915 йилда яна худди шу ном билан фалсафий, илмий ва диний мазмунда С.М. Қосимов муҳаррирлиги остида чоп этила бошланган [11].

Форс тилидаги матбуот ва Эрон матбуотининг 1917 йилдан кейин Туркистон ўлкасида анча фаоллашганлигини кўришимиз мумкин. Тарихий адабиётларда советлар тузумига қарши ташвиқот олиб борган матбуот органи сифатида “Раат” газетаси тилга олиниб, унинг муҳаррири сифатида собиқ Россия империясининг Техрондаги вакилларида бири Саид Али Ризо эканлиги тилга олиб ўтилади [4,99].

Шўролар инқилоби даврида Самарқандда 1919-1921 йилларда форс тилида нашр юзини кўрган ва Боғишамол эронийлари “Ишторкюн” (партия, фирқа) матбуот органи бўлган “Шўълаи инқилоб” (“Инқилоб шулоаси”) журнали инқилобни, шўро ғояларини форс-тожик тилли аҳоли орасида тарқатишда муҳим аҳамиятга эга бўлди. Журналнинг масъул муҳаррири Саид Ризо Ализода бўлиб, жами 91 та сони нашр юзини кўрган. Унинг тўлиқ нусхалари Бухоро вилоят кутубхонасида сақланмоқда. Саид Ризо Ализода Ўрта Осиёда истиқомат қилувчи “эроний”лар орасида ўзининг илм-фан, маорифга қўшган улкан ҳиссаси билан алоҳида ажралиб туради. “Шўълаи инқилоб”га қадар Саид Ризо Ализода Беҳбудий томонидан ташкил этилган “Ойна” (1910-1914 йилларда чоп этилган) журналида масъул котиб бўлиб ишлаган. 1915 йилда эса, ўзи мустақил равишда “Шарқ” номли газетасига, 1916 йилда “Телеграф хабарлари” газетасига асос солади. Инқилоб ғояларидан илҳомланган Саид Ризо Ализода 1919 йилда “Шўълаи инқилоб” журналига асос солган. Аммо, кейинчалик ўз қарашларидан чекинганлиги боис 1938 йилда катагонга учраган [12].

Саид Ризо Ализода “Шўълаи инқилоб” журналида Эроннинг ижтимоий-иқтисодий, сиёсий ва маданий ҳаёти ҳақида, Эронда чоп этилган матбуот органлари ҳақида имкон қадар маълумот бериб боришга алоҳида эътибор қаратган. Жумладан, “Шўълаи инқилоб”нинг 16-сони, 1919 йил, 16 август шанба кунги сониди: “Ашқобод йўли бойлангандан сўнг Эрон матбуотидан Ўрта Осиёда яшовчи “эроний”лар маҳрум қилингани, Эрондаги ҳолатдан хабарсиз бўлиб қолганликлари, эндиликда йўлнинг очилиши билан бир неча Эронда чоп этилган газеталар Самарқандга етиб келгани, улар 4-5 ой илгари чоп этилганлиги ва Ашқободда тўпланиб қолганлиги, Самарқандга етиб келган газеталар “Жарчии миллат” (“Миллат жарчиси” Техронда чоп этилган), “Шарқи Эрон” (“Эрон шарқи” Табризда чоп этилган) газеталар эканлиги билан боғлиқ маълумотлар келтириб ўтилади [9].

Ўрта Осиё худудларида яшовчи “эроний”лар орқали Эрон давлати худудида кейинчалик инқилобий ҳаракатларни ташкил этиш, бунинг учун улар орасида коммунистик ғоялар тарғиботида фаол иш олиб бориши коммунист раҳнамолар томонидан назоратга олинган. Эрондаги инқилобий вазият эса журнал саҳифаларида ёритилиб борилган. Жумладан, журналнинг 32-сон, 1920 йил, 1 март, душанба кунги сониди “Инқилоб изловчиларнинг Эрондаги қўзғолони” номли мақола чоп этилиб, унда Эрондаги инқилобий вазият хусусида бир қадар тўлиқроқ маълумотлар келтириб ўтилганлигини кўришимиз мумкин [3]. Шунингдек, “Шўълаи инқилоб” журнали собиқ совет давлати ва Эрон ўртасидаги муносабатларни яхшилашда, Эронда шўро мафкурасини тарғиб қилишда муҳим аҳамиятга эга бўлган. “Шўълаи инқилоб”нинг 26-сон, 1919 йил, 29 декабрь душанба кунги сониди Самарқандда Эроннинг бош консулхонаси очилиши ва унинг икки давлат ўртасидаги дўстлик муносабатларини ривожлантиришдаги аҳамияти хусусида фикр-мулоҳазалар келтириб ўтилганлигини ўқишимиз мумкин [10].

“Шўълаи инқилоб” журналида Россия-Эрон ўртасидаги ўзаро келишув шартномаси моддалари ҳам келтирилган бўлиб, собиқ совет Россиясининг Эрон давлатининг Россия империяси қарзларидан бутунлай воз кечганлиги келтириб ўтилади. Журналда, ушбу шартнома

шартлари, моддалари ва тахлили Эронда чоп этиладиган “Ватан” рўзномасидан кўчирилганлиги ҳам алоҳида таъкидлаб ўтилади [7].

Собиқ Россия империясининг Каспийорти вилояти ҳам “эроний” мигрантлар салмоғи кўплиги билан ажралиб турган вилоятлардан бири бўлиб, форс тилида ва инқилобий руҳдаги матбуот органлари Каспийорти вилояти маркази бўлган Ашқободда ҳам чоп этила бошланган. “Шўълаи инқилоб” журналининг 16-сонида: “Полторацкий (Ашқобод)да мусулмон шўъбаси томонидан “Нажот” номли ҳафталик газета чоп этила бошлангани, матбуот органи Ишторкиюн партиясига қарашли эканлиги, аммо, газетанинг нархи кейинги сонларда эълон қилиниши [9]”- хусусидаги фикр-мулоҳазалар келтириб ўтилган.

Тарихий манба ва адабиётларда Эрондан Ўрта Осиёга кириб келган XX аср бошларидаги яна бир қатор матбуот органлари “Ирони нав” (“Янги Эрон”), “Иттиҳоти машриқи” (“Шарқ бирлиги”) ва бошқалар хусусидаги маълумотлар ҳам мавжуд бўлиб, ушбу матбуот органларини таҳлил этиш орқали Ўрта Осиё минтақасида “эроний” диаспораси, улар орасида XX аср бошларидаги ижтимоий-сиёсий, иқтисодий ва маданий ўзгаришларни таҳлил қилиш мумкин. Ушбу масалани мукамал, комплекс тарзда ўрганишни келажакдаги вазифалардан бири деб ҳисоблаймиз.

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БУХОРО ГУЗАРЛАРИ ВА УЛАРНИНГ ИЖТИМОЙ ҲАЁТДАГИ ЎРНИ

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Аннотация. Ушбу мақолада Бухоро шаҳрининг турли тарихий даврларида ҳукмронлик қилган сулолалар томонидан бунёд этилган гузарлар ва уларнинг ижтимоий ҳаётдаги ўрни ва роли ҳақида маълумот берилди.

Таянч сўзлар: гузар, масжид, мактаб, мазор, дарвоза, касб-ҳунар, савдо-сотиқ, карвонсарой, карвонбоши.

Аннотация. Эта статья содержит информацию о гузарах, созданных династиями, которые правили городом Бухарой в разные исторические периоды, а также об их месте и роли в общественной жизни.

Ключевые слова: гузар, мечеть, школа, кладбище, ворота, профессия, торговля, караван-сарай, караванбаши

Abstract. This article discusses the information about the trade relations of the Bukhara Emirate and the Russian Empire, as well as rolls bazars and the caravanssrairs of Bukhara in the late 19th century and early XXth century.

Keywords: guzar, mosque, school, cemetery, gates, profession, trade, caravanserai, caravanbashi

Қадимий ва ҳамиша навқирон Бухоро ўзининг бой тарихига эга бўлиб, бир неча асрлар давомида бу ерда ҳукмронлик қилган турли сулола вакиллари томонидан шаҳар ижтимоий аҳамиятига молик бино ва иншоотлар барпо этиб келинган. Кўҳна Бухоронинг тарихи тўғрисида кенгрок билимга эга бўлиш учун унинг турар жойларининг шаклланиш жараёнларини билиш

устувор аҳамиятга эга бўлиб ҳисобланади. Айниқса, Бухоро амирлигининг Россия империяси томонидан вассалга айлантирилиши натижасида рус шарқшунос ва тарихшуносларининг Бухоро ва унинг тарихига бўлган қизиқишлари ниҳоят даражада кучайди. Бу жиҳатдан таниқли рус тарихшунослари Л.И.Ремпель ва О.А.Сухареванинг илмий изланишлари диққатга сазовордир.

О.А.Сухарева тадқиқотининг алоҳида жиҳати шундаки, у ҳар бир гузар тўғрисида маълумот беради. Л.И.Ремпель эса Бухоро гузарлари тарихини янги талқинда, яъни уларнинг шаклланиш хусусиятига қараб умумлаштиришга эътибор қаратади. Тарихдан маълумки, барча шаҳарлар тараккиёт ёки инқироз даврини бошидан кечиради. Маълум бир тарихий вазият шаҳар ҳудудининг кенгайишига сабаб бўлса, турли хилдаги босқинлар унинг харобага айланишига хизмат қилган. Албатта жонажон шахримизни ҳам бу тақдир четлаб ўтмаганлигига тарих гувоҳдир. Академик олим А.Мухаммаджонов маълумотларига кўра Бухоронинг майдони тўрт гектарни ташкил этган. Шаҳар ҳудудининг кенгайиб бориши гузарлар сонига ҳам таъсир кўрсатмай қолмаган. Шунинг учун ҳам гузарлар сони бўйича манбаларда турли хилдаги рақамларга дуч келамиз. Хусусан, рус шарқшуносларидан А.Кун ва Л.И.Ремпель асарларида XIX аср Бухоросида 197 гузар бўлганлиги қайд этилган. Г.Ю.Астанова эса Бухоро шахрининг 200 гузари бўлганлиги, унда 25 минг ҳовли жойлашганлиги, аҳоли сони эса 60-70 минг атрофида бўлганлиги ҳақида маълумот беради.

Бухоро гузарлари номига эътибор қаратар эканмиз, уларнинг шаклланишида у ерда ўтrockлашган аҳолининг касбу-кори, мавзенинг иқлими, географик жойлашуви, тузилиши каби омиллар ҳал қилувчи аҳамият касб этган. Хусусан, Сўзангарон, Кулолон, Харротон, Пухтабофон, Заргарон, Чармгарон, Урганжиён, Сарахсиён, Урусон, Чақари Жўйбор, Ҳавзи Нав, Кўчаи Бодом, Чуқур маҳалла, Ҳаммоми капша, Ҳаммоми кунжак, Эшони имло, Мачити баланд, Мири араб, Ҳозиён, Домулло Шер, Хўжа Зойид, Хўжа Зайниддин каби номлар юқорида билдирилган фикр мулоҳазаларимизнинг тасдиқлайди. Бухоро шахрининг ички тузилишида гузардан ташқари географик бўлинмалар ҳам мавжуд бўлиб бундай жойлар мавзелар деб аталган. Ҳудудий жиҳатдан бир мавзеда бир неча гузар жойлашиши мумкин. Манбаларда Бухоро шахри ичида Шайхи Рангрёз, Турки Жанди, Жўйбор, Чашмаи Айюб, Регистон, Хиёбон, Мурдашўён, Сўфиён, Гавқушон, Шахристон, Искандархон, Калобод сингари номлар билан аталувчи ва ҳар бири бой тарихга эга бўлган мавзелар ҳақида маълумотлар берилган.

Биз қуйида айрим гузарларнинг пайдо бўлиш тарихи, уларнинг шаҳар ижтимоий ҳаётида тутган ўрни ҳақида фикр мулоҳаза юритишни лозим кўрдик. Ана шундай гузарлардан бири Шайх Рангрёз гузари бўлиб, у XV аср ўрталарида бунёд этилган. “Муллозода китобида” ёзилишича, қадим замонларда Бухорода қўли гул уста бўлган. У матоларга гўзал бўёқлар берган. Садоқатли шогирдлар устанинг вафотидан кейин унинг шарафига масжид барпо этиб унинг номини абадийлаштиришган. Бу гузар шаҳардаги Қарши ёки Қавола дарвозаси олдида жойлашган. Маълумки, Қарши дарвозаси шаҳарни темир йўл билан боғлаган, шунинг учун ҳам бу ер одамлар билан гавжум бўлган. Бу ердан рўзғор учун керакли барча нарсани харид қилиш мумкин эди. Худди шу жой Рангрёз гузарининг маркази ҳисобланиб, бу ерда масжид, мадраса ва ҳовуз бўлган. Гузар аҳолиси асосан бўёқчилик билан шуғулланган, бундан ташқари қорақўл териларни ошлаб, ундан донғи етти иқлимга кетган бежирим, нафис, харидоргир кийимлар ҳам тайёрлаганлар. Гузар катта майдонни эгаллаган. Унинг ёнида мазор мавжуд бўлиб, унда Шайхул-олам, яъни Сайфиддин Бохарзий қабрлари жойлашган эди. Октябрь тўнтаришидан кейин мустабид тузумнинг сиёсати гузарлар қиёфасини ўзгаришига олиб келди. 1929 йилда гузарлар қайта хатловдан ўтказилганда Шайхи Рангрёз гузари Мирзо Раби деб ўзгартирилган. Арабон Бухоро шахрининг қадимий гузарларидан саналиб, унинг XV асрга мансублиги тўғрисида маълумотлар мавжуд. Бу гузар Саллаҳона дарвозаси ёнида йўл ёқасида жойлашган бўлиб, аҳолисининг аксарият қисми араблардан ташкил топган. Аҳолининг асосий касбу-кори қорақўл терини ошлаб билан шуғулланган. Гузарда Арабон масжиди жойлашган бўлиб, у ўзининг қадимий қурилиш архитектураси билан ажралиб турган. Қорақўл тери савдоси, айниқса Россия савдогарлари билан савдо ишларини олиб борган Юсуфбек Жўрабек сингари машҳур тужжорлар шу гузарда умргузаронлик қилгани диққатга сазовордир.

Тарихий маълумотларга кўра Арабон гузари Саллаҳона дарвозасига яқин бўлгани учун XVI асрнинг иккинчи ярмида Бухоро қалъаси қурилатган вақтда гузар аҳолиси қурилиш ишларига яқиндан ёрдам берган, гузар бойлари эса моддий жиҳатдан қўллаб-қуватлаган. Ҳозир ҳам бу гузар Арабон номи билан аталади. У Саррофон тоқигача келиб туташадиган кўчада жойлашган бўлиб, Араблар авлодлари айни пайтда ҳам истиқомат қилади. Бухоро шахрининг қадимий

гузарларидан яна бири Муҳаммад Қосим номи билан аталиб, у XV асрнинг 80-йилларида ташкил топган. Шу ерда масжид қурдирган шахс номи билан гузар номланган бўлиб, аҳоли майда хунармандчилик, атторлик ва деҳқончилик билан машғул бўлган. Бухоро шаҳридаги гузарлар ичида Халифа Ҳусайн гузари алоҳида аҳамиятга эга бўлиб, у XVII асрда бунёд этилган. Гузар аҳолиси асосан майда хунармандчилик билан фаолият юритган. Гузар йўлининг икки томонида расталар бўлганлиги учун аҳолининг бир қисми савдо-сотик билан тирикчилик қилган. Бу ерда сўфийлар маркази бўлиб, Халифа Ҳусайн хонақоси жойлашган. Хонақо масжид ўрнида ўтиб беш вақт намоз адо этилган. Бундан ташқари мактаб Халифа Ҳусайн номида ҳовуз ва қабристон ҳам мавжуд бўлган. Ҳозирги кунда ушбу гузар сақланиб қолинмаган.

Мир Маъсуд гузари Саллаҳона дарвозаси билан бир пайтда XVII аср охирида ташкил топган. Аҳолиси хунармандчилик баъзилари эса нонвойлик касби билан умргузаронлик қилган. Гузарда тижорат ишлари билан бир неча бойлар шуғулланиб, улар ичида Тўрақулбойнинг нуфузи анча юқори бўлиб, у асосан яқин хориж давлатларига қорқул терилар сотиб у ерлардан маиший рўзгор буюмлари олиб келиб шаҳар бозорларида савдо қилар эди. У томонидан икки қаватли мадраса қурдирилган, лекин мактаб бўлмаганлиги учун болалар Арабон гузаридаги мактабда таҳсил олганлар. XVIII асрнинг охири чорагида ҳукмронлик қилган Бухоронинг манғит уруғи вакилларида амир Шохмурод томонидан Хўжабулғор гузари ташкил этилган. Гузарда турли касб эгалари истиқомат қилган бўлиб, улар орасида алоча, адрас тўқувчилар, шунингдек кавшдўз, маҳси-этикдўзлар кўпчиликти ташкил этган. Аҳолининг маълум бир қисми гилкорлик ва ганчкорлик билан ҳам шуғулланган. Гузарда масжид, мадраса-мактаб, ҳовуз бўлганлиги, ҳаттоки қизлар учун алоҳида мактаб мавжудлиги тўғрисида манбаларда маълумотлар келтирилган. Гузарнинг диққатга сазовор жойларидан бири Хўжабулғор қабридир. Ривоят қилинишича булғор подшосининг ўғли отаси билан аразлашиб, гузар чиллаҳонасида яшаб, шу ерда вафот этган. Ҳозирги кунда бу кўчаларнинг катта қисми сақланган бўлиб, қадимий номи тикланиб Хўжабулғор номи билан аталади. Бухоро шаҳрининг яна бир қадимий гузарларидан бири Кокилаи Калон номи билан аталиб, вақф ҳужжатларида XVII асрда рўйхатга олингани қайд қилинган. Бу ерда асосан савдогарлар истиқомат қилган бўлиб, уларнинг шаҳар тоқ ва тимларида дўконлари бўлган. Гузарда Абдуҷафархўжа бой томонидан қурилган масжид, мактаб ва мадраса фаолият кўрсатган. Ушбу кўчанинг боши берк кўчасида телпақдўзлик билан шуғулланувчилар истиқомат қилиб, ҳозир ҳам ота-боболари хунарини ардоқлаб келмоқдалар. Қўйи Мурғкуш гузари XVI асрнинг охири XVII асрнинг бошларига мансуб бўлиб, фақатгина XVIII аср бошларида вақф ҳужжатларида қайд этилган. Гузар Хўжабулғор, Хуллабофон гузарлари билан чегарадош бўлиб, Аҳмадбой деган Россия билан савдо қилувчи машҳур карвонбоши шу ерда истиқомат қилган. Гузарда масжид ва мактаб Хўжа Порсо номи билан аталувчи хотин-қизлар ҳаммоми бўлганлиги диққатга сазовордир. Хўжа Порсонинг ташаббуси билан ҳаммом қурилиши ниҳоясига етгач товук сўйилиб қон чиқарилган ва натижада гузар Қўйи Мурғкуш номини олган.

Бухоро шаҳрида XVIII асрнинг 80 – йилларида Чор карвонсарой номи билан аталувчи гузар ташкил топган бўлиб, унинг катта карвонсаройи машҳур савдогар Рашидбек номи билан аталган. Бу карвонсаройда Афғонистондан келган савдогарлар савдо-сотик ишлари билан машғул бўлганлар. Гузарнинг аҳамиятли жиҳатларидан бири бу ерда Саррофон токи жойлашган бўлиб, турли мамлакатлардан келган савдогарларнинг пуллари саррофлар томонидан алмаштирилган. Шунингдек бу ерда Саррофон ҳаммоми бўлиб, гарчи у эркаклар ҳаммоми бўлсада, ҳафтада икки кун хотин-қизлар учун хизмат кўрсатган.

Ҳозирги кунда бу жой чет эллик ва маҳаллий зиёратчиларнинг энг сеvimли масканларидан ҳисобланади. Бухородаги энг қадимий гузарлардан бири Турки Жанди номи билан аталиб, бу ерда мазор бўлганлиги тўғрисида “Муллозода китоби” да маълумот берилган. Маълумотда келтирилишича ушбу мазорда X асрда яшаган Муса Жанднинг қабри бўлиб, бу зот Абу Бакр ибн Исҳоқ Калободийнинг шогирди бўлиб, гузар шу киши номи билан аталган. Гузарда аҳоли сийрак яшаган ва асосан майда хунармандчилик билан кун кечирган. XV асрда бунёд этилган гузарлардан бири Ғозиён номи билан аталиб аҳолисининг аксар қисми савдогарлардан иборат бўлган. Шунингдек, бу гузарда шойи ва адрас тўқувчилар истиқомат қилган. Гузарда Носир бой, Садриддин бой сингари кишилар яшаганлиги манбаларда келтирилади. Тарихдан маълумки ғозийлар ҳақ дин учун курашганлар, шундан бўлса керак бу ерда Бухоролик мусулмонлар истиқомат қиладиган жойнинг маркази бўлган.

Эътиборли жиҳати шундаки, бу ерда жуда кўп мадрасалар бўлиб, унинг энг йириги Мулло Мухаммад Шариф мадрасаси ҳисобланган. Машхур ёзувчи Садриддин Айний айнан шу мадрасада таҳсил олганлиги унинг нуфузи бошқа мадрасаларга қараганда анча устун эканлигидан далолатдир. Ўз даврининг машхур гузарларидан бўлган Шайх Жалол номидаги гузар XVI асрнинг охирида ташкил этилган. Бу ерда яшаган аҳоли асосан тўқувчилик билан шуғулланиб, улар томонидан ишлаб чиқарилган маҳсулотлар асосан ички бозорларда сотилган. Гузарда масжид, мактаб бўлиб, масжиднинг орқа томонидаги мазорда Бухоро хонлигини бошқарган ҳукмдорлардан бири бўлмиш Абдулазизхоннинг пири дея эътироф этиладиган Шайх Жалолнинг қабри жойлашган. Бу маълумотлар “Тарихи Мир Ҳайдар” китобида илгари сурилган. Бу мазорнинг яна бир аҳамиятли жиҳати шундаки, кўк йутал билан касалланган болаларга кўк косада сув ичиришиб даволашган. Бухоро шаҳрининг энг машхур гузарларидан яна бири Пўстиндўзондир. Бу гузар 1832-1833 йилларда ташкил топган. Аҳолисининг асосий касб кори пўстиндўзлик бўлганлиги учун гузар шу ном билан аталган. Бундан ташқари гузарда адасбофлик, атторлик ҳамда савдо-сотик билан тирикчилик қиладиган кишилар ҳам яшаган. Гузарнинг энг нуфузли ва машхур бойларидан бири Тошанбой бўлиб, унинг Чоржўйда пахта заводи, Марвда эса катта карвон саройи бўлганлиги тўғрисида манбаларда маълумотлар келтирилади. Ҳозир бу ерлар Тоқи Саррофоннинг чап томонидаги маҳаллалардир. Кўриб ўтаётган даврларимизга оид қизиқарли маълумотлар сирасига қўшимча равишда шу нарсани таъкидлаш муҳимки, Бухоро бежиздан Шариф шаҳар номини олмаган. Зеро, Бухоро ва унинг атрофида етти мингдан ортик азиз авлиёларнинг қабрлари жойлашган. Қуйида Бухородаги айрим гузарлар ва у ерда жойлашган зиёратгоҳлар ҳақида айрим фикр мулоҳазаларимизни билдираемиз.

Маълумки, Қосими Шайхнинг мазори ва қабри Карманада бўлиб, бу киши Абдуллохон даврида Бухорога келганларида у кишининг табаррук қадамжолари сифатида шу гузар у кишининг номи билан аталиб, вафотларидан кейин у ерда у киши учун рамзий қабр, мақбара ва масжид, мактабхона қурдирган. Ўз ўзидан савол туғиладики, нима сабабдан ушбу зот ҳукмдор томонидан юксакларга кўтарилган? Биз манбаларни ўргана туриб шу нарсага амин бўлдикки, Абдуллохон ҳокимиятга келган вақтда бир қанча вилоятлар унга бўйсунмай, ҳатто унга қарши уруш эълон қиладилар. Шу туфайли у шайхнинг руҳи пойига юксак ҳурмат бажо айлаб ундан мадад сўрайди ва натижада қисқа фурсатда унинг ҳокимияти барқарор бўлади. Шундан бўлса керак, тарихда деярли барча ҳукмдорлар ўзларининг пирларига иззат икромда бўлганлар. 1929 йилда Тагмандбофон ва Қосими Шайх гузарлари бирлаштирилиб, Мирзо Усмон номи билан атала бошланган. Ҳозир бу кўча эски деҳқон бозорининг орқасида жойлашган. Корхона гузари Самарқанд кўчасининг чап томонидаги гузари бўлиб, бу ерда қадамжолар кўп. Гузар шимолий ва жанубий томондан Хўжа Нуробод қабристонига бориб тақалади. Ривоятларга қараганда Хўжа Нуробод, Хўжа Сесарон, Хўжа Аспардонлар ака-укалар бўлишган. Ҳар учала қабристон шаҳар ичидаги энг эски қабристонлардан саналсада, айрим афсоналарга қараганда ислом дини кириб келгунга қадар булар зиёратгоҳ ҳисобланган. Гузар аҳолиси асосан тўқимачилик ва ҳунармандчилик билан шуғулланган.

Шаҳарнинг Ҳазрати Имом дарвозаси олдида Жон Кубод гузари жойлашган бўлиб, имом Ҳусайннинг кокиллари кўтариб юрувчи авлиёнинг қабри бор. Манбаларда бу тўғрисида аниқ маълумот мавжуд эмас. Бу гузарда жойлашган иккинчи зиёратгоҳ Шукурбек қабри ва мазори бўлиб, бу зиёратгоҳ Амир Насрулло даврида вужудга келган. Аҳмад Дониш “Наводир ул вақое” асарида, С.Айний “Хотиралар” ва бошқа асарларида ушбу зиёратгоҳ ҳақида аниқ маълумотлар ёзиб қолдирган. Мавлоно Шариф гузари Ҳазрати Шайх Мавлоно Шариф номларига қўйилган бўлиб, у киши зоҳирий ва ботиний илмларда тенги йўқ зот бўлган. Узот Кўқалдош мадрасасининг Охунди, Фикҳ (ислом қонуншунослиги) ни чуқур эгаллаган, ўз замонасининг буюк машойхларидан бўлиб ҳисобланган. Шунингдек, келажак воқеаларини билиш қобилияти унда мужассам бўлган. Биз ушбу мақоламизда Бухоро шаҳрининг тарихида сезиларли даражада из қолдирган, шаҳарнинг иқтисодий, сиёсий ва ижтимоий ҳаётида аҳамиятли воқеаларга гувоҳ бўлган айрим гузарлар тўғрисида маълумотлар келтириб ўтдик.

Мустабид совет тузуми томонидан Бухоро амирлиги маҳв этилганидан сўнг, қадимдан маданият ва маърифат ўчоғи бўлиб келган гузарлар қайтадан рўйхатдан ўтказилди ҳамда шовинистик сиёсатнинг маҳсули сифатида деярли барча гузарларга ўзга миллат вакиллари номлари берилди. Бу билан бизни ўзлимиздан жудо қилишга қаратилган кенг қамровли сиёсий жараёнлар бошланиб кетдики, бу эса алоҳида мақола учун мавзу бўлиб ҳисобланади. Фақатгина миллий мустақиллик халқимизнинг асрий орзу умидларини ушалишида ва тарихий ҳақиқатни

тикланишига пойдевор бўлиб хизмат қилди. Бугунги кунда юртимизда олиб борилаётган кенг қўламли ободончилик ва бунёдкорлик ишлари қишлоқ ва маҳаллалар киффасини тубдан ўзгаришига олиб келмоқда. Айниқса, қадимий ва ҳамиша навқирон Бухоро шаҳрида олиб борилаётган бунёдкорлик ишлари ва ундан кўзланган асосий мақсад аҳоли фаравонлигини ошириш бўлса, иккинчидан чет эллардан ташриф буюраётган сайёҳлар учун, уларни кўнгилдагидек ҳордиқ чиқариши учун муносиб шароитлар яратиш ва бу орқали Бухорони туризм чорраҳасига айлантириш, аждодларимизни бизга қолдирган бой тарихини жаҳонга тараннум қилиш бизнинг энг эзгу мақсадимиздир.

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ИККИНЧИ ЖАҲОН УРУШИ ЙИЛЛАРИДА СУРХОНДАРЁ ВИЛОЯТИДА ҲАРБИЙ ХОЛАТНИНГ ЖОРИЙ ЭТИЛИШИ

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Аннотация. Мақолада муаллиф иккинчи жаҳон уруши йилларида Сурхондарё вилоятида ҳарбий ҳолатнинг жорий этилиши, меҳнаткашлар, муассасалар ва ташиқотларнинг фронт орқасини мустаҳкамлаш, фронтга ёрдам бўйича фаолиятлари ёритиб берилган.

Таянч сўзлар: ҳарбий ҳолат қонунлари, фронтга сафарбар, муассаса, давр қонунлари, яқшианбаллик, тарғибот-ташвиқот, янги меҳнат, ҳарбий техника, ҳарбий тактика, зўр гайрат.

Аннотация. В статье освещены вопросы распространения военного состояния, деятельность трудящихся, учреждений и организаций Сурхандарьинской области по организации и укреплению работы в тыле, помощи фронту в годы Второй мировой войны.

Ключевые слова: военные законы, передовой, институты, периодические законы, воскресенье, адвокатура, новая работа, военная техника, военная тактика, большой энтузиазм.

Abstract. Historical sources include the introduction of military conditions in the Surkhandarya region during World War II, the efforts of workers, institutions and organizations to support the front, and the immediate adaptation of the economy to the front.

Keywords: vocalization, peredovoy, institute, periodic intelligence, voskresene, advocacy, novice communication, vocational techniques, voiceless tactics, bolsшой entuziasm.

Ўзбекистон ўз мустақиллигини қўлга киритган вақтдан бери ўтган йиллар давомида Иккинчи жаҳон урушига муносабат масаласида муҳим аҳамиятга эга илмий - тадқиқот ишлари амалга оширилиб, халқимиз тарихида алоҳида из қолдирган урушнинг мудҳиш оқибатларини илмий асослаш, тарихий ҳақиқатни руёбга чиқариш туфайли миллий ўзлик ва ўзига хосликни кенг тарзда англаб етган ва мустаҳкам миллий ғоя, тафаккур билан етилган жамият аъзоларини тарбиялаш ишлари ўзининг ижобий натижаларини бермоқда. Иккинчи жаҳон уруши йиллари Сурхон воҳаси ижтимоий ҳаётидаги вазифалардан келиб чиқиб, тарих фани олдида ҳам муҳим вазифаларни қўяди. Зеро, Ўзбекистон тарихи саҳифалари уруш тарихи билан боғлиқ ижтимоий-иқтисодий, сиёсий-маданий, маънавий воқеликлар нисбатини аниқлаш, уларнинг сабабларини англаш ва келажакда ҳулосалар чиқариб бериш муҳим ва долзарб масала ҳисобланади.

Иккинчи жаҳон урушида қозонилган ғалабага Ўзбекистон халқининг қўшган ҳиссаси муносиб бўлиб, бу даврда республикага кўчирилган аҳолига халқимиз томонидан кўрсатилган мурувват бутун дунёга ҳақиқий инсонпарварлик, бағрикенглик фазилатларини намойиш этди.

Ҳозирда дунё мамлакатларида Иккинчи жаҳон уруши даври тарихини тадқиқ этиш ўз аҳамиятини йўқотмаган масалалар қаторида қаралади. Бу урушда бутун инсоният ўзининг барча куч ва имкониятларини фашизм устидан қозониладиган ғалабага қаратди. Албатта ўзбек халқи ҳам ушбу ғалабани таъминланишига ўзининг муносиб ҳиссасини қўшди.

Инсоният тарихида иккинчи жаҳон уруши энг оғир фожевий из қолдирган воқеалардан саналади. Урушнинг бошланиши кўпгина халқлар сингари ўзбек халқи олдида ҳар қачонгидан ҳам маъсулиятли ва оғир вазифаларни кўндаланг қилиб қўйди. Бу даврда мамлакат раҳбарияти оғир синовларга дош бериб, халқнинг барча кучини душманга қарши сафарбар этиш ва руҳлантириш борасида бор имкониятларни ишга солиш ва фашист босқинчиларига бўлган

нафратни кучайтириб, халкни оёққа туришга чорлади. “Уруш йилларида Ўзбекистон фронтнинг мустаҳкам таъминот базасига айланди. Юртимиздаги саноат корхоналари ҳарбий соҳага мослаштирилди, барча имкониятлар фронт учун, ғалаба учун сафарбар этилди”, дея таъкидлайди Ўзбекистон Республикаси Президенти Ш.М.Мирзиёев [1].

Шу сабабли ҳарбий давр қонуниятларига бўйсуниб барчага мажбурий қилиб белгиланди, бундан салгина четлашганлар эса аёвсиз жазоланар эди. Барча соҳада ҳарбийчасига фаолият юритиш устувор вазифага айланди, шу муносабат билан Сурхондарё вилояти раҳбарлиги 1941 йил 24 июлда «Ҳарбий замон шароитлари» масаласини муҳокама этиб, махсус қарор қабул қилди. Қарорда давр талабларини инобатга олган ҳолда вилоятдаги барча ишлаб чиқариш муассаса ва ташкилотларнинг ҳарбий давр қонунлари асосида иш юритиши белгилаб берилди. Жойларда мудофаа фондлари, мудофаа лекторлари жангчилар учун иссиқ кийим ва озиқ-овқат фондлари, ҳарбий техника қурилиши ва ҳарбий заём фондларининг вилоят, шаҳар ҳамда туман бўлимлари ташкил қилинди.

Мудофаа фондларини бойитишда якшанбаликлар ниҳоятда муҳим аҳамият касб этди, республика миқёсида биринчи якшанбалик 1941 йил 28 июлда бўлиб ўтди. Ушбу якшанбаликда республиканинг барча вилоятлари қаторида Сурхондарё вилояти меҳнаткашлари ҳам фаол иштирок этиб, якшанбаликдан ишлаб топилган пулни мудофаа фондига топширди. Бўлаётган урушда ғалаба қозониш, аввало халқнинг руҳиятига, унинг урушга муносабатига, маънавий баркамоллигига ва сиёсий онглилигига боғлиқ эди. Чунки урушда иштирок этаётган ҳар бир жангчи, фронт ортида меҳнат қилаётган ҳар бир меҳнаткаш ўзининг нима мақсадда душман билан курашаётганлигини, ғалабага эришишда нималарга амал қилиш кераклигини тушуниб етса ва унинг қалбида душманга нисбатан нафрат, озодликка муҳаббат ҳисси жўш урсагина, янада унумли меҳнат қилади ва душманга нисбатан шафқатсиз муносабатда бўлади. Бу эса ғалабага эриштирувчи муҳим манбалардан биридир, бу жараёнга эришишда омма ўртасида ўтказилган тарғибот - ташвиқот ишларининг аҳамияти ниҳоятда каттадир.

Шуларни инобатга олган ҳолда Ўзбекистон КП Марказий Қўмитасининг 1941 йил 8 августда қабул қилган «Ҳарбий шароитда республикада сиёсий агитация ва пропагандани яхшилаш тўғрисида»ги қарорига мувофиқ Сурхондарё вилоятида ҳам тарғибот-ташвиқот марказлари барпо қилиниб, тарғиботчилар гуруҳлари ташкил этилди. Тарғиботчилар саноат корхоналарида, клублар ва чойхоналарда ташвиқот ишларини олиб бордилар. Бевосита тарғиботчилар гуруҳларининг иштироки билан 1941 йилнинг июнь-июль ойларида вилоят миқёсида фашизмга қарши 570 та митинг бўлиб ўтди ва бу митингларда 85 минг киши иштирок этди [2].

Бу митингларда «Фашизмга ўлим», «Манфур душманга бир қарич ҳам еримизни бермаймиз», «Ҳамма нарса - фронт учун, ҳамма нарса - ғалаба учун» шиорлари ўртага ташланди ва кишиларни янги меҳнат зафарларига эришишга чорланди. Ўша жанговар йилларда вилоятда амалга оширилган яна бир муҳим тадбир - фуқароларни умумҳарбий тайёргарликдан ўтказиш ва ҳарбий техника сирлари билан таништириш ишлари амалга оширилди. Мамлакатда уруш бўлаётган экан, ҳарбий тайёргарликка бепарво қараб бўлмайди. Фуқаролар қанчалик ҳарбий техникани ва ҳарбий тактикани кучли ўрганса, ғалаба дақиқалари шунчалик яқинлашади. Зеро қўлига қурол кўтариб, ўз эркини ҳимоя қилишга ўрганмаган халқ озод қолиши мумкин эмас, шу муносабат билан СССР Мудофаа қўмитасининг 1941 йил 23 июлда «Фуқароларни умумҳарбий тайёргарликдан ўтказиш тўғрисида»ги қарорига мувофиқ урушнинг дастлабки ойларида вилоятнинг 21494 кишиси ҳарбийча юриш, граната ирғитиш ва бошқа турли хил ҳарбий машғулотларни ўрганди. Шунингдек, 1941 йилнинг июль-август ойларида вилоятда пиёдаларнинг 1800 киши иштирокида 10-25 км масофага ҳарбий юриши ўтказилди. «Осоавиахим» жамиятининг «Ворошиловские стрелки» бошланғич ташкилотларида эса 575 та кучли тайёргарлик ишлари олиб борилди, бу машғулотлар асосида 295 нафар мерган қиз тайёрланди [3].

Иккинчи жаҳон уруши йилларидаги демографик, миграция ва урбанизация жараёнлари билан бир қаторда ҳарбий сафарбарлик, фронт орқасини мустаҳкамлаш, фронтни қурол-яроқ ва озиқ-овқат билан таъминлаш муаммолари, жангчиларнинг ҳарбий жасоратлари, уларнинг фронтдан йўллаган хатлари, ота-оналарнинг фронтга йўллаган хатлари, энг муҳими - маҳаллий аҳолининг “Ҳамма нарса - фронт учун, ҳамма нарса - ғалаба учун” шиорига муносабати, қишлоқ хўжалиги, саноат соҳасида эришилган ютуқлари таҳсинга сазовордир [4].

Умуман олганда, уруш барча соҳани ва ҳар бир кишини ҳарбий замон талабларига бўйсундирди, алабатта, бунга эришишда вилоят аҳли ниҳоятда кўп қийинчиликларга рўбарў келди. Аммо бу қийинчиликлар халқнинг зўр ғайрати, сабр-бардоши ва ёруғ кунларга бўлган ишончи орқали бартараф қилинди.

Вилоятда ишга яроқли эркакларнинг фронтга сафарбар қилиниши вилоят халқ хўжалигининг мутахассислар билан таъминлаш танқислигини юзага келтирди. Ишлаб чиқариш соҳасида суеткашликка йўл қўйиш ёки ишлаб турган корхоналарнинг тўхтаб қолиши душманга қулай имконият бўлиб, ғалаба дақиқаларини бир қадар узоклаштириши мумкин эди. Ана шу вазиятни ҳисобга олган Сурхон воҳаси меҳнаткашлари ҳарбий вазият талабларига амал қилиб, жангга кетган сафдошларининг ўрнида ишлаб чиқариш корхоналари ва жамоа хўжаликлари далаларида мардонавор меҳнат қилдилар.

Жумладан, Термиз шаҳар «Золотпромат» артели аёллари «Биз аёллар эркаклар касбини ўзлаштириб, зарур бўлган ҳолда улар ўрнига ўтиб ишлаймиз» деган чақириқ билан чиқишди [5]. Натижада вилоят саноат корхоналаридаги бўш ўринларга бирин-кетин аёллар келиб, ишлаб чиқаришда иштирок эта бошлашди. Турмуш ўртоғини фронтга кузатиб, ўзлари эса ишлаб чиқариш билан банд бўлган «Золотпромат» артели хотин-қиз ишчиларининг мардонавор меҳнати орқали артель учинчи квартал режасини 120 фоизга бажарди.

1941 йил 5 июлда Тошкент шаҳар Октябрь туманида бўлиб ўтган хотин-қизлар митингида Ўзбекистоннинг барча хотин-қизларига мурожаатнома қабул қилинди. Мурожаатда ўзбек аёлларига қарата: «Қадрдон опа сингиллар! Ҳаммамиз жипслашиб, жонажон Ватанимиз ҳимояси учун оёққа турамиз, станоклар, тракторлар, комбайнлар ва колхоз далаларида эркакларнинг ўрнини босамиз, уруш кунларида ҳеч ким қўл қовуштириб ўтиришга ҳақли эмас. Бу улугвор курашда ҳар ким ўз ўрнини билиши керак. Биз фронт орқасида туриб душман устидан ғалабамизни шижоат билан қўлга киритишимиз керак» [6], дейилган эди.

«Золотпромат» артели аёллари ва Тошкент шаҳар аёлларининг мурожаатига қўшилган Термиз тумани «Паттакесар» қишлоқ кенгашининг «Социализм» жамоа хўжалиги аъзолари Оқабиги Имомова, Мариям Худойкулова ва Бека Ҳазраткуловалар вилоят қишлоқларида истиқомат қилаётган хотин-қизларга қуйидагича мурожаат билан чиқдилар: «Биз колхозчи хотин-қизлар фашистларни қириб, маҳв қилиб ташлаш учун фронтга кетаётган эрларимиз, ака-укаларимиз, қариндошларимиз ўрнида колхоз ишлаб чиқариш ишларида стахановчасига ишлаймиз. Фронтга кетган ҳамма яқинларимизнинг ҳам режаларини ўзимиз бажариб, душманни тезда янчиш учун жангчиларимизга ёрдам берамиз» [7].

Умуман, 1941 йилнинг 15 октябрига қадар вилоят бўйича 800 хотин-қизлар «Фронтга кетган йигитларнинг ўрнини олиш керак» деган чақириқ билан чиқишди. Вазият ниҳоятда оғир эди, уруш мисли бир аждаҳо бўлиб, бутун ишлаб чиқарилган маҳсулотларнинг каттагина қисми фронт эҳтиёжлари учун сарфланаётганди. Саноат ва қишлоқ хўжалигида ишлаб чиқариш билан банд бўлган аёлларни янги касб малакаларига ўргатиш, янги ихтисосликларни эгаллаш зарурияти каби муаммолар кун тартибидаги долзарб мавзу эди. Шу мақсадда жойлардаги саноат корхоналари ва МТСлар қошида қисқа муддатли курслар ташкил этилди. Ушбу курсларда аёллар станоклар билан ишлаш, трактор ва комбайнлар ҳайдаш ва шунга ўхшаш касб малакаларини эгаллар эдилар.

Жумладан, урушнинг дастлабки ойларида Шеробод МТСи қошида ташкил қилинган қисқа муддатли тракторчилар тайёрлаш курсини 83 хотин-қиз тамомлаган бўлса, Жарқўрғон тумани 1-МТС и қошида ташкил қилинган қисқа муддатли тракторчилар курсида эса 62 хотин-қизлар трактор бошқариш сирларини ўрганишди [8]. Бу шижоатли онахонлар қаторида Равшанхон Тилавова, Чучук Мелибоева, Маҳар Саматова ва Ўғилой Чоршанбиеваларнинг номларини келтириш жоиздир. Умуман, ўша жанговар йилларда вилоятда 260 хотин-қиз раҳбарлик лавозимига кўтарилган бўлса, 600 нафар хотин-қиз эса тракторчилик ва шофёрлик касбини ўрганидилар [9].

Ўша даврда бутун ҳаёт ҳарбий изга қурилган бўлиб, саноат корхоналари 2-3 сменалаб ишлар, қишлоқ хўжалигида ҳам вазият ниҳоятда оғир эди. Кишилар 2-3 сменалаб ишлаб, оч ва юпун бўлса-да, ғалабага ишонч, келажакка умидворлик ҳисси, уларни «юқоридагилар» амри билан эмас, балки ўзларининг қалб амри, виждон даъвати билан меҳнат қилишга ундар эди. Ҳар бир ортиқча ишлаб чиқарилган маҳсулот душман устига снаряд бўлиб тушишини улар қалбан ҳис қилишди.

Кишилардаги матонат ва сабру бардош ғалаба кунини яқинлаштириш ишида бош манба бўлиб хизмат қилди. Бу даврда вилоятдаги ҳеч бир кимса қўл қовуштириб ўтирган эмас, балки улар станоклар ёнида, далаларда тинмай, кечани-кеча, кундузни-кундуз демасдан елкама-елка туриб, бир-бирига мададкор бўлиб, мардонавор меҳнат қилди ва ғалабанинг иқтисодий тамал тошини барпо этдилар. Ана шу тамал тошни қўйишда вилоят аёллари билан бир қаторда болалар ва қариялар ҳам фаол иштирок этдилар. Жумладан, 1941 йил июль ойида термизлик 17 нафар ўқувчи «Прогресс» артелида ишлаш истагини билдирган бўлса, уч нафар ўқувчи эса «Иттифок» жамоа хўжалиги далаларида ишлашга азму қарор қилди. Ёки шўрчилик 408 ўқувчи эса 1941 йилнинг 31 июлида 6750 кг темир-терсак парчаларини йиғиб, давлатга топширди [10].

Бошланиб кетган уруш кексалар турмушини ҳам ағдар-тўнтар қилиб ташлади, улар кексалик гаштини суриш ўрнига, оз бўлса-да, халққа мадад бўлиш учун далаларга чиқиб меҳнат қила бошладилар. Ўша оғир синовли йилларда Термиз тумани Мангузар қишлоқ кенгашига қарашли «Қизил Ўзбекистон» жамоа хўжалигида 76 ёшли Юнус ота Шукуров одатдаги 1 меҳнат куни ўрнига 2, 80 ёшли Хусан ота Алламуродов 1-1,5, Шеробод тумани «Хўжаулкан» қишлоқ кенгаши Й.Охунбобоев номли жамоа хўжалигида яшовчи 70 ёшли Бозорбобо Муслмонов, 60 ёшли Эрназар ота Бобоназаров ва жангчининг онаси 65 ёшли Қизлармомо она Турдиевалар эса 2-2,5 меҳнат кунидан ишладилар.

Умуман олганда, ҳаётнинг барча жабҳаларида ҳарбий замон қонуниятлари устуворлиги таъминланди. Уруш йилларида собиқ СССР нинг тарғибот ва ташвиқот машинаси янада кучлироқ ишлади. Бутун аҳолини урушга сафарбар қилиш бош ғояга айланди, аҳолининг эркин фаолият юритиши чеклаб қўйилди, барча жабҳалар уруш манфаатларига бўйсундирилди. Бошқаришнинг тоталитар тартибларидан фойдаланиш ниҳоятда авж олди, режани бажармаган ёки иш фаолияти давомида заррача хато ва камчиликка йўл қўйганлар аёвсиз жазоланди.

Хулоса шуки, Мудофаа ишларни ташкил этишдаги тарғибот-ташғибот ишлари, фашизм устидан ғалабани ташкил этишдаги чақириқлар, қонунларга амал қилишдаги ҳаракатлар, унда воҳа аҳолисини амалий иштироки, халқ-хўжалигини фронт манфаатларига сафарбар этилиши, воҳа аҳлини меҳнатсеварлиги, фронт ортини мустаҳкамлашдаги меҳнат жасоратлари ҳамда оташин чақириқлари ғалабани таъминланишига катта ҳисса қўша олди.

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УЎК: 91

БУЮКЛАРГА ЭҲТИРОМ

(Мустақиллик йилларида Хоразм вилоятида буюк аждодларимиз таваллуд саналарининг кенг нишонланиши ва унинг аҳамияти)

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Аннотация. Ушбу мақолада ватанимиздан етишиб чиқиб дунё тамаддунига, илму фани ривожига ўзига хос катта ҳисса қўйган буюк аждодларимизнинг, шунингдек Хива шаҳрининг 2500, “Авесто”нинг 2700, Хоразм Маъмур академиясининг 1000 йиллик саналарининг Хоразм вилоятида кенг нишонланиши ва унинг аҳамияти ҳақидаги маълумотлар ёритилган.

Калит сўзлар: истиқлол, ҳаракатлар стратегияси, баркамол авлод, буюк аждодлар, фан-техника ютуқлари, ижод мактаби.

Аннотация. Эта статья посвящена празднованию 2500-летия Хивы, 2700-летия Авесто и 1000-летия Академии Мамуна в Хорезмской области.

Ключевые слова: *независимость, стратегия действия, гармонично развитое поколение, великие предки, научно-технические достижения, школа творчества.*

Abstract. *This article covers the celebration of the 2,500th anniversary of Khiva, the 2,700th anniversary of the Avesto, and the 1,000th anniversary of the Mamun Academy in Khorezm region.*

Keywords: *independence, strategy of action, harmoniously developed generation, great ancestors, scientific and technical achievements, school of creativity.*

Ўзбекистон 1991 йил 1 сентябрда истиқлолга эришгач, нафақат сиёсий-ижтимоий, иқтисодий ва ҳуқуқий ислохотлар ўтказишга, шунингдек жамиятимизда маънавий ва маърифатни юксалтиришга ҳам алоҳида эътибор қаратиб келинди.

Айниқса 2016 йилдан кейин давлатимизда тараққиётнинг янги босқичи бошланиб, президентимиз Шавкат Мирзиёев томонидан Ҳаракатлар стратегиясининг қабул қилингани, жамиятимизнинг барча соҳаларини қамраб олган ислохотларнинг жадаллик билан олиб борилаётгани, халқ билан мулоқот йўлга қўйилиб, инсон манфаатларининг рўёбга чиқиши учун кенг имкониятлар яратилиши жамиятимизда кечаётган бунёдкорлик, буюк юксалишлардан дарак беради.

Жамиятимизда амалга оширилаётган ислохотлар жараёнида Президентимиз Шавкат Мирзиёев томонидан халққа маънавий руҳий куч қувват бағишловчи, унга маънавий озуқа берувчи муҳим омил сифатида тарихимизни холис ва ҳаққоний ўрганишга, айниқса китобхонликка, энг сўнги замонавий фан-техника ютуқларини эгаллаган, мустақил фикрлайдиган, хориждаги тенгдошлари билан бемалол беллаша оладиган, жисмоний ва маънавий жиҳатдан баркамол авлодни вояга етказиш ва шакллантиришга, бу борада мактабгача таълим ва умумий ўрта, олий таълим соҳаларига, илму фанга катта эътибор қаратилаётгани, имкониятлар яратиб берилаётгани давлатимизнинг келажаги буюк эканлигини, бундай порлоқ истиқбол сари бугун дадил қадамлар ташланаётгани, мустаҳкам замин бунёд қилинаётганини кўрсатади.

Президентимиз Шавкат Мирзиёев 2017 йилнинг 14-15 октябрь кунлари ҳудудларнинг ижтимоий-иқтисодий ривожланиши билан танишиш, истиқболдаги вазифаларни белгилаш мақсадида Хоразм вилоятига ташриф буюриб, халқ депутатлари вилоят кенгашининг навбатдан ташқари сессиясида нутқ сўзларкан, “Хоразм воҳаси шундай хосиятли бир юртки, унинг ҳар қандай одамни ҳам ўзига тортадиган бекиёс сеҳри, жозибаси бор. Чунки, Хоразм деганда, жаҳон цивилизациясига улкан ҳисса қўшган, миллий давлатчилигимизнинг тамал тоши қўйилган бетакрор бир ўлка кўз олдимизга келади. Шахсан мен қачонки бу замин тупроғига қадам қўйсам, кўҳна тарих сирларидан огоҳ бўлгандек, кўп ҳаётий ҳикматларнинг мағзини чакқандек бўламан. Хоразм ҳақида сўз юритганда, машҳур шоиримиз Омон Матжоннинг мустақиллигимиздан олдин ёзган бир шеъри ёдимга тушади. У киши “Нега Хоразмда тоғлар йўк?” деган саволни қўйиб, “Хоразмнинг буюк тоғлари бор-бу Муҳаммад Хоразмий, Абу Райҳон Беруний, Паҳлавон Маҳмуд, Огаҳий, Ферузлардир” деб жавоб беради. Бугун биз чексиз ғурур ва истихор билан бу рўйхатга Маҳмуд Замахшарий, Нажмиддин Кубро, Жалолиддин Мангуберди, Ҳофиз Хоразмий, Сулаймон Боқирғоний сингари улўғ аждодларимизнинг қутлўғ номларини ҳам қўйиб айтишга тўла ҳақлимиз”, дегандилар.

Президентимиз томонидан алоҳида ҳурмат билан тилга олинган буюк аждодларимизнинг таваллуд саналарини нишонлаш орқали ёшларда ва кенг жамоатчиликда уларга нисбатан эҳтиром, ватанпарварликни кучайтиришга қаратилган саъйи-ҳаракатлар натижасида 1994 йилда маърифатли Хива хони, шоир ва бастакор Сайид Муҳаммад Раҳимхон 2 (Феруз)нинг 150 йиллиги, 1995 йилда тассавуфдаги Кубровия тариқатининг асосчиси, мўғулларга қарши курашда қахрамонлик кўрсатган Нажмиддин Кубронинг 850 йиллиги, араб тили грамматикасини яратган, “Қуръони Каримга “Ал-Кашшоф” номи билан шарҳ ёзган аз Замахшарийнинг 920 йиллиги, 1997 йилда эса қадимий ва навқирон Хиванинг 2500 йиллиги, 1998 йилда файласуф шоир, шарққа машҳур полвон, тасавуфдаги жавонмардийлик оқими асосчиси Паҳлавон Маҳмуднинг 750 йиллиги, шу йили яна буюк шоир, таржимон, тарихчи ва Хива хонлигининг бош мироби сифатида фаолият кўрсатган Огаҳийнинг 190 йиллиги, Хоразмшоҳ Ануштегенийлар Давлатининг сўнги вакили, Чингизхонга қарши курашиб номи асрларки барҳаёт бўлиб келаётган Жалолиддин Мангубердининг 800 йиллиги, 2001 йилда зардуштийларнинг муқаддас китоби “Авесто” яратилганлигининг 2700 йиллиги, 2006 йилда Хоразм Маъмур академиясининг 1000 йиллиги кенг нишонланди.

Ушбу табаррук саналар нишонланган айёмларда уларнинг асарлари ҳам қайта нашр этилиши ёки уларга бағишланган тадқиқотларнинг юзага келиши аждодларимиз ҳаёт фаолиятининг кенг оммалашувига ҳам сабабчи бўлди. Масалан, 1994 йилда Тошкентдаги Гафур Гулом номли нашриёт томонидан ф.ф.н. Гулсара Исмоилова томонидан Феруз ғазаллари “Элга шоҳу ишққа қул” номи билан, 1995 йилда эса бир гуруҳ тарихчи, файласуфлар томонидан “Нажмиддин Кубро” номли тўплам, ф.ф.н. Убайдулла Уватов томонидан эса “Аз-Замахшарий” рисоласи, Паҳлавон Маҳмуд таваллуд санасига бағишлаб шоир ва таржимон томонидан “Ҳақ файзи”, “Иймон тухфаси” номидаги рисоалар, Ж.Мангубердининг 800 йиллигига атаб машҳур озарбайжон шарқшунос олими Зиё Бунёдовнинг “Хоразмшоҳ Ануштегенийлар давлати” монографияси, шоир ва таржимон Асқар Маҳкам эса “Авесто”дек зардуштийларнинг муқаддас китобини 2001 йилда нашр қилдирди. Шунингдек, Хива шаҳрининг 2500 йиллиги, Хоразм Маъмур академиясининг 1000 йиллигига бағишлаб ҳам кўплаб асарлар яратилибгина қолмай, ушбу саналарга бағишлаб халқаро илмий конференциялар ҳам ўтказилди.

Бундан ташқари Хоразмлик ижодкорлар томонидан айнан юқоридаги буюк аждодларимиз ҳаёти бадиийлаштирилган ҳолдаги асарлар ҳам яратилди. Бунга Э.Самандарнинг “Ҳазрати Полвон ота” қасидаси, драматург Н.Солаевнинг “Жоруллоҳ” драмаси, К.Авазининг Ферузхон ҳаёти ҳақидаги “Сақили наво” видеофильмини, “Авесто” яратилган давр ҳақидаги “Меҳр фарзанди” пьесаларини мисол қилиб келтириш мумкин.

Шу билан бирга 1999 йилда Урганч шаҳрида Жалолоддин Мангуберди боғ мажмуаси, ҳайкали, 2001 йилда Авесто боғ мажмуаси, монументал ёдгорликларининг бунёд қилиниши эса ўзига хос меъморий композиция, шунингдек аждодларга эҳтиром рамзи бўлиб қолди.

2016 йилдан кейин давлатимизда тараққиётнинг янги босқичи бошлангач эса буюкларга бўлган эҳтиром янада юксала бошланди. Масалан, энди тарихдаги буюк аждодларимизнинг хотираларига бағишлаб халқаро мусобақалар ўтказиш орқали уларнинг номи, фаолиятини дунё миқёсида оммалаштиришга эътибор қаратилмоқда. Бунга мисол сифатида Паҳлавон Маҳмуд хотирасига бағишлаб 2018 ва 2019 йилларда Хивада ўтказилган халқаро кураш мусобақасини, 2019 йил октябрида Ал-Хоразмий хотирасига бағишлаб математика бўйича Хоразмда нишонланган халқаро тадбирларни таъкидлаб ўтиш жоиз. Шунингдек, 2017 йилда Ўзбекистон, Туркменистон ва Қорақалпоғистон Халқ артисти Комилжон Отаниёзов таваллудининг 100 йиллиги республика миқёсида ўтказилибгина қолмай, янгидан Комилжон Отаниёзов номидаги ижод маркази ва бюсти барпо этилди. 2019 йилда эса буюк шоир, таржимон ва мироб Огаҳий асарларининг 10 жылдиги чоп этилиши, Хиванинг Эски Қиёт шаҳрида Огаҳий номидаги ижод мактабининг бунёд қилиниши ҳам буюкларга эҳтиромнинг ўзига хос, янгича рамзи бўлиб хизмат қилмоқда.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАҢЛАР АКАДЕМИЯСИ
МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

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Мусахҳиҳ:
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Рўзметов Дилшод
Ҳасанов Шодлик
Мадаминов Руслан, Ламерс Жон
Ўрозбоев Абдулла
Артикбаева Гулистан

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