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АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

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ФИЛОЛОГИЯ ФАНЛАРИ

UDC 81-13

**FEATURES OF DESIGNING A SOCIO-CULTURAL EDUCATIONAL ENVIRONMENT
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Annotatsiya. Maqolada ingliz tilini o'rganishda shaxsning o'z-o'zini rivojlantirishni tashkil etish masalalarida asosiy bo'lgan asoslar, yondashuvlar, usullar, yo'nalishlar ko'rsatilgan.

Kalit so'zlar: loyiha, ta'lim, ingliz tili, madaniyat.

Аннотация. В статье освещены основания, подходы, методики, направления, являющиеся базовыми в вопросах организации саморазвития личности при изучении английского языка.

Ключевые слова: проект, образование, английский язык, культура.

Abstract. The article highlights the foundations, approaches, methods, and directions that are basic in the organization of personal self-development in the study of the English language.

Key words: project, education, English language, culture.

The reality of the modern stage of human development is such that, on the one hand, it seems impossible to fully assimilate the amount of information that is the property of humanity, on the other hand, the information field of the Earth generates the so-called network mind effect, when real connections between people create a system that has a new ability to think. In this approach, society, education, and the environment can be represented as a "network" in which each individual is a node, a center of interconnections. The dominant role of the English language in the development of information technologies and mass communication media, which can and should become the basis of models of the learning space, allows us to speak about the global linguosocio-cultural media environment, within which humanity lives today and whose achievements are a universal heritage, a thesaurus that combines cognitive and verbal pictures of the world.

Comfort and nonviolence of learning are achievable when operating with concepts that are part of intersubjective experience in an organic socio-cultural educational environment. We who live in this world perceive it as intersubjective, including interpersonal communication and language. Intersubjectivity is understood as the generality of the experience of interacting subjects and the general significance of its results. The accumulated cumulative experience allows us to consider the modern world as a unified community, information, socio-cultural and, perhaps, emotional matrix, intersubjective world "whole", fueled by people and, in turn, feeding them themselves. It seems appropriate to consider the socio-cultural system of society as a component of the appropriate environment, the form of its structure, and to consider teaching methods in its modern context.

The context of the concept of "education" in the process of expansion is continuous. Education can be considered as an acquired asset of the individual, which is revealed in its behavior. It is contained in the subject's psyche, belongs to his individual culture, is formed in the process of communicating with other people, in the process of acquiring personal experience of knowing the world. Education depends on the environment in which the development of a person takes place, it largely determines the individual context of his perception of the world.

Personality, which should be focused on the educational environment, is a stable system of socially significant features that characterize the individual as a member of a certain society, freely and responsibly determining its position among people and endowed with a variety of social properties. In the methodology of teaching a foreign language, there is a concept of "secondary language personality", which is defined as a set of human abilities to teach a foreign language on an

intercultural level, which is understood as an adequate interaction with representatives of other cultures.

Since the process of becoming a secondary language personality is associated not only with mastering the verbal code of a foreign language and the ability to use it practically in communication, but also with building a "picture of the world" in the mind of a native speaker of this language as a representative of a certain society, then teaching a foreign language should be aimed at introducing (students) to the conceptual system of another language society.

It is obvious that the world experience of the thesaurus and the information flow is intersubjective, i.e. it provides the possibility of mutual understanding, and represents the apodictic reality of the world being. For language learners, what is important is not so much a high level of reading, writing, and translation (although this is by no means excluded) as "linguistic and socio-cultural competence" - the ability to "dissect" a language under the microscope of culture.

Today, language is not only a vocabulary, but also a way for people to Express themselves. It serves for communication purposes and is able to Express the entire set of human knowledge and ideas about the world. Today, the basic approach to education should not be based on the separation or separate study of foreign cultures, but on the synthesis of cultures of the world.

Computer-based communication and the media subculture that has developed over the past decade, which tends to unify, has erased not only geographical barriers, but also blurred the boundaries between spoken and written English, making it utilitarian and tolerant of various variants and variations of the language, as well as individual style. The increasing volume of lexical borrowings from the English language is an obvious phenomenon. Uzbek and English syntactic structures are initially similar in many ways, so replacing certain members of a sentence in Russian with their English equivalents is a kind of communication bridge. For students, it is psychologically more comfortable to build sentences according to the rules and norms familiar from childhood, substituting new elements for certain positions in familiar speech models. Many words and expressions have long been part of the language background and as international concepts fit seamlessly into the overall picture of the world (presented in the form of a world thesaurus).

The preparation of educational texts and the development of the educational environment as two components of the development of the content of education today require a new organization and structuring of educational information, tasks, exercises, etc., which is the basis of the content of education, due to the heterogeneity of the nature and complexity of the relationship of elements, which complicates the task of their (elements) organization in a single educational process.

The following features of the development of socio cultural educational environment are highlighted:

- 1) relying on the student's experience, which is used as one of the sources of learning;
- 2) the primacy of independent creativity, the organization of joint work of the teacher and the student on the planning, implementation and evaluation of the learning process;
- 3) systematic training, which implies compliance with the goals, content, forms, methods of training and evaluation of its results;
- 4) individualization of training, focused on specific educational needs and goals of training and the level of training, psychophysiological, cognitive characteristics of each;
- 5) context of training, according to which training is based on the professional, social, household activities of the student;
- 6) updating of learning results, which implies the immediate application of the acquired knowledge, skills and abilities in practice;
- 7) development of educational needs as a specific goal is achieved.

The organization of project collective activity is subject to the vector principle, when the necessary condition is a progressive orientation of activity, which is possible for the reason that the synthesis of the basic thesaurus of each individual generates a volume of collective knowledge immeasurably higher than was available. Thus, the use of the world thesaurus in the design of the socio-cultural educational environment for learning English is a kind of communicative key to

world progress and will allow access to various areas of human knowledge, which will determine the most harmonious self-development of the individual of the XXI century.

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UDC 82-3

SPECIFIC FEATURES OF STUDENTS' CHARACTERS IN WORLD AND UZBEK LITERATURE

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Аннотация. Мақолада жаҳон ва ўзбек адабиёти асарларидаги талаба образи тасвир ва талқин қилинган. Ҳар иккала адабиётдаги ўрни, генезиси, миллий табиати, поэтик-типологик хусусиятлари ўрганилган. Мақолада жаҳон ва ўзбек адабиётидан намуналар, парчалар берилиб, таҳлил қилинган ва қиёсий-типологик жиҳатдан ўрганилган. Мақолада таҳлил қилинган жаҳон намояндлари ижодларининг қиёсий тадқиқ қилиниши миллий адабиётимизни ривожланишига самарали таъсир кўрсатади ва китоб мутолааси ва китобхонлик маданиятини оширишига хизмат қилади.

Калит сўзлар: тасвир, талқин, талаба, талабалик даври, моддий ва маънавий ҳаёт.

Аннотация. В статье представлен образ студента в мировой и узбекской литературе. Роль, генезис, национальный характер, поэтически-типологические особенности обеих литератур. В статье представлены выдержки из мировой и узбекской литературы, аналитические и сравнительно-типологические исследования. Сравнительное изучение произведений мировых деятелей, проанализированных в статье, окажет положительное влияние на развитие нашей национальной литературы и будет способствовать развитию чтения литературных книг и культуры чтения.

Ключевые слова: образ, интерпретация, студент, студенческий период, материальная и духовная жизнь.

Abstract. The article depicts the student's image in world and Uzbek literature. The role, genesis, national nature, poetic-typological features of both literatures are studied. The article presents samples from world and Uzbek literature, analyzes and studies comparatively and typologically. The comparative study of the works of world figures analyzed in the article will have a positive impact on the development of our national literature and will promote the reading literary books and reading culture.

Key words: image, interpretation, student, student's period, material and spiritual world

A literary hero is always considered one of the most important problems in literature. Because of the "appearance" of literature in which the portrayal of person and the world is reflected primarily in literary heroes. The literary hero's image illustrates the extent to which national literature in each period has reached the understanding and understanding of the human world. This is because in the hero's worldview, his character and experiences reflect the specific socio-political landscape of the historical period and the way in which people live. Therefore, all the problems of the literature of each period and the work of the creators are analyzed first and foremost on the basis of artistic image of the literary characters. Since all literary issues are linked directly to the literary hero, the focus of the scientific-theoretical problems of this science is also directly on the subject of literary heroism.

Student image plays a special role in the system of artistic images of world literature. It reflects the outlook, behavior, material and spiritual world of young people in the world. This image points to the future of the society in which that student lives. Student's character plays a special role in the system of artistic characters of world literature. It reflects the outlook, behavior, material and

spiritual world of young people in the world. By this character writer points to the future of the society in which that student lives.[1:26]

The first example of a student's character in the world literature is in the Hamlet tragedy by the famous English poet and playwright William Shakespeare. This Hamlet's friend is a poor student Horatio.

O. Kayumov also noted that in this tragedy the images of “soldiers and students” deserve special attention. [:118] Horatio was Hamlet's closest and fraternity friend. Hamlet was always open to him and he did not keep secrets from him. He always helped Hamlet to expose the enemy's machinations. Hamlet, who was sentenced to death, he wanted that his trusted friend Horatio to tell the truth to those unaware of the incident. Horatio is a faithful, honest, and courageous young man, and is one of the typical representatives of the society.

The Hamlet tragedy reflects the triumph of the human mind over obsolescence, so that the character of a student who strives to continuously grow his mind through reading and research is included in this plot.

Student Horatio is a sociable. He is distinguished by his intelligence, sincerity and devotion. In his speech, the character of a well-educated, intelligent, and humane person who aspires to the truth is individualized.

French writer Jean Jacques Rousseau believes that human birth is free from all kinds of maladies, but believes that all the bad habits in it are caused by inequalities. The task of a teacher should be to improve natural qualities of human.

There is also student's character in the novel “Oras” (1841) Laraviner. Oras, the dearest of his parents, George Sand, wants to be famous in Paris. But because of his laziness, sluggish, free-living, trying to earn for living at the expense of others, he is not able to work, to create or to fight for his life. He escaped cowardice in the June 1832 from barricades war. He was shamed to work. The author used the character of a student, Laraviner, who was at odds with him in an attempt to make his character more vivid. For example, Oras escaped fight in the barricade in June 1832, while Laraviner, on the contrary, was particularly active in these battles. Contrary to Laraviner's wise thoughts on the vagaries of Oras. [8:119]

One of the great writers of French literature, Onore de Balzac, is one of the novels of Ota “Father Horiot”(1834), which was included in the critique of Critical Realism as a human comedy and also included student character. This is the character of Eugene de Rastignak.

The story of Horiot's father, who suffered from humiliation at the end of his life and who suffered a humiliating end to his children and who had not received the proper response, taking refuge in a ruined hotel on the outskirts of Paris, this work, depicting the life of Gorio, aims at highlighting the degradation of moral virtues in a society dominated by money and wealth. First of all, it has been shown that it can destroy family relationships from within.

Poor student Rastignac also lives in the hotel where Horiot father lives. When he sees the lives of the people here, he is soon disappointment with his studies. He wants to dress like the rich and noble people around him and get a better position. He asks for money to write home. His family sent him a letter with money, asking him to search for relatives of a woman named Vicontessa de Bosean. Rastignac finds him. She promises to help him.

The family was very optimistic about the future of Rastignac. In the hope of this, everyone will support him. But Rastignac was one of those young people who got used to labor as a result of need. These young men are well aware that their family's only hope is from their youth, and that they will be able to weigh all the benefits of science and to be one of the pioneers of future society and adapt their knowledge to the development of society. They try to create as bright future as possible.”[2:320]

One of the best works of world literature is the student character named Razumov in the English writer Joseph Conard's work "Under the western eyes". Razumov is a student at the University of St. Petersburg. He is a lonely student without a family. Although he had no family,

there were many other supporters around him. He came from an aristocratic family. The author emphasizes this individually.

One of the best works of world literature, the English writer Joseph Conard wrote, "Razumov does not even need for money at all because he received financial support from someone. Razumov does not regret being alone. In addition, he was always among the wealthy aristocrats. Most of his acquaintances, his friends, were princes, rich people. Razumov's main goal was to study, and he often met with professors from different fields to achieve his goal." [3: 224]

World literature describes students' marital status often poor. Students are often shown to be either orphans or genuine orphans. In particular, Raskolnikov, in F. Dostoevsky's novel "Crime and Punishment," had not a father only mother and sister. "You know how much we love you: You are the only person for me and Dunya in the world and you are our only hope." [4: 119] Her mother used to send money to her son from his pension. This poverty forced Raskolnikov to stop his studies. Would he not be in such situation if his family were financially secure?

"When I hear that you are in trouble and have not been to university for several months, you have missed your classes and you have no money, you know what I have been through! What could I do for you, with pension of one hundred and twenty rubles a year?" [4: 120]

In this work, the writer describes the student's marital status that is very pity. Even for money, Raskolnikov's mother says that she has to marry her daughter to a rich man. As it turns out, in the world literature we can see the images of students and their families in different ways. If someone leaves school for privation, some of them do not have it, even if they have some money. There are also students who, despite knowing that their family has high hopes for it, instead of studying, they are engaged in various activities.

The family members of the Chaldin character in Joseph Conard's "Under the western eye" have something in common with the Raskolnikov family. Chaldin is also a university student. He also has a sister and mother. Their hopes are from their son as well. And while Chaldin commits a crime, he doesn't even think of them.

Chaldin's mother was ready for her son to do everything. If his son wanted to sell their all possessions and says to go abroad, she would agree without doubt. If he wanted to go to the moon, he would go without any rejection. Natalia, her sister, and Natasha, of course, supported her. [3: 230]

Apparently, Rastinyak and Razumov did not suffer from financial difficulties. On the contrary, these young men were in the nobles, in their circle. However, Razumov had a very good academic background and was not interested in wealth. Ratinyak always wanted to be rich. It was thought of. Therefore, he was very involved in meetings and conversations among the nobles.

Not only Razumov's personage, but also Ricky's character in the English in "Long Journey" by writer E.M Forster's is an early orphan of his family who needs care and love, who is responsible for his life and his college career is a student hero. "The college is in progress," said Ricky, who was "[5: 9] E.M Forster "Long journey" "The college is, and was, and always will be one. What you call a muscular set is not a set at all. They are just rowers, and naturally they basically see each other; but they are always nice with me or with anyone. Of course, they think that we are rather donkeys, but this is a pretty enjoyable way." [6:9] English writers portray their student heroes as deeply as they are. Many of them place their studies, university and college at a very high level, and, with their excellent qualities, excellent training, are fundamentally different from their friends and classmates. They stand out from their classmates for the rest of their lives. One of these heroes is the character of Paul Pennifezer in the work of English writer Ivilin Vaugh "Declaine and fall". «Paul Pennifer studied theology. It was the third year of his measured university life at Oxford. Prior to that, he graduated with honors from a small private school with a slightly noticeable religious bias in the county of Saasex; at school he was the editor of the magazine, the president of the discussion club» . [6:2]

Although the image of a student in the work of English writers began with the period of their study at the beginning of the period, with their high need for studying, in the culmination of the novel they becomes a completely different heroes. When Razumov becomes a state spy because of Chaldin's actions, Pennifezer is imprisoned for marrying an older woman and unwittingly interfering with her. Ricky leaves the world, destroying his life, hoping to get some love, and to help his drunken stepbrother.

It is noteworthy that student character has a place in Uzbek literature as well. Even in Uzbek literature. Primkul Kadyrov created a separate story under the name "Students" (1951). In addition, his novel *The "Three Roots"* draws attention to the fact that he portrays students' life. The novel emphasizes the role of literary students in leading and influencing the lives of the 20th century Uzbeks, and their role and influence in the development of society. At this time students were one of the leading forces of society. This fact is depicted in the novel as a real-life process.

In the Uzbek literature, Pirimkul Kadyrov's work *"Three Roots"* is not so good as the students' marital status, but they do not disserve their families at all with their knowledge and diligence.

The image of Mahkam in the novel is exemplary for all students. He is known for his diligence and dedication, courage and fearlessness, from the high school professor to the students. His childhood comes during wartime. She coped with her mother's difficulties. When his father comes back from the fight, his life will be much better. This opportunity will encourage you to study well. "The war is over, his father has come and lives have improved, but those days have been the peak of his life and he has survived. Now, when a student is desperate and in a difficult situation, he thinks he can climb to the top and look at the troubles from above and find comfort in seeing their trivialities." [7: 15].

One of the student personage in the work is Achille. He also studies with Mahkam. He was a diligent, a hardworking. "He spent a lot of time in the open field, working long hours with his father. But his only dream was his mother. Because when Ochil was six years old, his mother died in an early tragedy as a result of landslides. Because of this, he had a stepmother who didn't look bad to Ochil, but the guy was stranger to her. Still, he lacked motherly love. "He would hear so many things about himself in school and in the field. That warmth would have made his mother's love so small that it was not enough." [7:119]

Several female students also feature in the work. When we look at their lives, their family life, we see that their lifestyle is different. Gavhar is the daughter of Abdurahmon Toshev, a former Dean of Higher School. She never gives up on her father, but shows his full strength. In his knowledge, the other student is different from the girls. "Pearl excelled in history, among other subjects, and, among other teachers, was a history teacher involved in her field. In addition, her father was a historian." [7:120]

The field that she loves with all her efforts is to study in Moscow in the direction of architectural education. Many of her dreams come to study in her home country. She dreams to design beautiful buildings.

Zamira's only purpose was to study and study. She always remembered every word of her mother. The only purpose of the mother was to bring up her daughter with a higher education. "I used to think that my misfortune was not by my own discretion. Your sister could not find happiness even as she with her own desire. Now I know that first study than to get marry. I want you my daughter to be well educated and to be intelligent person. Unless you have a higher education, study without thinking anything." Zamira, who always remembered her mother's words, always avoided the boys and kept studying. Zamira's family status is not so good, and her single mother was the only person who breads the family. "His father was very good-natured, his mother said, but he was divorced and remarried with another woman. When Zamira realized that her father was a hard-hearted, unstable man, she became very sad." [7: 109] As you can see, Zamira's life was also hard. She was raised by her single mother and grandmother. A single mother worked well and cared for her daughters, not letting them know that they had no father.

In Uzbek literature, the characters of the novel "Three Roots" are unique the students' image, their family background, their material and moral hardships as a result of wars and repressions, the pursuit of a peaceful life, the pursuit of knowledge and happiness make a special place in the image of young people who want to find and contribute to the development of society with their knowledge and science.

In the Uzbek literature student's personage is also found in the works of Mirmuhsin. His work, "Hope" ("Umid"), draws the reader directly into the reader's portrayal of real events in student life. The main protagonist of the novel is Umid, an orphan who, despite being an orphan from his parents, is described as a very intelligent, educated, hard-working student. "His teachers and friends knew that he was smart, responsive, and keen. He hoped that he would be a good man, not a 'clout'".[9:56] A smart, educated, and intelligent student and graduate student grew from a young boy who endured his mother's suffering. The writer presents Umid not only as a mentor but also as a physically strong student. "He was pleased that Umid was not only mentally strong, but physically strong." [9:98]Such a portrayal of the writer's hope can be seen by a smart and ambitious student. But at the end of the book it is revealed that the bitter part of life has made it completely different.

The novels in Uzbek literature reveals that the characters' family life is different, and that their childhood has been a bit stressful for the war. Nevertheless, all of the student characters are portrayed by the most moving, motivated, well-versed and familiar with their field. Some of them deserve to be a model school for our youth.

It can be seen that both world literature and Uzbek literature have similar and distinct differences in the image and interpretation of student images. Each nation has its own way of life, living conditions, aspirations, national and artistic traditions.

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UDC 81-13

THE USE OF MODERN TECHNOLOGIES IN EFL TEACHING

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Annotatsiya. *Chet tili o'qitishda ilg'or pedagogik texnologiyalar, interfaol, innovatsion usullar va kommunikativ vositalardan foydalanish talab etiladi. Ushbu maqolada asosiy e'tibor ingliz tilini o'qitishda zamonaviy texnologiyalardan samarali foydalanishga qaratiladi.*

Kalit so'zlar: *pedagogik texnologiyalar, interfaol, innovatsion usullar va kommunikativ vositalar.*

Аннотация. *Использование передовых педагогических технологий, интерактивных, инновационных методов и коммуникативных средств требуется при обучении на уроках иностранного языка. В данной статье основное внимание уделяется эффективному использованию современных технологий в преподавании английского языка.*

Ключевые слова: *педагогические технологии, интерактивный, инновационные методы, коммуникативные средства.*

Abstract. *The use of advanced pedagogical technologies, interactive, innovative methods, and communicative media is required in the teaching of foreign language lessons. In this article the main attention is paid on the effective use of modern technologies in teaching English.*

Key words: *pedagogical technologies, interactive, innovative methods, and communicative media*

In today's fast-paced world, science and technology are growing rapidly. The development in every field is moving forward. In particular, great changes are taking place in science. Delivering each subject to students with using new innovative pedagogical technologies is one of the main requirements of today's modern education. The reforms on teaching and learning of foreign languages opened new stage and as the consequence, a new era in the teaching of foreign languages has begun in our country. The new reforms: the use of the Common European Framework of Reference for Languages (CEFR) and National Qualifications Framework (NQF) provide effective learning and teaching of foreign languages in EFL classes. These reforms are the basis in the implementation of Presidential Decree № 1875 in 2012, to enhance of the teaching and learning of foreign languages in order to strengthen the communication skills and international effect of future Uzbekistan specialists in all fields.

The use of advanced pedagogical technologies, interactive, innovative methods and communicative media is required in the teaching of foreign language lessons. New methods and requirements for foreign language teaching and assessment of knowledge and skills of foreign language teachers have been developed in the country in accordance with the recommendations of the CEFR. According to the CEFR, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing in order to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process.

In particular, there are several advantages to using such information and communication technologies in learning a foreign language (reading, reading, listening and speaking). Listening is one of the most important parts of language learning where the students can watch videos, demonstrations, dialogues, movies or cartoons in a foreign language with the help of technologies in the classroom. It is possible to listen and watch radio broadcasts, TV programs, tape recorders and cassettes, and CD players are available. The use of these tools will make the process of learning a foreign language more interesting and effective for students

The introduction of modern communication technologies into the educational process increased not only student's interest in learning foreign languages and also developed the effectiveness of teaching. There are several types of innovative educational technologies available today. When they are used extensively and in a variety of ways to cover a topic in the classroom, the effectiveness of the lesson is high and the interest of the students in the lesson is increased. It is intended to increase the effectiveness of education through the introduction and implementation of innovations in the educational process. The use of a variety of role-playing, action-packed games in foreign language teaching increases both interest in the lesson and language learning. By working in pairs or small groups, it helps students to communicate with others. The use of graphic organizers in the educational process is one of the most important visits in the coverage of the topic, its delivery to students. It is also possible to use several different graphic organizers to illuminate a topic. When teaching a foreign language, it is advisable to use graphic organizers to explain new words and grammatical rules on the topic. These can be easily memorized by graphic organizers. The use of different tables in the process of teaching a foreign language is also very effective. Using tables in the learning process, students can follow a specific grammatical rule, such as composing sentences using tenses and placing new words. At a time when there is a high need to learn a foreign language, the effective use of modern information technologies, innovative educational technologies in the educational process makes this process more effective. The effectiveness of

innovative educational technologies such as overhead projects or white boards lies in their correct and effective use in the educational process.

Over head projectors

Over head projectors or slide projectors are often used in language teaching and learning to supplement the black-board in the classroom.

Interactive White Board (IWB):

Interactive White Board acts as a motivational tool and it has to be connected to the computer and data projector. IWB offers teachers to comprise video clips, films interviews, electronic microscopes; different websites etc .It improves the social skills of the students like cooperation and participation. The lessons can be recorded and saved for further use. New vocabulary, word formation and sounds are practiced easily by IWB.

E-Books

The e-books are electronic version of traditional print books that can be used to improve the teaching and learning skills in the classroom. Teachers and students can add images, info graphics, posters, video, and text, audio in e-books and language learners can share e-books with their friends. EBooks strengthen students' note making skills, the knowledge of English grammar and application skills as well.

Audio Books:

Audio books are applicable for English language learners and young people who are eager for learning English with stories. Audio books are recordings on CD or digital file of a book which are read aloud.

In conclusion, the effective use of modern technology in language learning assist to reaching proficiency and fluency and English lessons accompanied by technological support are the most effective and attractive for students who want to be successful in their language learning.

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THE PECULIARITIES USAGE OF INTERACTIVE BOARD IN TEACHING FOREIGN LANGUAGES

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Annotatsiya. Ushbu maqolada interaktiv doskadan "bilim vositasi" sifatida foydalanish va u chet tillarini o'qitishni sezilarli darajada yaxshilaydigan asosiy didaktik vositalar sifatida ko'rib chiqiladi.

Kalit so'zlar: kognitiv uslub, multimedia qurilmasi, didaktik vosita, interaktiv doska.

Аннотация. В статье рассматриваются особенности использования интерактивной доски как «когнитивного инструмента», основные дидактические инструменты, которые значительно улучшают преподавание иностранных языков.

Ключевые слова: когнитивный принцип, мультимедийное устройство, дидактический инструмент, интерактивная доска.

Abstract. The article discusses the features of using an interactive whiteboard as a "cognitive tool", the main didactic tools that significantly improve the teaching of foreign languages.

Keywords: cognitive principle, multimedia device, didactic tool, interactive whiteboard.

The introduction of an interactive whiteboard in the education system is a revolutionary step not only for Uzbekistan, but also for the whole world. An interactive whiteboard has been actively

introduced into the educational process of educational institutions, without the use of which it is difficult to imagine a practical or lecture session. Teachers of both major subjects and foreign languages effectively use the interactive whiteboard in the educational process.

If you compare an interactive whiteboard with a personal computer, which can also display digital materials from a monitor, then the "smart Board" has an undeniable advantage over a personal computer in terms of creating conditions for collective creative work of students.

The Board is a multimedia device of a higher degree of interactivity, because it combines the multifunctional property of electronic and digital resources and the touch capabilities of the hardware device for reproducing these resources and working with them collectively, which is especially important when performing creative tasks. The use of multimedia interactive learning systems in the practice of teaching foreign languages is a very promising direction. The work of an interactive whiteboard as a multimedia equipment designed to affect the senses is based on the neurophysiological features of multimedia perception by the user who is in direct and direct contact with the interactive whiteboard.

Multimedia is a modern computer technology that combines text, sound, video, graphics, spatial modeling and animation in a computer system. Combining these tools leads to a qualitatively new level of information perception. It is known that the learning from the first time remembers only heard 1/4, 1/3 seen in the combined effects on hearing and vision remembered half of the information, and by engaging student in active operations, the proportion absorbed can be 75%.

Research shows that the main cause of fatigue in the perception of visual objects is long-term fixation of the gaze. An interactive whiteboard, in contrast to a personal computer, creates conditions for distributed or abrupt eye movement, which reduces the level of fatigue and extends the period of active perception of visual information, as well as offers a balanced way of presenting and receiving visual information. The technical properties of the interactive whiteboard, which are laid down by its developers and on which the interactive properties of tasks are based, allow you to:

- visual modeling of objects of all types and formats on the "smart Board";
- recognition of handwriting (uppercase, the replacement text is done by hand, on printed);
- recording actions performed on the board field, which is especially important when performing creative tasks with subsequent demonstration of the results of the audience and their discussion, as well as to save the process of performing simulation tasks in order to control the sequence of actions that lead to the result;
- creating, converting, and moving objects of various types, from the simplest geometric shapes to complex information models;
- a large set of illustrations, backgrounds, types of slides and templates, interactive exercises that can be edit;
- possibility of step-by-step demonstration of the specified procedures;
- the ability to "vote" (perform test tasks with a personal response) and visual analysis of the results.

When working with an interactive whiteboard, neurophysiological and cognitive principles of information assimilation are implemented. The interactive whiteboard is not called a "smart Board" for nothing; it is a "cognitive tool" that supports, guides, and expands the user's thought process.

The cognitive aspect of using an interactive whiteboard in the educational process is based on the general principles of the effectiveness of multimedia devices according to Mayer:

- multimedia principle (learning based on words and images is more effective than learning based on words alone);
- spatial placement principle (related text and images must be placed side by side);
- the principle of placement in time (related words and images must be presented simultaneously);
- matching principle (redundant words, images, and sounds should be excluded from the material);

-the modality principle (the effectiveness of animation in speech accompanied by higher than, accompanied by text);

- redundancy principle (efficiency is higher than when using animation with speech accompaniment, than when accompanied by speech and text);

- the principle of individual differences (the effect is more pronounced for students with a low level of primary knowledge).

Using an interactive whiteboard allows you to implement one of the most important principles of learning - visibility. The screen, together with the computer and projector, is a single complex that allows you to quickly and effectively visualize various images, diagrams, and graphs, i.e. go to the discussion at the level of graphic images. In addition, the system allows you to log all actions performed by the teacher and the cadet. Therefore, after the lesson, you can always view the progress of the lesson up to each step and print the necessary materials.

Interactive whiteboard is indispensable in the process of learning a foreign language. The large illustrative material presented in smart notebook allows you to introduce new vocabulary on the topic, to work out words for the lexical minimum on the topic. It is a structuring according to topics. Images and illustrations can be copied to the notebook itself or to various editors (Word, Power Point). Exercises like "establish correspondence" can be used when studying the topic "verb Conjugation", "verb forms".

However, tasks in classes using the Smart interactive whiteboard and computer should be arranged in such a way that the computer is not end in itself, but an effective addition to the learning process. Then the use of interactive whiteboard in practical classes will be one of the most important conditions for creating an interactive educational environment, which contributes to the development of creative activity of cadets and, ultimately, the effectiveness of learning material.

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TRAIN LEARNERS TO LEARN ENGLISH LANGUAGE EFFECTIVELY AND INDEPENDENTLY

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Аннотация. Бу мақолада инглиз тилини мукамал ўрганишида таълим беришни асосий принциплари кўрсатилиб, ўқитилишининг самарадорлиги ва амалий усулларини қўлланилиши айтиб ўтилган.

Калим сўзлар: тил, билим, жараён, индивидуал ўрганиш, ҳақиқий тақлифлар, лугат бойлиги, фойдали фаолият.

Аннотация. В этой статье описываются важные принципы преподавания и изучения английского языка как второго иностранного языка в процессе усвоения качественных знаний и методы применения их в учебном процессе.

Ключевые слова: язык, знания, процесс, индивидуальное обучение, истинные предложения, словарное богатство, полезная деятельность.

Abstract. This article describes important teaching and learning principles through the whole process on learning English language as a second one. That it is very useful for the learners to learn to advance their control the language in order to do best return for their effort and progress through effective methods of teaching in everyday language teaching process and progress.

Key words: *language, knowledge, receptively, individual learning advantages, process, motivated, realistic suggestions, vocabulary skills, useful activities.*

Literature review:

The English language is continuously changing, much like life. As much as possible the learners should be interested in and excited about learning the language, and they should come to value this learning. As much time as possible should be spent using and focusing on the second language the native language is Uzbek for our students. It depends on their fluency activities and substantial quantities of interesting to provide activities at increasing the fluency with which learners can use the language knowledge they already have, both receptively and productively. Speaking, writing, sound system, vocabulary, grammar should be learned as deeply and as thoughtfully as possible. It helps learners make the most effective use of previously gained knowledge. The teacher, the teachers skill in teaching the language and students chance of success in learning the language plays the most effective role in this process. The learners may work with the learning material in ways that most suit their individual learning styles. The material of the lesson will help learning. It demands to use suitable teaching techniques and procedures and these need to be put together in the lessons. Some lessons might consist of an unpredictable series of activities of an unpredictable series of activities occurs in all or most of the lessons.

Research methodology:

There are several advantages: the lessons first are easier to make, because most lessons begin with a brief introduction about the current topic. A listening activity followed by a reading and speaking task. Then the learners plan a report and present their task to the rest of the class. This is followed by another listening activity and the language focus activities. It also makes the course easier to monitor, to check of all that should be included is there and that accepted principles are being followed. And disadvantages are the following as we think. It is not simply to take suitable material from other courses adapting it as required, but this creates copyright problems.

Analyses and Results:

Key principles need to be applied at this stage. Amount the most important is the amount of time given to learning from speaking and writing, direct study of language features and fluency development. The lesson format needs to be checked against the environment analysis of the course to make sure that the major environmental factors are being considered. Because English course design is not a linear process, it may be necessary to alter the content or sequencing to suit the lesson format and to reader the list of environmental factors. The lessons may require further adjustment at other stages of the course design. Perhaps the most difficult task at this stage is making sure that learning goals of the course are met- that is, that the required language items are well represented and well presented in the course. There are many questions are appearing in the process. There are many question are questions are appearing in the process of learning language may be unsuitable to the students many suggestions are too for my own purposes. What are the better ways to use and to discover in order to know. It deals with problems such as not enough needed textbooks, poorly motivated students sort out all methods of language teaching and selecting useful techniques, to introduce innovations into language classroom. The question which look for help them in the teaching of the language skills I just find answers to them. Realistic suggestions sample questions in communicative way are offered for students. I think that it we must be able to give students a lot of exposure to different kinds of natural kinds of spoken messages. They will gain in confidence as they learn to understand from the message and respond to appropriate ways.

Conclusions and Analyses:

Memorizing vocabulary lists is not the most effective way to go about learning vocabulary. Sample exercises will also show that there is more to know about a word than its meaning. For example in my article (5;стр 9-Республика илмий-амалий анжуманда”Modern English Educational vocabulary of language teaching and learning Research trends”) which deals with the destinations between words which are close in meaning but not sufficiently differentiated

dictionaries and research work. There are many basic questions deals with writing, grammar, questions, lesson planning, testing, preparing to national exams of the ministry of Education. Teaching process directly linked (depends on) the process of beginning, a middle, and an end.

The overview of this process is shown below:

Needs assessment and syllabus

Approaches to language teaching

Language skills	Lesson plans	Aspects of language pronunciation vocabulary Grammar Discourse
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Examinations

This process I think may call as a classroom research hard work and there are many different useful activities which we may suggest during the lessons for students when they use English language as a second one. They are following:

1. Complete with (questions words)
2. Complete the story with the verbs
3. What do you think about.....
4. Match the beginning with the proverb
5. Correct the meaning of the sentences
6. Make up sentences from the words and phrases
7. Do agriculture vocabulary crossword
8. Make a list of words deals with agriculture
9. Choose the right word
10. What are the benefits of the ideas and advices mentions an article.

It helps students do their bests during independent work. About independent works of students I wrote in my article (“Инглиз тили дарсларида мустақил ишни ташкил қилиш – Республика миқёсидаги илмий амалий анжуман маърузалари тезислари 7;56 бет – Бухоро 1999 й”)

Finally I want to say that the teaching of foreign languages at all levels in Uzbekistan it is very creatively process, which depends on researching current principles and practice during the educational courses problems.

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PROBLEMS OF IMPLEMENTING THE MAIN SOCIAL FUNCTIONS OF LANGUAGE

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Annotatsiya. Maqolada tilning asosiy ijtimoiy funktsiyalarini amalga oshirish muammolari muhokama qilinadi. Bundan tashqari, uning funktsiyalarining xilma-xilligi amaliy tilshunoslik, umumiy tilshunoslik, til o'rganish nazariyasi va tadqiqot usullarini o'z ichiga olgan soha sifatida turli xil tadqiqot sohalarining paydo bo'lishiga olib kelishi ko'rib chiqilgan.

Kalit so'zlar: tillar, tilshunoslik, tadqiqot usullari, ijtimoiy funktsiyalar

Аннотация: В статье рассматриваются проблемы реализации основных социальных функций языка. Кроме того, разнообразие его функций приводит к появлению различных областей исследования, которые включают прикладную лингвистику, общую лингвистику, теорию изучения языка и методы исследования.

Ключевые слова: языки, лингвистика, методы исследования, социальные функции.

Abstract. The article discusses the problems of implementing the basic social functions of the language. In addition, the diversity of its functions leads to the emergence of various fields of research as a field that includes applied linguistics, general linguistics, the theory of language learning and research methods.

Key words: languages, linguistics, research methods, social functions

The openness of modern national society, the expansion of business and cultural contacts of our country with the countries of the world community have created a need for academic mobility, for specialists who speak foreign languages in their professional activities. A foreign language is becoming an important resource for social and professional growth. Knowledge of a foreign language opens up a future specialist access to foreign sources of information, without which the activities of a certified specialist are currently unthinkable. The ability to work with original literature in the specialty includes obtaining information contained in the text, its critical reflection, generalization, and analysis and reliability assessment. Foreign language competency ensures the readiness of a university graduate to actually use the knowledge gained in a professional environment.

An important task is to learn German and other foreign languages. One of the key components of our lexical capital is knowledge of foreign languages as a means of business and international communication. In the context of global economic integration and interdependence, requiring multilateral international cooperation and joint initiatives, one of the most relevant competencies of the future bachelor is becoming a high level of knowledge of a foreign language, which provides the opportunity for the effective implementation of professional activities in the Kazakhstan and international labor markets. In this context, the problem of improving the foreign language training of students of non-language profiles in universities is of particular importance.

The discipline "Foreign Language" in technical and humanitarian specialties is communicatively oriented and professionally directed. The main objectives of teaching a foreign language are the formation and development of professional foreign language competence, which involves improving communication skills in four types of activities (speaking, reading, writing, listening), as well as developing skills in planning speech and non-speech behavior in a foreign language, which allows the use of a foreign language practically both in professional (industrial and scientific) activities, and for the purposes of self-education [1, p. 94].

The communicative competence of students is a complex personality trait, characterized by the degree of involvement in communicative activity and determining the quality of this activity.

Modern studies in pedagogy and psychology put the effectiveness of learning directly dependent on the motivation of learning. "Among the main tasks currently facing each teacher, there is no other more important and at the same time more complicated than the task of forming positive, sustainable motivation among students, which would encourage persistent, systematic

educational work.” [2.S. 34]. It is important to create conditions in the classroom under which students will have a higher level of motivation to learn a foreign language. Very often, the ultimate goal in learning a foreign language for many students is not to extract knowledge for their development and self-improvement, but to get the desired grade. Therefore, it is necessary to stimulate the development of cognitive interest among students. It is important that each student understands why such a discipline as a foreign language is studied, what is its practical significance for their future professional and social life. Thus, when learning a foreign language, the first place should be the motive, which, according to B.A. Sosnovsky is the subject of need, its immediate psychological manifestation [4. P.83]. The need finds its realization precisely in motives.

Motive is the answer to the question: what is needed to satisfy a need? A motive is something psychologically real that stimulates and directs an activity, gives it a personal meaning. The motive belongs to the person who “applies” it to a particular activity. Motives form their own hierarchical system, which is one of the manifestations of the personality orientation. Currently, there is an active search for new methods in teaching foreign languages that can stimulate a steady cognitive interest in the learning process. In teaching foreign languages, there are different approaches, different strategies in learning. The recognition of a personality-oriented approach as a new paradigm of education and upbringing has led to changes in setting goals, in selecting the content, principles and technologies of teaching foreign languages. With regard to the content of teaching foreign languages, a problematic presentation of the material is required, showing the characteristics of the mores, customs and culture of people in our country and in the countries of the language being studied in comparison. One of the important points is that the emphasis is not on communicating ready-made knowledge, but on encouraging students to think, to search for information independently. When choosing a teaching method, a teacher should be aware that the main thing in studying a discipline is the formation of knowledge, skills, as well as the upbringing and development of students. Each of the methods used in pedagogical practice has its own advantages and disadvantages, but their use in the system, in conjunction, will help to achieve the best results in the assimilation of knowledge by students and in the development of their mental activity. The choice of methods depends on a number of conditions: on the specifics of the content of the material being studied, on the general tasks of training specialists, on the teaching time available to the teacher, the characteristics of the composition of students, and the availability of teaching aids. A positive result for the formation of students' analytical skills is directly dependent on the means and conditions in which this quality will be formed. The following conditions can be distinguished:

- 1) an individual approach to the student;
- 2) the creation of comfortable (psychological) conditions in which the creative potential of students will be revealed;
- 3) careful selection of educational material, significant and interesting for students;
- 4) the use of new technologies in teaching foreign languages (group, pair work, individual).

As many researchers note, analytical skills are formed in various cognitive-research exercises, situational-game exercises, problem situations, various contests, role-playing games. All this contributes to the activation of students' mental activity, namely the ability to compare, contrast, draw conclusions, that is, the activation of analytical operations. Active teaching methods can be used at different stages of the educational process. Depending on the orientation, active teaching methods are divided into:

- imitation, which presuppose, as a rule, training in professional abilities and skills and are associated with the modeling of professional activity, in other words, both the situation and the professional activity are imitated;
- non-simulation;
- non-fiction, involving the analysis of specific situations; solving situational problems; exercises, individual tasks (practice);

- gaming; role-playing (role-playing, business game).

The difference between active teaching methods from traditional ones is that they contribute to the activation of students' thinking. It is active learning that forms the students' cognitive motivation, but this should not be about "forcing" to activity, but about prompting it; it is necessary to create didactic and psychological conditions for the generation of personality activity in cognitive activity [3. S.52]. Thus, the concept of "active learning" marks a transition from predominantly regulating, programmed forms and methods of organizing the didactic process in a university to developing, problematic, research, and search, providing the generation of cognitive motives, interest in future professional activities, and conditions for creativity in learning.

The activity of a foreign language teacher in a lesson with students of non-linguistic profiles should be aimed at creating conditions that contribute not only to the assimilation of lexical and grammatical material, but also to increase the motivational level of students. The combination of traditional and modern approaches in teaching students should develop several levels of language proficiency. Future professionals should be able to use the language for both practical and theoretical purposes. The skill to conduct a dialogue in the language being studied, combined with its use for scientific purposes, for the professional development of the individual, are all the ultimate goals of teaching a foreign language in non-linguistic faculties. The social and professional growth of a linguistic personality comes to the fore when planning the activities of teachers, in general, and in class in particular.

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SHAKESPEARE'S STYLE OF WRITING TRAGEDIES

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Annotatsiya. Ushbu maqolada asosiy e'tibor Shekspir fojialarini yozish uslubining o'ziga xos xususiyatlariga qaratiladi. Bundan tashqari, quyida uning jahon adabiyotidagi o'rni haqida ma'lumotlar keltirilgan.

Kalit so'zlar: adabiyot, fojialar, pyesalar.

Аннотация. В этой статье основное внимание уделяется особенностям шекспировского стиля написания трагедий. Кроме того, ниже представлена информация о его роли в мировой литературе.

Ключевые слова: литература, трагедии, пьесы.

Abstract. In this article the main attention is paid on the specific features of Shakespearean style of writing tragedies. In addition, below the information about his role in world literature is presented.

Key words: literature, tragedies, plays.

Shakespeare, like every other great man, has been the object of much unintelligent, and misdirected adulation, but his greatness, so far from suffering diminution, grows more apparent with the passage of time and the increase of study. The theory persistently advocated during the last half century that Shakespeare's works were really written not by himself but by Francis Bacon or some other person can never gain credence with any competent judge. Our knowledge of Shakespeare's life, slight as it is, is really at least as great as that which has been preserved of almost any dramatist of the period; for dramatists were not then looked on as persons of permanent importance. There is really much direct contemporary documentary evidence, as we have already indicated, of Shakespeare's authorship of the plays and poems. No theory, further, could be more

preposterous, to anyone really acquainted with literature, than the idea that the imaginative poetry of Shakespeare was produced by the essentially scientific and prosaic mind of Francis Bacon. As to the cipher systems supposed to reveal hidden messages in the plays: First, no poet bending his energies to the composition of such masterpieces as Shakespeare's could possibly concern himself at the same time with weaving into them a complicated and trifling cryptogram. Second, the cipher systems are absolutely arbitrary and unscientific, applied to any writings whatever can be made to 'prove' anything that one likes, and indeed have been discredited in the hands of their own inventors by being made to 'prove' far too much. Shakespeare invented his share of stock characters, but his truly great characters – particularly his tragic heroes – are unequalled in literature, dwarfing even the sublime creations of the Greek tragedians. Shakespeare's great characters have remained popular because of their complexity; for example, we can see ourselves as gentle Hamlet, forced against his better nature to seek murderous revenge. For this reason, Shakespeare is deeply admired by actors, and many consider playing a Shakespearean character to be the most difficult and most rewarding role.

The English language owes a great debt to Shakespeare. "He invented over 1700 of our common words by changing nouns into verbs, changing verbs into adjectives, connecting words never before used together, adding prefixes and suffixes, and devising words wholly original. As well as we can enlarge our vocabulary for instance: according to Macrone in *Brush Up Your Shakespeare*, "the Oxford English Dictionary credits Shakespeare as the first to use these words, among others: "arch-villain," "bedazzle," "cheap" (as in vulgar or flimsy), "dauntless," "embrace" (as a noun), "fashionable," "go-between," "honey-tongued," "inauspicious," "lustrous," "nimble-footed," "outbreak," "pander," "sanctimonious," "time-honored," "unearthly," "vulnerable," and "well-bred" [1,p.89].

In his time, Shakespeare was the most popular playwright of London. As centuries have passed, his genius eclipses all others of his age; Jonson, Marlowe, Kyd, Greene, Dekker, Heywood—none approach the craft or the humanity of character that marks the Bard's work. He took the art of dramatic verse and honed it to perfection. He created the most vivid characters of the Elizabethan stage. His usage of language, both lofty and low, shows a remarkable wit and subtlety. Most importantly, his themes are so universal that they transcend generations to stir the imaginations of audiences everywhere to this day.

To Shakespeare's mastery of poetic expression similarly strong superlatives must be applied. For his form he perfected Marlowe's blank verse, developing it to the farthest possible limits of fluency, variety, and melody; though he retained the riming couplet for occasional use (partly for the sake of variety) and frequently made use also of prose, both for the same reason and in realistic or commonplace scenes. As regards the spirit of poetry, it scarcely need be said that nowhere else in literature is there a like storehouse of the most delightful and the greatest ideas phrased with the utmost power of condensed expression and figurative beauty. In dramatic structure his greatness is on the whole less conspicuous. Writing for success on the Elizabethan stage, he seldom attempted to reduce its romantic licenses to the perfection of an absolute standard. 'Romeo and Juliet,' 'Hamlet,' and indeed most of his plays, contain unnecessary scenes, interesting to the Elizabethans, which Sophocles as well as Racine would have pruned away. Yet when Shakespeare chooses, as in 'Othello,' to develop a play with the sternest and most rapid directness, he proves essentially the equal even of the most rigid technician[2,p.302].

Those metaphors taken from natural sciences are especially frequent in Hamlet's language again emphasizes his power of observation, his critical objects way of looking at things. But Hamlet is also at home in classical antiquity or Greek mythology, in the terminology of law, he is not only familiar with the theatre and with acting-as everyone knows-but also with the fine arts, with falconry and hunting, with the soldier's trade and strategy, with the courtier's way of life. All these spheres disclosing Hamlet's personality as chats of a "courtier, soldier and scholar" are evoked by the imagery which, however, turns them to living account by a fit application to situation, persons

and moods. Hamlet commands so many levels of expression that he can attune his diction as well as his imagery to the situation and to the person to whom he is speaking [3, p.54]. This adaptability and versatility is another feature in Hamlet's use of language, which can also be traced in his imagery. With no other character in Shakespeare do we find this sharp contrast between image marked by a pensive mood and those which unsparingly use vulgar words and display a frivolous and sarcastic disgust for the world.

As we mentioned above that William Shakespeare is gifted dramatist and it has already been four hundred years that the name of Shakespeare renounced in all languages of the world. Shakespeare is one of the peaks of the world culture. He was born in the age of changes. When feudal society as changed with bourgeoisie. His works are considered to be the highest point of the Renaissance. And his powerful realism with its titanic characters ' conflicts never lose its power even throughout the centuries. It should be mentioned that Shakespeare is one of the most immortal persons of human history. He was needed in every age. There was no decade when Shakespeare and his plays hadn't risen in the horizon of art in new shade and in new power.

"Hamlet's imagery, which thus calls things by their right names, acquires a peculiar freedom from his feigned madness. Hamlet needs images for his "antic disposition". He would betray himself if he used open, direct language. Hence, he must speak ambiguously and cloak his real meaning under quibbles and puns, images and parables, the other characters do not understand him and continue to think he is mad, but the audience can gain an insight into the true situation. Under the protection of that mask of "antic disposition", Hamlet says more shrewd things than all the rest of the courtiers together. So, we find the images here in an entirely new role, unique in Shakespeare's drama". Only the images of the fool in King Lear have a similar function. "Reflection hinders action." Polonium, the sententious lover of maxims, could have said this, for a general saying carries no sense of personal obligation; it places a distance between the speaker and what he would say. But just as it is characteristic of Polonium to utter banalities and sententious effusions, so, too, it is characteristic of Hamlet, to express even those things which would have permitted of a generalizing formulation, in a language which bears the stamp of a unique and personal experiences. Hamlet sees this problem under the aspect of a process of the human organism. The original bright coloring of the skin is concealed by an ailment. Thus, the relation between thought and action appears not as an opposition between two abstract principles between which a free choice is possible, but as an unavoidable condition of human nature. The image of the leprous ailment emphasized the malignant, disabling, slowly disintegrating nature of the process. It is by no more chance that Hamlet employs just this image.

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UDC 81-13

THE DEVELOPMENT OF MULTIMEDIA IN ENGLISH LANGUAGE TEACHING

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Annotatsiya. Ushbu maqolada talabalar tilni o'rganish qobiliyatlarini yaxshilashga yordam beradigan turli yondashuvlar va metodlar ko'rib chiqiladi.

Kalit so'zlar: zamonaviy texnologiyalar, ingliz tili, ta'lim ko'nikmalari, veb-sayt, Internet, kompyuter dasturlari, prezentatsiya.

Аннотация. В данной статье рассматриваются различные подходы и методики, которые могут помочь студентам улучшить свои навыки освоения языка.

Ключевые слова: современные технологии, английский язык, навыки обучения, веб-сайт, Интернет, компьютерные программы, презентации.

Abstract. *This article discusses various approaches and techniques that can help students improve their language acquisition skills.*

Keywords: *modern technologies, English, learning skills, website, Internet, computer programs, presentations.*

In recent years, the term "computerization of education" has been widely used in pedagogical practice. Computerization of education has become a priority for education. Using the Internet in class should not be an end in itself. To correctly determine the place and role of the Internet in learning a foreign language, first of all, you need to find a clear answer to the questions: who, what, when and to what extent it should be used. The main goal of our article is to show the most effective way to use multimedia technologies in order to significantly improve the quality of teaching students a foreign language, the formation and development of their communicative culture, and the study of practical English language proficiency.

Based on the general goal, the article aims to build a clear system of computer literacy training, which identifies ways to improve the quality of teaching students English. Presentation of the main material of the article. The initial stage of multimedia used in English language teaching can be dated back to the 1950s, when only a few foreign language institutes started using phonograph, broadcast, film, tape recorder and other modern means in teaching foreign languages. At that time audio and video was considered as a significant revolution in the teaching of a foreign language.

After the 70s and 80s, audio and video received significant development with the development of electronic technologies. Electronic recordings, slide projectors, videotape players, language labs, and other electronic devices were included in this era. By the end of the 90s, multimedia technologies became increasingly available in foreign language teaching due to the development of computer technologies and the onset of the digital revolution. In the early 2000s, the Internet became a powerful means of delivering computer-based educational materials. The Internet provides worldwide tools for getting information, easing workloads, and communicating.

The introduction of information and communication technologies (ICTs) in education creates new educational paradigms. We live in a world where technology has become a global system, and technological breakthroughs are at the heart of pedagogical concepts. Therefore, it may be necessary to rethink how to ease the restrictions of users of a foreign language through the use of modern technologies. It was found that the interaction between new technologies and pedagogical concepts to some extent meets the diverse needs of students learning English. Any global discovery that seeks to minimize student limitations is a welcome development in the rapidly changing world of technology.

The application of modern technologies in teaching and learning can allow teachers, students and others to join communities of people far beyond their immediate environment to critically analyze, analyze, contribute, critique and base problems, logically and contextually possessing the professionalism and transformation of the entire society.

Now, new technologies, such as computer enhancements that have been reported, with new software and networking technologies, make it much easier for teachers to master space and time in order to alleviate limitations and conflicting academic problems. In the past, training and education simply meant personal lectures, reading books or printing handouts, writing notes, and completing tasks, usually in the form of answering questions or writing essays. In short; education, training, and teaching were considered impossible without a teacher, books, and a blackboard. The technology allows distance learning. The greatest impact of technology in learning is its ability to help people who are in different places learn at the same time. Students are not required to meet at a pre-determined time or place to learn and receive instructions and information. All you need is a computer connected to a modem (or with a CD drive). Technology allows group learning: There are skeptics who argue that this kind of distance learning can't help students get the support of

traditional group learning. To prove this theory wrong, technology has helped provide distance learners with online communities, live chats, and Bulletin boards. All this allows students to collaborate and communicate, even if they are isolated in their own space.

The technology provides individual stimulation when learning a foreign language. Multimedia tools, online learning, and CD-ROM learning have helped eliminate the need for instructor-based lesson plans. Students who understand language concepts faster continue and move forward without being held back by those who need more time and help to learn. This individual stimulation is beneficial to everyone. This technology helps you improve your productivity. Another advantage of using technology to reach many students in a shorter time is that it reduces the cost of teaching a foreign language. Corporate and academic institutions can reduce the cost of conducting English lessons for students per student.

Thanks to the use of technology, students can significantly save time and increase their productivity when learning a language. Both of these reasons justify the higher cost of advanced technology tools.

Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is a combination of text, sound, images, animation, and video. Typical settings include CD-ROMs, audio equipment, and special equipment that allow you to display complex graphics for learning a foreign language. With the rapid development of the Internet, which has become a powerful tool for this, it provides a number of services, including " email, the world wide web, newsgroups, voice and video conferences, file transfer and exchange, and numerous corporate services carried out through specialized programs."

In the context of learning, multimedia can be called integrated multimedia, which consists of various forms of multimedia, such as text, graphics, animation, audio, and so on; for viewing, requesting, selecting, linking, and using information to meet the needs of students when learning English. The proliferation of Internet-based software over the past decade has undoubtedly changed the way foreign languages are taught. And yet, while educators are increasingly using these teaching tools, the real story is how students use them to acquire foreign language skills.

Multimedia English language teaching is the latest technology that has both strengths and weaknesses. Teachers who consider multimedia classes to be the most important factor in learning effectiveness should make full use of multimedia to create an authentic language teaching and learning environment where students can easily and effectively master the language.

After analyzing the use of multimedia tools in foreign language classes, we realized that the potential of using multimedia tools in learning a foreign language, developing skills in all kinds of conversational activities is high. Now computer technologies in English classes are used in various phases of the lesson when teaching the phonetic side of speech, teaching speech understanding by ear, reading, and speaking. A case study was conducted to assess the response of ordinary English language learners to the use of technology in the learning process. So, the use of multimedia tools in the classroom has become quite widespread. Many students have computers at home and have basic skills in using them.

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**ORGANIZATION COMMUNICATION STUDENTS IN
THE FOREIGN LANGUAGE TEACHING****Sh.R. Honboboyeva, teacher, UzSWLU, Tashkent**

Annotatsiya. Maqolada o'quvchilarning ruhiy salomatligiga ijobiy ta'sir ko'rsatadigan pedagogik hamkorlik texnologiyasini qo'llash asosida chet tilini o'qitish jarayonida yuzaga keladigan psixologik va pedagogik sharoitlari tahlil qilingan.

Kalit so'zlar: pedagogik hamkorlik texnologiyasi, tuzatuvchi o'yin ta'siri, psixologiya, havotir.

Аннотация. Статья предлагает анализ психолого-педагогических условий, которые возникают в процессе обучения иностранному языку, на основе применения технологии педагогического сотрудничества, позволяющей благотворно влиять на психическое здоровье студентов.

Ключевые слова: технология педагогического сотрудничества, коррекционное игровое воздействие, психология, тревожность.

Abstract. Article is dedicated to the analysis of psycho-pedagogical conditions that arise in the process of learning a foreign language through the use of technology of pedagogical cooperation, allowing a beneficial effect on the mental health of students.

Keywords: technology of pedagogical cooperation, correctional playing impact, psychological climate of educational group, anxiety.

Modern education and society are on the threshold of major changes in the education and training of young people, related to the problem of leveling moral and spiritual values, cultural and educational traditions and foundations. A special place in the education system is given to the role of the teacher in the life of students. Sometimes a teacher who has a greater amount of knowledge can use it as a means of manipulation and advantage, therefore, there is a formalization of pedagogical communication, and the student's personality remains outside the interests of the teacher. The problem of productive and constructive interaction between teachers and students arose in connection with the tightening of working conditions for teachers (irregular working hours, information and technical boom, etc.) and a decrease in the cultural level among young people. To solve this problem, you should:

1) to determine the psychological and pedagogical foundations for the formation of educational and cognitive actions of students who are unstable to stressful situations, characterized by increased excitability and aggression when teaching them English and to justify methodological approaches to the pedagogical management of this process;

2) to develop working programs in a foreign language in higher education, educational and methodical complexes and electronic manuals for English language training of students who are prone to conflicts, depression and stress;

3) combine the knowledge of psychological and mental health of a person and modern technologies of teaching English to students who are prone to conflicts, depression and stress in the teaching methods of higher education;

4) create special conditions for socialization and training of students who are prone to conflicts, depression and stress, based on partnerships and the use of a person-oriented approach to students and modern methods (correctional game influence), innovative technologies for teaching English.

So, pedagogical communication aimed at creating an atmosphere of psychological comfort and security, partnership relations between teachers and students, helps to reduce the level of emotional tension and conflict, all this improves open trusting relationships in the dyad "teacher - student". Thus, a different model of relationships is implemented in the classroom, where there is communicative equality and respect, pedagogical optimism and faith in the capabilities of students.

The technology of pedagogical cooperation is the most scientifically based and focused on the opinion and interests of students. There are different classifications of game groups, each of them serves a specific purpose and has its own specifics. Various groups of games can be used in a foreign language lesson:

Group 1 - object games as manipulations with diagrams and objects are especially relevant for students of technical universities;

Group 2 - creative games, story-role-playing games. The feasibility of using these games depends on the stage of training and age, individual characteristics of the trainees themselves. These games can be divided into playing roles and participating in simulations related to imaginary situations. Role-playing games require more effort and ability on the part of students.

Group 3-intellectual games. These games allow you to activate the student's cognitive activity, have a problem-solving nature, and can be used in foreign language lessons.

Group 4-technical and design games.

Group 5-didactic games.

Games with ready-made rules are used to solve educational problems. This group includes the actual linguistic games that are played in foreign language lessons. Games by the number of participants are divided into individual, pair and group games. Individual include crosswords, anagrams, and pairs and groups; games such as bingo, combining similar images and finding them using questions, filling out the apartment plan, dictation "in pictures".

There are a number of interactive lexical games that are relevant for teaching oral and monological speech in a foreign language. Let's pay attention to the following classification of interactive lexical games: "Find a pair"; "Explain the meaning of the term in your own words"; "Pick up antonyms"; "Describe the picture"; "Who is who"; rebuses; "Find synonyms"; mini essay-reasoning; "Find the right word"; "Identify words by two letters"; "Find an error"; "Find the beginning and end of the word"; chainword; "Make sentences on the table"; "Fill in the blanks"; crossword puzzle; "how to become a millionaire".

To achieve the goal of the research and solve the problems, we used: analysis of psychological, linguistic, pedagogical and methodological literature on the problem of teaching foreign languages to students with hearing disorders; analysis of domestic and foreign teaching materials and electronic manuals, working programs in English; monitoring the educational process; questionnaires of students prone to depression and stress, and conversation with them; testing; conducting an experiment, statistical processing and analysis of the results obtained. Implementation of the results of this project, due to its diversity, involves:

- 1) development of a special training course for students who are prone to conflict, depression and stress, using the technology of pedagogical cooperation in the framework of teaching English;
- 2) creation and distribution of educational and methodical complexes and electronic manuals for students who are prone to conflicts, depression and stress;
- 3) use of interactive games, videos, music, songs and artificially created language environment in the framework of learning English in the process of teaching students who are unstable to stress, in order to effectively achieve the goals of the project.

Research on the influence of various factors on the psyche indicates the need to include the student's personality in practical activities, where the development of thinking and outlook takes place. Active activity in English classes is sometimes comparable to music lessons and contributes to the development of cause-and-effect relationships, the logic of mastering professional skills, the relationships and interaction of self-management processes, self-control and self-esteem, and behavior correction skills.

Summarizing the above, we can conclude that different types of work and exciting tasks in foreign language classes activate thought processes, increase motivation to learn a foreign language, reduce the level of anxiety and uncertainty, promote foreign language communication and preserve the mental health of students, that is, allow future specialists to be adaptive to external changes,

such as the requirements of the University, and develop internal attitudes related to the manifestation of readiness to understand and accept foreign culture, its specifics and diversity.

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PRINCIPLES OF TEACHING WRITING ESSAYS FOR STUDENTS OF HIGHER EDUCATION

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Annotatsiya. *Ushbu maqolada fikrning rivojlanish usullari bilan ajralib turadigan insholarning turlari ko'rib chiqilgan va tahlil qilingan.*

Kalit so'zlar: *ekspozitsion esse, tushuntirish essesi, ishontiruvchi esse, tushuntirish, qiyosiy, sabab-natija, bahsli esse, yaxshi sinalgan yo'l*

Аннотация. *В данной статье рассмотрены и проанализированы различные типы эссе, дифференцированные по способам развития мысли.*

Ключевые слова: *разъяснительное эссе, пояснительное эссе, убедительное эссе, объяснение, сравнительное, причинно-следственное, аргументативное эссе, хорошо апробированный способ*

Abstract. *In this article discussed and analyzed various types of essays differentiated by the methods of development of thoughts.*

Key words: *expository essay, explanatory essay, persuasive essay, narrative, comparative, cause-effect, argumentative essays, well-tested way*

The process of writing an essay / essay is a creative process that requires not only knowledge of the subject, but also possession of writing skills. It should be borne in mind that the composition is a logical and linguistic utterance saturated with creative and philosophical reflections. By the method of presentation of the material, essays can be descriptive, narrative and essay-reasoning. Foreign methodologists L. Marshall and F. Rowland distinguish between expository / explanatory and persuasive / persuasive essays and present for organizing and integrating ideas and information a research method of working with primary and secondary sources (Library research). However, the noted types of essays are interpreted by other foreign methodologists as descriptive and argumentative types. For example, one of the English study guides explains that the descriptive approach lists important points, but not your point of view, but the argumentative one formulates its own point of view, the effectiveness of which depends on the arguments presented, organized by certain means. In this case, we are talking about techniques for the development of thought, such as comparison, analysis, discussion, definition.

In another textbook on writing essays, various types of essays (narrative, comparative, cause-effect, argumentative), differentiated by the methods of development of thoughts, are given. It should be noted that an argumentative essay is also an effective method of controlling students' ability to think logically.

To write an essay in English, it is typical to adhere to a certain structure. It doesn't matter which essay, the task with the arguments for and against or the task with the expression of your opinion. Both in the first and in the second case, it is necessary to strictly observe the structure (introduction, main part, conclusion).

The introduction is recommended to begin with a general presentation of the topic of the essay, with a sentence expressing its contradictory nature, with a paraphrase of the problem

described in the topic of the essay. This is best done with a proverb or aphorism. Introduction - this is the essence and rationale for choosing this topic, consists of a number of components, connected logically and stylistically; At this stage, it is very important to correctly formulate the question to which you are going to find the answer in the course of your research. When working on the introduction, answers to the following questions can help: “Do I need to give definitions to the terms mentioned in the essay topic?”, “Why is the topic that I am discussing important at the moment?”, “What concepts will be involved in my discussions on subject? ”, “Can I divide the topic into several smaller subtopics? ”.

The main part of the essay: the actual description of the arguments for and against or a logical statement of your opinion (depending on the task). Each new thought should begin with a new paragraph; the arguments for and against are recommended to be presented symmetrically, that is, one after the other. Remember that the text needs a balanced argument. It is necessary to clearly indicate the various aspects of the problem (for example, social, moral, economic, political, etc.), while expressing your opinion, or referring to the opinions of authoritative sources. Given that the scope of the essay is limited, it is recommended to consider only two or three aspects: the first sentence presents the first, the next - it is disclosed in more detail, etc. The main part is, first of all, the theoretical foundations of the selected problem and the presentation of the main issue. Therefore, the subheadings on the basis of which the structuring of argumentation is of great importance; it is here that it is necessary to justify (logically, using data or strict reasoning) the proposed argumentation / analysis. Where necessary, graphs, charts and tables can be used as an analytical tool. Depending on the question posed, the analysis is carried out on the basis of the following categories: Cause - consequence, general - special, form - content, part - whole, constancy - variability.

In the process of constructing an essay, it must be remembered that one paragraph should contain only one statement and the corresponding evidence, supported by graphic and illustrative material. Consequently, filling the sections with arguments (corresponding to the subheadings), it is necessary to limit yourself to the consideration of one main idea within a paragraph.

A well-tested (and for most - absolutely necessary) way to build any essay is to use subheadings to indicate the key points of a reasoned presentation: this helps to look at what is supposed to be done (and answer the question whether the plan is good). This approach will help you follow a well-defined goal in this study. Effective use of subheadings is not only a designation of the main points that need to be highlighted. Their sequence may also indicate the presence or absence of consistency in the coverage of the topic.

In conclusion, the essay summarizes the above and re-writes the proposal, reflecting the content of the topic (again, your opinion in other words, or a proposal on the duality of the topic, while expressing hope for a compromise). The conclusion is a generalization and reasoned conclusions on the topic with an indication of its scope, etc. It summarizes the essay or once again makes explanations, reinforces the meaning and meaning of what is stated in the main part. Methods recommended for drawing a conclusion: repetition, illustration, quote, impressive statement. The conclusion may contain such a very important element supplementing the essay as an indication of the application (implication) of the study, not excluding the relationship with other problems.

When writing a personal opinion, it is recommended to maintain a neutral opinion, since the written part is checked by people, and, therefore, it is necessary to be considerate in such complex and serious issues that are often put before the examinees. It is known that in order to write a good essay in English, the structure of the apparatus of evidence is necessary. Proof is a set of logical techniques for substantiating the truth of a proposition using other true and related propositions.

It is connected with conviction, but not identical to it: argumentation or proof should be based on data from science and socio-historical practice, convictions can be based on prejudice, people's ignorance of economic and political issues, and the appearance of evidence. In other words, proof or argument is reasoning using facts, true judgments, scientific evidence and convincing us of the truth

of what is being said. The structure of any evidence includes three components: the thesis, arguments and conclusions, or value judgments. A thesis is a position (judgment) that needs to be proved. Arguments are categories used to prove the thesis. Conclusion is an opinion based on an analysis of facts. Value judgments are opinions based on our beliefs, beliefs, or beliefs. Arguments are usually divided into groups, which are presented below.

Authenticated facts are factual material (or statistics). Facts are a breeding ground for ascertaining trends, and on their basis, laws in various fields of knowledge, therefore we often illustrate the effect of laws on the basis of evidence. Definitions in the process of argumentation are used as a description of concepts related to the thesis. The laws of science and previously proved theorems can also be used as arguments of the proof. In order to arrange theses and arguments in a logical sequence, it is necessary to know the ways of their relationship. Communication involves the interaction of the thesis and argument and can be direct, indirect and dividing. Direct proof is proof in which the truth of a thesis is directly supported by an argument. For example: we should not go to classes, since today is Sunday. The direct proof method can be applied using the technique of induction, deduction, analogy, and cause-effect relationships.

Induction is the process by which we arrive at conclusions based on facts. We move in our reasoning from the particular to the general, from assumption to statement. Deduction is a process of reasoning from the general to the particular, in which the conclusion is usually based on two premises, one of which is more general. Analogy is a way of reasoning, built on a comparison.

The analogy assumes that if objects A and B are similar in several directions, then they should have the same properties. It is necessary to remember some features of this type of argumentation: the directions of comparison should relate to the most significant features of the two objects being compared, otherwise you can come to a completely absurd conclusion.

Cause-effect relationships - argumentation by explaining the causes of a phenomenon (very often phenomena that are interdependent).

Speaking about the structure of the essay it is impossible not to mention the structure of the paragraph. According to V.B. Grigorov, a paragraph of a text is defined as a logically finished subdivision of a text starting with a red line in which any one specific idea develops. The paragraph begins with an introductory sentence. Which determine the topic of the paragraph as a whole, prepare the reader for the perception of the main idea of the paragraph and formulate this idea. The following are suggestions that develop the main idea of the paragraph, which formulates supporting thoughts, provides details and examples. Then transitional proposals follow, providing a smooth and logical transition from one confirming idea to another. Final sentences that logically complete the paragraph and prepare the reader to move on to the next paragraph.

We consider it advisable to provide several recommendations given by leading methodologists on how to write an essay in English that meets international standards (Folse K.S., Muchmore –Vokoun A., Solomon E. Vesrri, Marshall L., Rowland F.). So, the essay should be fascinating, productive, clearly organized, competent and unique. It should reflect individuality, vision of the problem, worldview, creativity, logic, the ability to analyze, identify causal relationships, draw conclusions, and possession of written speech.

For successful essay writing, first of all, you should take the task creatively. We need to think through an interesting approach to the problem that will be discussed. For this, firstly, it is necessary to be original, because each composition should be interesting. Secondly, you need to present the material in a manner peculiar to you; Avoid strangers, memorized phrases - otherwise it may seem that the writers do not have self-confidence or lack the necessary knowledge. Thirdly, the essay should be deep and thoughtful, reflect the writer's own ideas about the subject and not be a superficial presentation of events or phenomena. It should reflect their own thoughts through the subject, addressing the reader and pursuing a specific goal. Each time, these three components of the creative process - originality and freedom of expression, independent judgments - can vary and, thus, create a certain psychological context. The type of essay depends on this: theoretical,

informative, evaluative, etc. Despite all the variety of types of essays, the skills and abilities needed to write them are the same. All topics can be divided into several categories: the writer and his language experience, the writer and the environment, a free topic. At the same time, one should not forget about the goal - it is more interesting, more professional, more competent to reveal a given topic, illustrating your thoughts with vivid examples of your personal attitude to the issue under study.

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ADVANTAGES OF USING PUZZLES IN EFL LESSONS

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Annotasiya. Ushbu maqola ingliz tili darolarida boshqotirmalardan foydalanish va uning afzalliklariga bagi'shlangan. Unda bir nechta boshqotirmalar ham misol tariqasida keltirilgan bo'lib, ularning talabalar nutqi va boshqa qobiliyatlarini rivojlantirishda yordam berishi haqida aytib o'tilgan.

Kalit so'zlar: boshqotirmalar, turli usullardan foydalanish, muammoni hal qilish qobiliyati, kognitiv qobiliyatlar, muammoli vazifalar

Аннотация. Статья посвящена головоломкам и их преимуществам в классах английского языка. Она показывает, как головоломки помогают студентам развивать различные навыки. И есть несколько примеров головоломок, приведенных в статье.

Ключевые слова: головоломки, использование различных методов, навыки решения проблем, когнитивные навыки, проблемные задания

Abstract. The article is about puzzles and their advantages in EFL classes. It shows how puzzles helps students to develop different skills. And there are some examples of puzzles given in the article

Key words: puzzles, using various methods, problem solving skills, cognitive skills, problem tasks

As I mentioned in my article before, teaching children is a challenge. They are fidget. They mumble. They play. Let them play though they are students. Let them be children as even teacher is a child in the heart. If teacher wants children to learn English or to be interested in English she must work hard and try to use new methods of involving students. As we know year by year students are getting independent, full of energy, but not knowing how to use this independence and energy is bringing to the loss of very "genius" children. Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivations runs high. And it is on the hand of teachers.

While learning and analyzing the usage of methods in the education of developed countries we can divide the methods into several groups:

1.Perceptive methods which help to learn, analyze and understand the information and to practice knowledge:

- lecture, story, explanation
- performance, illustration and video method.

II. Reproductive methods which help to acquire, inspire and practice knowledge:

- working with books
- laboratory works
- exercise (tasks)

III. Methods which help to develop student's skills:- educational conversation

- circle conversation
- debate
- brainstorm
- role-play



IV. Methods which help to analyze problems, solve problems and strengthen students' studying independently:

- tasks with problems
- individual practice
- projects

So modern educational methods are so various and many-sided that is closely connected with teacher's ability of using them

in the lessons effectively. The theme which I want to speak about is "Puzzles". Puzzles includes all these methods together.

From toddlers to adults, people love to solve puzzles. Puzzles are intriguing, the goal is clear and when you solve them, you get that sense of accomplishment that makes us all feel good about ourselves. Students can play with puzzles without even realizing how many skills they are developing

Problem-solving Skills

In order to solve a puzzle of any kind, student needs to stop and think about how to go about reaching his/her goal. When using a board puzzle, she/he develops a strategy on how she/he will try to place each piece in the correct space in order to make all of the pieces fit. She/he uses her/his problem-solving skills by developing solutions in order to accomplish completing her/his goal, just as she/he will use these skills during the course of her/his adult life.

Cognitive Skills

Puzzles can help a student to develop important cognitive skills. A student will be asked to take step-by-step directions during his impending school career, and puzzles help him develop the ability to accomplish goals one step at a time and to understand why certain tasks need to be done in this manner. They can also help the students develop visual spatial awareness because of the many colors, shapes and themes they come in.

Fine Motor Skills

Puzzles teach children to develop fine motor skills important to daily life. They learn to grasp large and small pieces, pick them up and to place them where they belong by manipulation. Some puzzles involve twisting knobs in order to be able to fit a piece into its slot. Others require the student to hammer the piece into place. Some puzzles involve sliding a small door open or even untying a ribbon in order to find the correct placement of a piece.

Hand/Eye Coordination

Playing with puzzles requires the student to manipulate the pieces in order to place them in the correct order, or slot. S/he sees a piece, picks it up and attempts to make it fit. If it doesn't, s/he puts that piece aside and starts the process over again until s/he has chosen the correct one. S/he

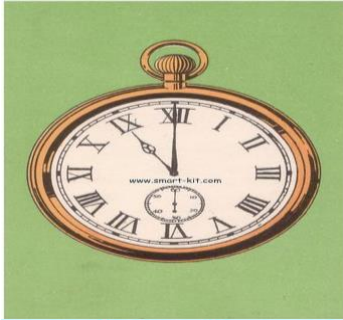


learns to use his/her eyes to see an object, and his/her hands and fingers to pick it up, coordinating the two skills together.

Social Skills

Puzzles can be enjoyed as a solitary activity, but they also give a student an opportunity to learn about cooperative play. Students might share the puzzle with a partner, taking turns trying to solve it. S/He and his/her friend could discuss where a piece might belong, practice patience when one of them is a bit slow about making a decision and learn how to control their tempers if things aren't going smoothly. S/He and his/her partner can share in the celebration of solving the puzzle successfully, as well.

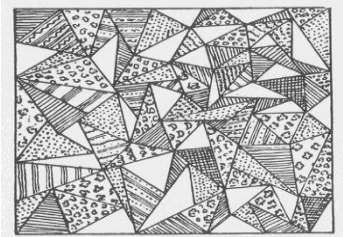
I am giving some examples of puzzles below:



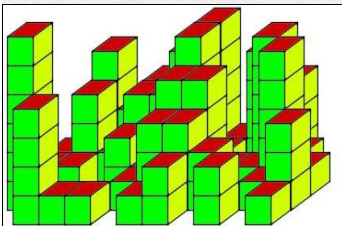
Something is not right with this picture. Can you figure it out?



Can you find the word hidden in the picture?



A perfectly symmetrical star is hidden in the design above; can you find it?



A number of cubes are arranged in piles on a grid of 5 rows and 11 columns.

How many cubes were used to build the structure in the picture?
(cubes cannot float in the air)

CONCLUSION

Puzzles are really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and "interact" with their pairs trying to use the English language, but also students' Problem-solving Skills, Cognitive Skills, Fine Motor Skills, Hand/Eye Coordination, Social Skills will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus, they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching technique which should be experimented and applied by ESL teachers more often in the ESL classrooms.

So, use of activities provide meaningful and enjoyable language practice and they encourage learners to explore the wonderful world of the English language and the teachers' aim of language teaching consists of it.

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ROLE PLAY AS LANGUAGE TEACHING MATERIAL

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Annotasiya. *Ushbu maqolada dialog va rolli o'yinlarning nofilologik guruhlarda qo'llanilishi, uning roli va qaysi maqsadda qo'llanilishi tasvirlangan. Rolli o'yinlar, biz bilamizki, grammatikani mustahkamlashda, o'quvchilarning nutqini rivojlantirishda va yana bir qator qobiliyatlarning o'sishida katta rol o'ynaydi.*

Kalit so'zlar: *rolli o'yinlar, dialog, grammatika, nutqning rivojlanishi, tahlil, harakatli o'yinlar, mustaqil ishlash, interfaol usullar, drama va jamoaviy dramalar.*

Аннотация. *В статье рассказывается об упражнениях, их разновидностях, и о диалогах которые можно использовать на уроках английского языка, о роли драмы или ролевых игр на уроках нефилологических групп. Здесь описаны типы заданий по этапам и приведены примеры как провести ролевые игры на уроках английского языка.*

Ключевые слова: *ролевые игры, диалог, грамматика, развитие речи, анализ, подвижные игры, самостоятельная работа, интерактивные методы, драма и коллективные драмы*

Abstract. *The article describes the role of dialogues and role plays in teaching grammar and developing speaking skills, critical thinking of students in the lessons.). As we know role plays may also include plays, dramas, sociodramas, and simulation. Here we use the general term role play for all of these types of activities, but we will also discuss the specific definitions, benefits, and uses of plays, dramas and sociodramas, and simulation in this section.*

Key words: *role-playing games, dialogue, grammar, speech development, analysis, outdoor games, independent work, interactive methods, drama and collective dramas*

Description of Role Play

Let me begin this article with the words of Doff about role plays in the classrooms “Role play is a way of bringing situations from real life into the classroom” (Doff 1990, 232). It may also include plays, dramas, sociodramas, and simulation. Here we use the general term role play for all of these types of activities, but we will also discuss the specific definitions, benefits, and uses of plays, dramas and sociodramas, and simulation in this section.

In role play, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 232).

This differs from reading a dialogue aloud. In this sense, the cue card variation to dialogues could also fit under the umbrella category of role plays.

Benefits of Role Play

Why must we use role plays in the lessons? What is the benefit of it? Let's answer the questions, first of all. As I mentioned in my previous articles, teaching children is a challenge. They are fidget. They like to play. Let them play though they are students. Let them be children as even teacher is a child in the heart. As I have been working as a teacher, I understood what it is to be creative and communicative, well-educated and intelligent. Yes, teaching helps to understand it. If teacher wants children to learn English or to be interested in English she must work hard and try to use new methods of involving students. As we know year by year students are getting independent, full of energy, but not knowing how to use this independence and energy is bringing to the loss of very "genius" children. Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivations runs high. And it is on the hand of teachers. (Jumayeva Shahlo Shokirovna, "Drills and Dialogues in English Lessons", International Journal of Scientific Research and Modern Education, Volume 4, Issue 1, Page Number 40-43, 2019.)

So reasons for using role plays (including drama, sociodrama, plays, and simulations) in the language classroom include:

- They are fun.
 - They help to prepare students for real-life communication by simulating reality—in situations, in unpredictability, and in the various role's individuals must play in their own lives. In this sense, they bridge the gap between the classroom and the world outside the classroom.
 - They can be used for assessment and feedback purposes at the end of a textbook unit. They can be used to help you determine the degree of mastery attained.
 - They can consolidate learning and allow students the opportunity to discover their own level of mastery over specific language content.
 - By simulating reality, they allow beginning students and EFL students to feel that they are really using the language for a communicative purpose. This, in turn, contributes to students' confidence in their ability to use English.
 - They heighten students' self-esteem and improve their ability to work cooperatively (Richard-Amato 1996).
 - They allow students to experiment with language they have learned. Where students make up their own dialogue, they provide a special opportunity to go beyond what has been taught in class and to draw on the full range of their language competencies.
 - They allow students to express who they are, their sense of humor, and their own personal communication style.
 - They offer good listening practice.
 - They provide an opportunity for practicing the rules of social behavior and the various sociolinguistic elements of communication (as determined by roles, ages, topic, or situation).
 - They engage the learner physically. This involves the learner more fully and can be an aid in language retention.
 - They can be liberating for many students who may enjoy expressing themselves through a role or a mask but may be inhibited about expressing themselves otherwise during the class. Students will sometimes take more risks and play with the language more when they are assuming a different identity.
- Role play can thus free students from the constraints of culture and expected behavior.
- They provide a context for understanding attitudes, expectations, and behaviors related to the target culture.
 - They may be used as a stimulus to discussion and problem solving.
 - They can be extensions of more controlled practice using dialogues. After practicing a dialogue, for example, you might develop role plays based on a parallel situation. A dialogue about

buying a shirt could lead into a role play about buying a pair of shoes. Another way to use dialogue as the source of your role play is to use it to create cue cards for the role play.

Developing Role Plays

In order to develop a role play, you must first have clear objectives on which to base your role play. The main bases for role plays are functions and grammar.

Functions as a Basis for Role Plays

The most common situations for role plays are those in which the students may need to function in the target language (Richard-Amato, 182). As with dialogues, the situations used for role play should be within the realm of experience, possible experience, or knowledge of the students. The more familiar a situation is, the easier it will be for students to participate fully. Appropriate situations include topics that students see or in which they participate in their own lives. Examples include shopping, interacting at school, talking on the telephone, asking for directions, making appointments, and attending business meetings. Other possible situations for role play include fantasy situations from stories, television, or simulations and situations in which students prepare for a future event, for example, interviewing for a job in employment readiness programs.

Grammar as a Basis for Role Plays

Another basis for role plays is for practicing structures. Because role plays are less controlled than drills and dialogues, it is important to choose situations and contexts in which the target structure occurs naturally. For example, courtroom role plays work well for less-controlled practice of past and past-progressive tense, and for question formation. Roles usually include the judge, the lawyers for the defense and the prosecution, clients, and witnesses. Each student is assigned a role and each is played out during the trial.

Remember that because role plays are less controlled practice activities, students may not use the target structures as much as you would like. There are usually several ways to successfully communicate meaning, so consider role play as an opportunity for students to practice a range of speaking and listening skills, rather than a single structure.

In each of these situations, you can develop the role play or you can do so with your students. With some experience, students can write their own scripts for role plays.

Types of Roles

Role plays can range from highly structured, short exchanges, as in a restaurant, to those that are longer and more open ended. If you want a highly structured role play, you can write it up in situation cards similar to the cue cards described earlier. Here is an example of a situation card.

Instructions: You are making an appointment with your professor. You have to do this through the college secretary.

1. Greet the secretary.
2. Explain that you want to meet with your professor.
3. State why you want to meet (to discuss course content, to explain an absence, to ask about your exam grade).
4. List your available times.
5. Ask the secretary when the professor is available.
6. Ask if the secretary needs any other information.
8. Thank the secretary for her time.

You can go even further and fill in the actual lines, or portions of the lines, that students are to say if you think they need that degree of support at beginning levels. As they learn their parts, urge students to hand in the cue cards. For adults, choose roles to play from everyday life—family members, store clerks, police officers, teachers, and social workers in various situations. However, students, particularly younger ones, may also enjoy taking on fantasy roles. One kindergarten teacher had to watch the story of “Little Red Riding Hood” role-played many times to satisfy all of her little wolves. Characters from television, from the students’ textbook, and from other books students are reading, are also suitable for role-play activities. Situations with fewer roles than there

are students are preferable over those with too many roles. Two students can usually perform the same role—for example, two police officers, two customers—and support each other in carrying out the role play. You can also divide the class into small groups for role plays that involve only three or four people, having each group perform the same role play. Generally, fewer roles mean more talking time for each student.

The Teacher's Role in Role Play

In addition to being the motivator and possibly the writer and director of the role plays you present in your class, you should also be involved in the activity. Richard Amato suggests that this gives you a reason for circulating in the group, providing prompts, helping where needed, and observing and assessing language use.

As a conclusion, we can say that using different ways of role plays in our lessons make our lessons more interesting and the students do it with the great interest and pleasure. Because it is interesting and as we know everyone in the heart is young, a child. The child is very fidget and curious. Our duty is using this curiousness in their profit in our lessons. With the help of role plays we can develop grammar, speaking skills and critical thinking of students. So, I recommend to use role plays and dialogues in the lessons.

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UDC 808.3

GESTURES IN THE SYSTEM OF PARALANGUAGE

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Annotatsiya. Til imo-ishoralari kommunikativ sistemalar bo'lib, ularning ifoda rejasi tovush tillaridagi kabi akustikaga va kinetik (gestural-mimik) asosga asoslanmagan.

Kalit so'zlar: imo-ishora, til, so'z, aloqa.

Аннотация. Языковые жесты представляют собой коммуникативные системы, план выражения которых основан не на акустической, как в звуковых языках, а на кинетической (жестово-мимической) основе.

Ключевые слова: жест, язык, слово, коммуникация.

Abstract. Language gestures are communicative systems, the expression plan of which is not based on acoustic, as in sound languages, and on the kinetic (gestural-mimic) basis.

Key words: gesture, language, word, communication.

Gesture languages are the main, and often the only means communication of the deaf. In many regions, the languages of the hearers were also common; their existence is noted in the Americas, Africa, Australia, Oceania, India, the Caucasus, the Mediterranean. Among the Gestures, the languages that hear the most well-known gestures of Aboriginal languages Australia and North America. The widespread use of sign language among Australians are associated with the ritual silence of young men during initiation rites and widows in a period of mourning, lasting for some tribes for up to a year or more.

Language gestures they are also used for distance communication, for keeping silence on the hunt. The territory of the spread of individual gestures of the languages of Australians does not coincide with Ethnic and linguistic boundaries. These gesture languages are described insufficiently; words of a number of languages have been published (from a few dozen to several hundred gestures), grammatical observations are single. In the North American prairies, a single gesture was widely spoken, used mainly in interethnic communication. According to some information, at the end the 19th century it was owned by over 100 thousand people. The lexical composition of this language gesture is described the grammatical structure has been studied poorly. Linguistic study of gestures languages, started by W.K.Stokou in the 50's of the 20th century, especially intensified since the 70s, there appeared periodicals on the gestures of languages.

Many researchers pointed out that humans as a biological species conserve to itself signs of an animal character and in system of means of communication (tactile, visual, even chemical systems), but all these forms, first, there are Scholasticians simultaneously with the sound language, and secondly, it is never replaced. Besides, the gestural system, for example, does not have a human character, it is abstract and universal in contrast to the action of signaling in animals, determining the purely concrete behavior of the individual (halt, danger, etc.). Non-linguistic human communication systems are subordinate, secondary systems, but, despite the most diverse of their origin, they are functions only adhere to the language, are used by the language and decoded using language. This gives grounds not to consider these systems as independent to see in them structurally organized system, and not the auxiliary tools used sound language. In this sense, all paralinguistic means can be combined only by its function, i.e. on the function of participation in the formation of information of the speech statements, and not by their material status. The same material forms "Non-verbal behavior" of a person, on the one hand, should considered paralinguistic, and on the other hand - by any other branch of science (for example, genetics, etc.). From this point of view, the study of gestures can be carried out in aspects: biological, cultural-historical, ethnographic and paralinguistic. For a linguist it is important in all cases to draw a clear line between paralinguistic and biological functions of these funds. Along with a broad situational paralinguistic context, oral communication widely uses the typed, physical manifestations of the speaking subject directed to the orientation of the listener to unambiguously perceive the utterance. These means are primarily gestures and facial expressions. Adopted gesture definitions different kinds of gestures are involved; Kinetics, and the facial expression person speaking. In general, kinesika is a division of biological science by origin and should enter into zoosemiotics, if by the latter one understand the science of a certain system of expression of the physiological states of the animal. Semiotic in this plan will be only a conventionally allocated stereotype of some movements, this or that biological state of the animal.

However, this stereotype does not have the ability to transmit any non-biological values. It is clear that the vast majority of man's kinetic manifestations as a part the animal world will also be at the level of its purely biological organization. Only certain movements, and above all the movement of the hand as an organ, do not medically employed in the labor process, are considered as some subsystem language communication as an auxiliary function for the identification of an unambiguous verbal act (replenishment of the Ellipse, elimination of the polyseme). This is why paralinguistic kinesics can be considered as a part of language communication, peculiar only to man, and that's why it should be identified as a special part of the "kinetic" behavior of a person. Countless examples of the use of paralinguistic means in verbal communication gives fiction, where

the description of the dialogue, as a rule, is constructed in relation to the conditions of natural communication, i.e. To the paralinguistic context. "Voinitsky: *Give me something...*" (pointing to his heart). Burns here. (A.Chekhov. Uncle Ivan.). (А.Чехов. Дядя Ваня.)

In the dialogue: "Borkin. ... *so you do not get married?* Shavelsky (*shrugs his shoulders*). *is he Seriously ... Amazing person*" (A. Chekhov. "Ivanov"). The question is unambiguously deciphered: "*So you do not marry?*" becomes explicitly a form of rhetorical question thanks to gesture (*shrugs*), and then the phrase describing this character can be correctly understood (*Amazing human!*). It should be noted again that in these funds it is necessary to conduct the dividing line between gestures and facial expressions, and between kinesics, accompanying speech on a purely physical and biological level. Gestures and kinesics can be seen in the field of communication as ancillary functional component. In this matter, we can recall the statement of Balin connection with its interpretation of the actualization function in relation to paralinguistic means: "A sign that represents an actual concept can have a mimic character, i.e. be any arbitrary movement serving to indicate: by gesture hands, movement of the head, direction of eyes, etc. If, for example, pointing to premit finger, *I say: Doppez. "Give!"*, Then my gesture supplements the proposal, which is equivalent to the sentence: "*Give me a thing that is there*"; This gesture is actualized, those grammatical links connecting the virtual concept of things with the subject to which she points:

Sh. Bally considers in general these means-signs (including deictic) in the background regularities in the formation of real speech utterances, but most importantly, he notes, is their functional connection with the structure of the utterance. A vivid illustration of the paralinguistic use of gestures, facial expressions is Reading actor:

Furnachev. *How great is the capital of the most respected Ivan Prokofievich?*

Zhyznoydov. *Great, monsieur, great ... you cannot even figure out how big it is. So I believe, that one million for two will be.*

Furnachev. *This should be assumed, madam ...*

In the text of the play, there is no remark or underscore, but the artist found it here culmination of the stage situation. After the words Zhivoyedova about two million to him as if blood hit his head, he felt unwell, his breath froze in his throat, such Tetanus found him, that the audience unerringly burst out applauding, and in this state of tetanus, the artist stayed with a minute, then fell, fell, translated breathing, and, with a furious gesture taking out the foulard's handkerchief, erased the sweat from his forehead - and walked the secondary shaft of applause. A very clear illustration of the very close interaction of sound speech and Paralinguistic means is the speech of actors in a silent movie. Although a silent cinema has its own specific laws and peculiarities, but one cannot, nevertheless, assert that the absence of verbal utterance in the form of sound (it should be taken into account that the orientation actors silent film is very clear, expressive and the viewer can perceive by guessing words) transforms speech into a somewhat unnatural plan of use paralinguistic phenomena. On the one hand, the entire role of gestures and facial expressions in the absence of sound is reinforced by the whole system of actor's play for disclosure meaning and purpose of the action of the characters for the audience. In terms of paralinguistic is very interesting. It would be learning how to act in a silent movie, which in addition to art interest, would have a practical meaning for the authors involved in duplication of films from foreign to native language. In terms of the origin of the language, all types of gestures and facial expressions of man were originally purely biological phenomenon (for example, a certain movement of the hand as a defensive measure, etc.). This provision has long been developed in linguistics and related sciences. Another Ch. Darwin wrote: "The ability of members of the same tribe to communicate between themselves, with the help of the languages of language, was of paramount importance in the development of the person; Expressive same movements of the face and body greatly contribute to the power of the language... Less, as far as can be seen, there is no reason to believe that any muscle has developed or even changed solely for the sake of expression. On the contrary, every ... expressive the movement had some natural and independent origin ". For the perfect state of the language, the biological nature of a certain part of these means has outgrown and transformed into a

paralinguistic phenomenon. Actually paralinguistic means are isolated from the sphere of extra linguistics, on the grounds that they are a subsystem of conventional means.

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THE TERM AS AN OBJECT OF RESEARCH IN LINGUISTICS

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Annotatsiya. Hozirgi zamon tilshunosligida bilimlarning turli sohalaridagi maxsus so'z birikmalarining lingvistik tahliliga ko'proq e'tibor berilmoqda. Maxsus so'z turkum tushunchalar, bilim turli sohalarda voqeliklar, tadqiqot usullari va texnikasi, jarayonlar, xususiyatlari, va parametrlarni anglatadi.

Kalit so'zlar: leksik, fonetik, muloqot, adabiyot, dialektika, kontekst

Аннотация. В современной лингвистике все большее внимание уделяется лингвистическому анализу специальной лексики различных областей знания. Специальная лексика относится к категориям, понятиям, реалиям различных областей знания, методам и приемам исследования, процессам, свойствам и параметрам.

Ключевые слова: лексическое, фонетическое, общение, литература, диалектика, контекст.

Abstract. In modern linguistics, more and more attention is paid to the linguistic analysis of the special vocabulary of various fields of knowledge. Special vocabulary refers to categories, concepts, realities of different fields of knowledge, research methods and techniques, processes, properties, and parameters.

Keywords: lexical, phonetic, communication, literature, dialectics, context.

The terms express different special names, which form a terminology system. And each term system designates a system of concepts of individual sciences, scientific areas, and the realities of different areas of knowledge.

One of the main problems of studying and understanding the term as a linguistic category in modern linguistics is its definition. A. N. Baranov notes that the multiplicity of conceptual approaches to the interpretation of the concept "term" determines the variety of its definitions that exist in linguistics [1, p. 56]. In turn, V. M. Leychik stated this fact by the fact that the term is an object of a number of Sciences, and each science seeks to identify in the term features that are significant from its point of view. The unsatisfactoriness of most definitions consists in an attempt to combine different characteristics of the term [11, p. 20]. A.V. Superanskaya explained the existence of many definitions of the concept "term" in the linguistic literature by the fact that in different disciplines this concept is associated with its own special concepts and representations, has an unequal amount of content and is defined in its own way.

It should be noted that the concept of "term" is difficult to give one precise definition. The concept of "term" is volumetric in meaning. V. M. Leychyk noted in his work that " V. P. Danilenko gave 19 definitions of the term (Danilenko V. P.), and B. N. Golovin-seven definitions of this concept (Golovin B. N.)" [10, p. 20]. Each scientific study gives different definitions of the term. L. A. Kapanadze notes that "if we sum up all the studies devoted to scientific terminology, we can come to the conclusion that there is no unit more diverse and uncertain than the term" [6, p. 6]. The term as a complex phenomenon, from different points of view, is defined depending on the selected aspect.

As a sign, the term is defined in V. A. Zvegintsev and G. A. Dianova [5, p. 46; 3, p. 15], as a definition – in P. A. Kapanadze [6, c. 78], in S. V. Grinev, the term is considered as an element of sign systems and sign situations [2, c. 37], V. M. Leychik defines the term as a unit of language for special purposes [11, c. 31]. These definitions complement each other, since it is impossible to give an exhaustive description of the concept of "term" in one definition. The relation to the term as something, to some extent, a perfect phenomenon stems from the definition of the concept "term" - lat. terminus, meaning the limit, the border [15], which was perceived as the apex of language development, perfect in its frozen immobility form. Hence the desire to limit the functioning of the term to a narrow, strictly fixed framework. According To p. A. Florensky, the term is "fixed mobility". This definition reveals the essence of the term in the best possible way.

S. V. Grinev defines the term as "a nominative special lexical unit (word or phrase) of a special language, adopted for the exact name of special concepts" [2, p. 25]. In order to perform their functions, terms must have a number of properties and meet certain requirements. We will consider the following properties of terms: consistency (or regularity), context independence, accuracy, internationality, and stylistic neutrality. One of the important properties of the term is system (or systematicity). The terminology of a particular science is not just a set of terms that Express certain concepts of a given science, but constitutes a system. Purposeful organization of term systems determines the consistency of terms. Terminology in a broad sense is that part of the vocabulary (lexical system) of the modern literary language, which consists of the names of the system of concepts (realities) of science and technology, official business speech and their reflection in production, social life in General or in certain industries [8, p. 6]. The consistency of the term can be traced through other special concepts that are present in its definition. The next property of the term is context – independent. N. A. Duksova in her work notes that " this principle was put forward by D. S. Lotte, who in turn referred to the works of academicians A. A. Shakhmatov and I. Meshchaninov about the difference that exists between a word in the sphere of its fixation (dictionary) and use (sentence)" [4, p. 7]. This property of the term is controversial, since the indication of belonging to any terminology is itself a thematic context. The accuracy of the term is directly related to this property. In scientific and technical language, the main requirement is the utmost accuracy of expression of thought and the possibility of different interpretations is not allowed. The term must be precise, have a strictly defined meaning, "which can be disclosed by a logical definition that establishes the place of the term-defined concept in the system of concepts of this field of science and technology" [7, p. 10]. Only the presence of an exact definition makes it possible to implement the term out of context. There is another property that is essential for terms. This is their international character. The issue of mutual understanding between people of different Nations and speakers of different languages is very important. It is in the fields of science, technology and politics that international relations are usually carried out. The last of the main properties of the term is its stylistic neutrality (lack of emotionality). The term should not have side meanings that distract the specialist's attention and introduce an element of subjectivity.

According to S. V. Grinev, all requirements can be divided into semantic (content, meaning of the term), to the form of the term and pragmatic (functioning, features of the use of the term). Semantic – consistency of semantics, unambiguity, full meaning, absence of synonyms. To form-compliance with the norms of the language, brevity (lexical and formal), derivational ability, invariance, motivation. Pragmatic – implementation (generally accepted, used), internationality, modernity, euphony. Terms that meet these requirements are more convenient for creating new terminological units based on them and thus make it possible to reflect in the internal form of the new term the features of the continuity of scientific knowledge [9, p. 18-21]. Research has also revealed that the term does not always have precise semantic boundaries and expresses a well-defined concept. There are deviations from the characteristics that you can see in some of the terminology or some of the terms. Therefore, we can assume that, in General, the properties and requirements for the term represent certain trends that are implemented to a greater or lesser extent. The above requirements and properties of terms are widely used both when ordering terms and

when identifying the main types of terms. From all of the above, we can conclude that many of these approaches and aspects of the study of terms overlap with each other.

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UDC 81-13

MODERN TRENDS TO IMPROVE SPEAKING SKILLS IN EFL CLASSES AT SECONDARY SCHOOLS

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Аннотация. Ушбу мақола инглиз тили ўрганувчиларининг гапириши кўникмасини ривожлантиришининг самарали усул ва йўндашувларини муҳокама қилади.

Калит сўзлар: гапириши, стратегия, ҳамкорлик, активация усули, лойиха ишлари, тил билиши малакаси, ҳикоянавислик.

Аннотация. Статья предоставляет несколько эффективных методов и подходов для развития устной речи учащихся.

Ключевые слова: речь, стратегия, сотрудничество, метод активации, проектный подход, навык знания языка, рассказчик

Abstract. The article presents some effective approaches and methods to improve speaking skills of learners.

Key words: speech, strategy, cooperation, activation method, project approach, language skills, storyteller

Speaking has always been important in language teaching. However, years witness major shifts in both the nature of speaking and approach to teaching it. Speaking in the early 70s meant repeating after teacher, memorizing dialogues or responding a mechanical drill, usually in the methodologies of audio-lingual and Situational Language teaching. Today it can be felt communicative competence and proficiency are major requirements of speaking. It is not a secret that speaking is one of the main ways to interact with others. There are numerous reasons why learners have difficulties in terms of speaking, such as lack of vocabulary to deliver their messages,

lack of ideas to tell, lack of environment to speak or lack of motivation. Generally, the problems of teaching speaking English according to Brown [2, p.291] and Harmer [4, p.92], are considered internal and external. They think that internal problems are native language, age, exposure, innate phonetic ability, identity, language ego, motivation and concern for good speaking. An external problem is institutional context that puts English as a second or foreign language in a nation. Whereas, Novita [5, p.2] presents Hetrakul's idea that the problems of a student are resulted from two causes. The first reason that makes the student difficult to speak is that the environment (outside the class) which does not support the students to speak English frequently. The second cause is the problem with English grammar. Most of them get disappointed after some months' hard work and still not being able to say a word [5, p.4].

Considering these problems, the teacher should make the learning process interactive. Brown [2, p.297] highlights that developing interactive language teaching is helpful by several models' practical uses.

There are some approaches to enhance speaking skill.

1. Task –based approach that has roots in the Communicative language teaching method that points learning to communicate. In Task- based learning teachers ask the students to complete purposeful tasks that elicit the use of target language. Similarly, Communicative language Teaching is done entirely through communicative tasks. In Task-based approach the lesson follows certain stages:

Pre-task: the teacher introduces the topic and gives the learners information of what will they have to do in the task.

Task: the task is completed in pairs or groups.

Planning: learners prepare a short report orally or in written form on what happened in the task.

Report: at this stage a real report is prepared and the teacher determines the order of pupils who present their reports and can give some feedback on the content.

Analysis: the teacher highlights relevant parts of the text for the pupils to analyze.

Practice: finally, the teacher selects language areas to practise based on the needs of pupils. Then pupils do some practice in order to increase their confidence and make some notes.

Task-based approach focuses on skills and competencies not content. So, planning and design are not about what is taught but why it is taught.

2. Another approach is Project-based learning when lessons are designed to make learners produce a product related to the topic. It gives pupils the opportunity to actively explore real world problems and challenges. This approach is very useful because it helps a pupil to develop critical thinking, problem solving, along with team work skills. "One of the major advantages of project work is that what makes school more like real life. It is an in-depth investigation of real – world topic worthy of children's attention and effort".

3. Cooperative storytelling. Storytelling is the memory art of narrating a tale rather than reading it. It gives learners the opportunity to enrich their vocabulary and acquire new language structures. In storytelling learners need to collaborate with peers and teachers in creating meaningful context and negotiate meanings in those contexts. There are some characteristics of storytelling:

- It provokes curiosity.
- It builds vocabulary, comprehension, story sequencing.
- It improves listening and oral communication skills.
- It is an interactive and co-operative process

Using storytelling as can be seen above very useful even to motivate pupils to speak a foreign language. It can help build confidence in speaking because before telling the story students will be aware of the main idea of the tale and vocabulary to deliver it. One more widely used method is activation method. Activation method was recommended by Shahidpour as presents Novita [5,

p.13] to help students learn English better. Activation method consists of three different activation stages: translation, asking questions and storytelling which are designed to help students. This method focuses on process, application of new words and expressions. Bonwell and Eison [1, p.5] state that use of active strategy in the classroom is vital because of students' powerful impact upon students' learning. Novita explains that Shahidpour [5, p.13] proposed advantage of activation method as follows: it helps learners to speak more fluently and accurately in a shorter period of time; it is not used long time to learn a foreign language; it helps learners to learn better. Another advantages of active learning strategies are to engage students in thinking critically and creatively; speaking with a partner, in a small group, or with the entire class; expressing ideas through writing; exploring personal attitudes and values; giving and receiving feedback; reflecting upon the learning process [5, p.13]. Novita [5, p.13] presents Shahidpour's explanation of the procedures of teaching speaking through the activation method with the following steps: 1) the teacher reviews the words taught in the previous session; 2) the teacher starts to teach. One of the pupils reads the new lesson aloud; 3) after covering with the new words, teacher gives some examples using the words and then gives some examples in their L1 and asks them to translate into English; 4) the teacher gives some questions and explains how to answer them, the teacher asks to work in pairs; 5) some questions may be asked by pupils without teachers help; 6) the teacher asks them to tell a story using the new words; 7) the pupils are asked to prepare a speech about a topic and the teacher checks them; 8) at the end of the class pupils are assigned to watch a film and retell it briefly. This method can be exploited productively in higher levels. Especially in Grade10 or 11 at secondary schools. However, it can be adapted to any level. Speaking improvement included a variety of course activities, encouragement of more listening through the media, and seeking opportunities to speak in real situations. Practice and exposure to both listening and speaking activities in real-world situations appeared to be a practical method to promote speaking confidence.

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TEACHING ENGLISH TO CHILDREN OF PRESCHOOL AND PRIMARY SCHOOL AGE IN UZBEKISTAN: BASIC PRINCIPLES AND APPROACHES

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Annotatsiya. *Ushbu maqola ingliz tilini o'qitish va O'zbekistondagi maktabgacha ta'lim va boshlang'ich maktab bosqichlarida til o'rganishga bag'ishlangan.*

Kalit so'zlar: *maktabgacha ta'lim, boshlang'ich ta'lim, motivatsiya, qulaylik, qiziqish, o'rganish ketma-ketligi, kommunikativ usul*

Аннотация. *В данной статье основное внимание уделяется преподаванию английского языка и овладению языком в рамках дошкольного и начального школьного образования в Узбекистане.*

Ключевые слова: *дошкольное образование, начальное образование, мотивация, комфорт, интерес, последовательность обучения, коммуникативный метод.*

Abstract. *This article focuses on the teaching English and the language acquisition in the scope of preschool and primary school stages in Uzbekistan the aim of teaching English to young learners.*

Key words: *preschool education, primary education, motivation, comfort, interest, learning sequence, communicative method*

There is no doubt about the need for English for adults, but our children have not yet guessed how important it is to be able to communicate in a foreign language. For them, it is still a set of symbols and images, not a future successful career and freedom in communication. More and more parents are seeking to instill such relevant knowledge from early childhood - and are often right. The main thing - to pick up the right approach.

At what age should I start teaching my child English? Should I do it earlier or wait until school? The debate on this topic is still going on. Some parents do not want to give their babies an extra workload, while others welcome early development and strive to give their children all the knowledge they need, almost from a diaper. In fact, early age is a time of active knowledge of the world, so the child is interested in new information, easy to learn native speech. Of course, there is a difference between native speech and a foreign language: the child hears native speech all the time, and foreign speech - from case to case. However, up to the age of ten, it is able to easily memorize whole language blocks, which makes learning at an early age quite easy.

Another important point is that the child is not yet afraid to make mistakes while learning the language. It has no psychological barrier, so children start speaking a foreign language much faster. In addition, the child perceives the learning process as a game, so a competent teacher can easily keep the child's interest. Of course, it is difficult for children to sit still, it is difficult for them to concentrate on one thing for a long time, so the English lessons are arranged in such a way that children will be interested (through games, songs, movements). The child does not start learning the alphabet and grammar immediately, first he learns to speak, hear and remember English words and phrases.

There are different English teaching methods for different ages:

From an early age they teach English by the method of Glenn Doman. She develops the visual memory of the child, using drawings and words written on them. This method can often be used up to middle school age. Children from three years old will fit Zaitsev's cubes. Children from four to five years of age are often trained by the project method. Here the lessons are devoted to a specific topic, on which children prepare creative projects. From the age of four it is quite possible to hold regular English lessons. However, up to 6-7 years old children do not yet learn grammar because they have not developed abstract thinking. Besides communication skills, learning English gives children a sense of confidence, develops independence and creativity, critical thinking and the ability to set goals and achieve them. And it is these qualities that are also very important for adaptation at school and in the future social life.

Principles of Presentation of Educational Material to Pre-school Children

To be truly effective and not overburden the child, the lessons must follow certain principles.

- Voluntary work

Under no circumstances should a child be forced to learn English at an early age. If lessons become an obligation, they can become quickly tired and it can be difficult for your child to learn the language later. The main task of parents and teachers is to arouse interest in the language, and this is well helped by the game. Through the game, children learn the world and are easily involved in the process, without problems learning important language skills.

- Child motivation and interest in lessons

The child does not have the same motivation to learn English as adults. They do not need to build a career; they do not realize that they will need English in the future. Therefore, it is important to interest the child in something else. If he will be interested in the learning process, if it will be fun and tiring, the child himself will strive to learn. Think of your motivation.

- Comfort of the child in learning

Comfort is another important point in learning. Some children easily stay in the group with other children and the teacher, while others need a parent to be nearby. This depends both on the

child's age and character. If the lessons are natural for the child, it is easy for him or her to start learning the material. If you see that the child resists learning, you should not ignore this. He or she may not like the method, like the teacher or just have a hard time. It is worth changing your approach to get your interest back.

- Learning Sequence

It makes no sense to burden children with rules, spelling and grammar until they are six, but it is good to learn new words together through songs, dances and games. The main thing is that the presentation of material is consistent and new knowledge easily "lie" on what the child is already familiar with.

Main methods of teaching children a foreign language

- Associative method

For children with their developed imagination, this method fits perfectly. Its essence is that the studied phrase or word is associated with some very bright image. That is, by remembering the word apple, they represent a delicious juicy apple. Subsequently, a bright image allows you to easily find the right word in your memory.

- Communicative method (lexical approach)

It is a method of learning the language through communication, discussion - so children gradually learn to think in English. You can discuss how the day went, how interesting was the new book or movie that you went to at the weekend. In this way, children learn phrases and expressions that are then easily used in speech.

- Audio-linguistic and audiovisual methods

With the help of these methods, oral speech is well practiced. They are based on interesting dialogues, which children learn to speak easily.

- Diving method

Children watch movies, listen to songs, thus perceiving the original English speech. A good way is to communicate with a native speaker who cannot answer in Russian. The immersion method teaches you to think in English - a good skill that will be very useful in the future.

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PRESCHOOL ENGLISH TEACHING METHOD

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Annotatsiya. Ushbu maqolada maktabgacha yoshdagi bolalarga ingliz tilini o'rgatish muhimligi va yosh o'quvchilarga ingliz tilini o'qitish usullari tushuntirilgan.

Kalit so'zlar: maktabgacha ta'lim, muloqot, qat'iyatlilik, guruh usullari, individual usullar, o'qitish usullari, mustahkamlash

Аннотация. В статье доказана важность преподавания английского языка дошкольникам и объясняются методы обучения английскому языку молодых учеников.

Ключевые слова: дошкольное образование, общение, настойчивость, групповые методы, индивидуальные методы, методы обучения, последовательность

Abstract. The article proves the importance of teaching English to preschool children; and explains the methods for teaching English to young learners.

Key words: preschool education, communication, persistence, group methods, individual methods, learning methods, consistency

At preschool, when teaching English, a child learns to communicate first. The focus is on making sure that children understand English speech and can respond to it. At this age, the basics of pronunciation are also laid out. Children use elementary English words, memorize phrases from songs and learn to recognize words in games. It is important that English words indicate concepts that are familiar to children in their native language, and that they can be easily combined with each other. Please note at once that the methods in question have proven to be positive. Therefore, on the one hand, it does not matter what method to teach a child a foreign language. But on the other hand, to choose a technique it is necessary proceeding from age of features of the child. To learn the language is easiest if a child is accustomed to it from 3-4 years. Do not be upset if this point is missed - some methods provide for work with children up to preschool age.

The teaching methods are divided into two large categories: group and individual. To see which form of teaching is appropriate for your child, look at their level of sociability. For open, active children, group lessons are suitable and for quiet children, individual lessons are suitable.

Children's English learning methods are based on 5 principles:

- Naturalness. The main thing is that the child learns new knowledge naturally, in a comfortable environment. So he can progress faster.

- Interesting. Awakening a child's interest in the language is the teacher's main task. Otherwise, your child will have a stereotype that English is boring, tedious and difficult. This will negate the efforts of parents and teachers.

- Consistency. Start with the basics. Pay attention to all aspects simultaneously: grammar, conversational practice, reading. If you focus only on the rules, the child will not learn to speak English. But it will please with knowledge of grammar.

- Persistence. Sometimes, children are naughty and don't do what's required of them. In such situations, it is necessary to show rigidity, but do not bend the stick.

- Game form. The main instrument of knowledge for the child - the game. With its help, start learning English for children is the easiest way. Let's talk about games separately.

Most children's English learning methods are based on children's play activities. As mentioned above, the game is a tool for child development; with its help he learns the world. Therefore, it is logical to use the game to learn English. The best methods of learning English for children include play situations of different types. With their help, the child will develop the necessary skills quickly and in a fun way. There are four types of educational games:

1. Situational is a game that reproduces situations from real life. Children are tried on different social roles and act according to a specific task. At the same time, at certain points, the child needs to improvise, to connect imagination and creativity.

2. Competitive games create situations that test how children have learned the material they have passed. In this case, the game includes elements of competition. There are many variants: team board games, crosswords, linguistic problems. The winner is the one who has a better knowledge of grammar and vocabulary.

3. Music games are all kinds of songs, dances, roundelays. If the terms of the game to act with a partner, the child, in addition, develops communication skills.

4. Conditions for creative games are limited only by the imagination of the teacher and the children themselves. They include elements of other types of games and are held in the form of drawing contests, applications, writing poems in English.

The easiest way for young children to remember the names of objects (they can be touched) and actions (they can be played back). Items of clothing, body parts, family members, greetings, toys, and animals - all these words children can already learn in English.

Another feature of perception of information at this age is that children have a well-developed figurative memory, so the words are clearly demonstrated. Real objects, pictures, toys help in this. It is actively used in learning and drawing, coloring, carving, circling the points - creative work also contributes to easier memorization of words. Often a mandatory component of the lesson -

pizkultminutka, in which all exercises and actions are also accompanied by the name of them in English.

However, for a long time to keep the attention of preschoolers is still difficult, so the lesson usually does not exceed 30-40 minutes. As a rule, lessons are held 2 times a week.

English lessons in preschool develop memory, attention, intelligence, observation and prepare your child well for school. Junior school age is also a time to explore and discover the world. Children during this period are very curious, active, they are still difficult to sit still, and they can quickly tire. Therefore, often for primary school age also used games, moving tasks, poems and songs, cartoons. The child is no longer so quickly loses interest in the class, but it is important to build the process in an exciting form, alternating different tasks.

An important aspect of this age is the beginning of learning activities. The attention of the child grows, it becomes more sustainable. By the age of 7-9, it is much easier for children to complete a given programme for a certain period. Memory improves - it becomes consciously adjustable. At the same age, children's desire for achievement grows. They are already able to set goals and achieve results. This feature allows to instill interest in the English language.

Lessons can already last 40-45 minutes, they can be held 2-3 times a week. Parents can, of course, teach English to preschoolers or primary school-age children on their own. In order to do so, they must have a good command of the language themselves in order to get the pronunciation right. You can use well-known methods developed by specialists. However, firstly, parents do not always have the opportunity to study with their children regularly, and secondly, they may lack the level of language or teaching skills. After all, one thing - the most good knowledge of the language, and quite another - to explain or help your child learn it. So, gradually, through the game and exciting tasks, English becomes part of the child's life, which later helps him to succeed in life.

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USING INTERACTIVE MULTIMEDIA RESOURCES IN THE TEACHING FOREIGN LANGUAGES

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Annotatsiya. Maqolada interfaol multimedia texnologiyalaridan foydalanib xorijiy tillarni o'qitish masalalari ko'rib chiqilgan bo'lib, til o'rganishda multimediadan foydalanishning afzalliklari tahlil qilingan.

Kalit so'zlar: interfaol multimedia texnologiyalari, optimal sharoit, til muhiti, chet tili o'qitish.

Аннотация. В статье рассматриваются вопросы обучения иностранным языкам с использованием интерактивных мультимедийных технологий, анализируются преимущества использования мультимедиа в создании языковой среды.

Ключевые слова: интерактивные мультимедийные технологии, оптимальные условия, языковая среда, обучение иностранному языку.

Abstract. The article deals with the issues of teaching foreign languages using interactive multimedia technologies, analyzes the advantages of using multimedia in creating a language environment.

Keywords: *interactive multimedia technologies, optimal conditions, language environment, foreign language teaching.*

According to the new world standards, there is no place in the modern world without a foreign language. One of the criteria for employment in any firm or company is the knowledge of English. Therefore, anyone who wants to, who understands that it is necessary, learns a foreign language. The rest, those who do not want to study, including learning English, are unlikely to find a decent job.

Teaching a foreign language is a complex and time-consuming process even in language universities, where students are selected and students have a high level of proficiency in all types of speech activity. In the higher education, we often deal with a low level of language proficiency by first-year students, but, nevertheless, the graduate must be proficient in a foreign language to the same extent as the graduate of a language University. The main goal of training in a non-linguistic University is to provide students with practical knowledge of a foreign language in a volume that allows them to conduct a dialogue in everyday and professional spheres of communication, conversations on professional topics and work with foreign-language sources in the professional sphere.

In this regard, the process of studying at the University today is impossible without the use of information and communication technologies. This approach to teaching a foreign language using interactive multimedia resources has undeniable advantages, such as:

- effectiveness and variety of forms and methods of managing educational and cognitive activity of the student;
- gradual transition from informational-reproductive to search-based type of training;
- expanding the forms of interaction between teachers and students, as well as between students;
- increasing the activity of students in their interaction;
- stimulation of various abilities of students (speech, mental, creative);
- possibility of individual differentiated approach in the educational process.

The organization of educational activities based on modern multimedia technologies is a necessity for the training of a new generation. The integrated information environment created by video, audio, graphic, and text information, as well as their combination on compact media in various digital formats, provides students with qualitatively new opportunities for the implementation of cognitive goals and the development of thinking abilities. Teachers of the department actively use the Internet, while not forgetting to use proven sites in their practice and carefully analyze the material. The information used must be verified, of high quality, and reliable.

Interactive multimedia technologies are actively used by the teaching staff of the department in all types of educational process, including classroom and extracurricular activities. Various forms of interaction between teachers and students in a multimedia and interactive environment are practiced: lecture-presentation, business and role-playing game, case study, group work, brainstorming, project method, round table, etc.

Communicative methods of English offer to learn the language on the principle of "exactly the opposite". Instead of boring English textbooks on bad paper, glossy books with pictures, interesting English texts and even comics are offered. This is supplemented by specially prepared workbooks and a set of English discs for auditory perception.

The principle of clarity when using multimedia is more important when teaching foreign languages. The use of multimedia is characterized by high quality, dynamics and colorfulness. The use of multimedia makes it possible to present information simultaneously in text, graphic and audio forms.

The use of multimedia technologies increases the level of information perception, while the visual and auditory channels work simultaneously. The information perceived by the trainees is based on selective attention.

Experience shows that qualified use of multimedia interactive technologies:

- significantly reduces the time spent on mastering new educational material;
- promotes more effective assimilation of up-to-date information;
- increases interest in learning a foreign language;
- increases motivation and cognitive activity of students;
- improves language communication skills;
- expands the intellectual horizons of students;
- increases the level of information culture.

Informatization of the process of teaching a foreign language in higher education provides the formation of General cultural and professional competencies:

- independently acquire new knowledge using information and communication technologies;
- possess the main methods, methods and means of obtaining, storing, processing information;
- use a computer as a means of obtaining and managing information; work with various information in computer networks; own modern multimedia tools;
- use skills of working with information from various sources to solve professional and social tasks;
- comply with basic information security requirements.

In accordance with the requirements, the activity is aimed at solving the following tasks in the field of informatization of the educational process:

- formation of information competence in all areas of training;
- improving the electronic learning environment to ensure independent work of students;
- ensuring systematic updating of multimedia educational resources;
- improvement of the most optimal forms, methods and techniques of training in the global environment of the information space.

A variety of interactive, automated methods are widely used in modern times:

- Multimedia manuals;
- Online communication with the teacher;
- Thematic communication in the target language in various social networks and forums;
- Video tutorials, listening;
- Electronic communication types: e-mail, conference calls, etc.

Thus, there are many different methods of teaching English. We have considered only a few of them. Also, we have considered some problems, which are that a person himself should want to learn. And this problem, the problem of the desire of modern society to learn, is no less important. Like saying: "It is impossible to teach a person who does not have a thirst for knowledge."

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ERON BOLALAR ADABIYOTIGA NAZAR

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Annotatsiya. Ushbu maqolada adabiyot va bolalar adabiyoti haqida, eron bolalar adabiyotining paydo bo'lishi, taraqqiyot bosqichlari, eron bolalar yozuvchilarining bolalar adabiyoti rivojiga qo'shayotgan hissasi va faoliyati haqida fikr yuritiladi.

Kalit so'zlar: eron bolalar adabiyoti, bolalar tarjima adabiyoti, Farhod Hasanzoda.

Аннотация. В данной статье речь пойдет о литературе и детской литературе, появлении иранской детской литературы, этапах развития, вкладе и деятельности иранских детских писателей в развитие детской литературы.

Ключевые слова: иранская детская литература, детская переводная литература, Фархад Хасанзода.

Abstract. This article focuses on literature and children's literature, the emergence of Iranian children's literature, stages of development, contributions and activities of Iranian children's writers to the development of children's literature.

Keywords: Iranian children's literature, children's translation literature, Farhad Hasanzoda.

Adabiyot tushunchasini barcha ijodkor, ilmshunoslar turlicha ta'rifu tavsif qiladilar. Adabiyot "so'z san'ati", "inson his tuyg'ularining qog'ozdagi nusxasi" va bu ta'riflarni davom ettirish mumkin. Adabiyot so'zining ma'nosini birgina jumla yoki ta'rif bilan ochib berish mushkuldir. Ushbu birgina so'zni ta'riflashning o'zi ham ijodkorona mahorat talab etadi.

Adabiyot bu - teatr, sahna, televediniya, kino va boshqalarni o'z bag'ridan irmoq qilib chiqargan ummondur.

Adabiyot bu - mardlik, botirlik, haqiqatga tik boqib xalqning, insonning ko'nglidagi hattoki, o'ziga aytishga iymandigan, hadik qiladigan haqiqatidir.

Adabiyot bu - o'rganish, izlanish, ilm-ziyodur. Eng muhimi adabiyot bu-go'zallik, san'at, har bir millatning ma'daniyat va tarbiya ko'zgasidir.

Adabiyot ummonidan irmoq bo'lib ajralib chiqmagan, balki tayanchi, boshlanish ibtidosi bu bolalar va o'smirlar adabiyotidir. Kamolotga yetgan adabiyotning bolaligini bu "bolalar adabiyoti", deb ta'rif berish maqsadga muvofiqdir. Bolalar adabiyotiga hikoyalar, she'rlar, drama, ertak va masallar kiradi. Bolalar adabiyoti - bu so'zni shakllantirgan holda, bolani o'sishiga yo'naltiradigan, uning tushunchasiga mos keladigan tilda asar yaratishdir.

Adabiyot bolani hayotning barcha jabhalarida tarbiyalaydi, unga zavq, tasavvurning kengligi va tasavvur kuchini, shuningdek yangilikning kuchini beradi. Bolalar o'qiydigan va eshitadigan hikoyalar va she'rlar ularning tafakkuri va ruhiyatiga chuqur ta'sir qiladi, ularni boshqalar bilan muloqot qilishga tayyorlaydi, shuningdek, ularga hayot muammolarini tushunish va tushuntirishga yordam beradi. Bolalar va o'smirlar adabiyoti umumiy adabiyotning o'zginasidir. Balki undanda shaffof, tiniq, kuchliroq va ta'sirliroqdir. Chunki uning qahramonlari beg'ubor, aldashni bilmaydigan, orzulari osmon-osmon jajji bolajonlardir. Bolalar adabiyoti hamma vaqt mehnatkashlikni, halollikni, rostgo'ylikni, to'g'rilikni, Vatanni sevishni, kattani hurmat qilib, kichikni e'zozlashni ulug'lab; ishyoqmaslik, o'g'irlik, yolg'onchilik, toshbag'irlik, shavqatsizlikni qoralab kelgan va barcha zamonda yaratilgan adabiyot namunalari yuqoridagilar yaxshi va yomon obrazlar misolida keltirilgan.

"Bolalar adabiyoti badiiy adabiyotning ajralmas tarkibiy qismi sifatida o'xshashlik va farqli xususiyatlarga ega. Bolalar adabiyoti ham, umumiy badiiy adabiyot singari so'z san'ati hisoblanadi. So'z uning uchun ham asosiy vosita bo'lib, voqelikni obrazli ifodalash vositasidir. Bolalar uchun g'oyaviy-badiiy barkamol asarlar yozadigan ijodkorlar ham so'z san'atkorlari sanaladilar. Ular ham adabiyotni yaratuvchi yozuvchilar bilan teng nufuzga egadirlar. Qolaversa, bolalar adabiyoti bilan kattalar adabiyoti bitta ildizdan ozuqa oladi. Bolalar adabiyoti haqqoniylik va yuksak badiiylik prinsiplariga tayanadi. Realizm-bolalar adabiyotining ham asosiy ijodiy metodi sanaladi. Biroq bolalar uchun yoziladigan asarlarda voqelikning haqqoniy va aniq ifodasi goho romantika, goho fantastik boyoqqa sug'orilgan holda aks etishi mumkin. Bu asarning qiziqarliligini, emotsionalligini kuchaytiradi. "Bolalar adabiyoti ham badiiy adabiyotda mavjud barcha turlar: proza, poeziya va dramaturgiya va uning janrlarida ish ko'radi".

"Bolalar adabiyoti adabiyot haqida aytilgan adabiy prinsiplardan umuman farq qilmaydi. Bolalar adabiyotini kattalar adabiyotidan ajratish kerak emas, balki ulardan bolalar va yoshlarga mo'ljallangan asarlar yaratish kerak, shunda adabiyot bundanda ulug' va samarali bo'ladi".

Barcha millat va elatlarda bo'lgani kabi Eron bolalar va o'smirlar adabiyoti uzoq yillik tarixga ega va uning taraqqiyoti, rivoji va hozirgi kunga qadar bo'lgan evolyutsiyasi o'ziga xos xususiyat kasb etadi. Ushbu mavzu tadqiqoti bo'yicha bir qancha olimlar ish olib borganlar, ilmiy ishlar qilingan. Muhammadhodi Muhammadi va Zuhra Qoyinee 10 ta kitobdan iborat "**Torix-e adabiyot-**

e kudakon-e Eron”, Aimen, L.T, Mirahadi, M. Dolatabadi hammuallifligida “Guzari dar adabiyot-e kudakon”, Jamol Mirsodiqiy “Ansoriy doston”, Mahmud Alipur “Oshnoye bo adabiyot-e kudakon” kabi tadqiqotlar mavjud va bu Eron bolalar adabiyotini o’rganishda muhim manbalar hisoblanadi va alohida o’rin kasb etadi. Butun dunyoda bolalar adabiyoti 3 xil omil bilan rivojlanadi. Bular og’zaki, ya’ni folklor, yozma va boshqa tildan tarjima qilingan asarlardir. Eronda og’zaki bolalar adabiyotining etnik tarixi 3000 yillik tarixga egadir. 1500-2000 yil oldin esa ustoz shogird an’analari bo’yicha sopol idish va taxta darsliklarga bolalar og’zaki ijodidan yozma bolalar adabiyotini kashf etishgan, shu tariqa og’zaki bolalar adabiyotidan yozma bolalar adabiyotining namunalari paydo bo’lib boshlagan. Sosoniylar davriga kelib esa adabiyot, she’riyat rivojlangani bois haqiqiy ijod manunalari yaratilib boshlangan. Pahlaviy tilida yozilgan “Asurik daraxti” 2000 yil oldin yaratilgan bolalar adabiyoti namunasi.

O’rta asrlar va islom dini taraqqiyotida bolalar uchun pand nasihat ruhidagi pandnomalar yaratilgan. Kaykovusning “Qobusnoma”, Shayx Sa’diyning” Guliston va Bo’ston”, Jomiyning “Bahoriston” asarlari shular jumlasidandir. Islom dini yoyilgan davrda va o’rta asrlarda “Bolalar adabiyoti” deb alohida adabiyot rivojlanmagan bo’lsada, lekin bolalar, shogirdlar, murid va o’quvchilar uchun yaratilgan darsliklar va pand nasihat dostonlar, asarlar paydo bo’ldi. Eron adabiyoti ildizi she’riyatdan ozuqa olgani bois XX asrda bolalar poeziyasida ko’plab ijodkor shoirlar qalam tebratdi. Birinchi Jahon urushidan keyin eron adabiyotida katta o’zgarish, yangilanish paydo bo’ldi. Eron adabiyoti yevropa adabiyoti stiliga ergasha boshladi. Bolalar adabiyotida bu o’zgarishni Eraj Mirzo she’rlarida uchratamiz. Chunki bolalar adabiyotida ijod qilgan ilk zamonaviy shoirlardan edi. Eron bolalar adabiyotida bevosita tarjimalar asosida shakllangan alohida “bolalar tarjima adabiyoti” degan nom vujudga keldi va buning rivojiga alohida e’tibor qaratila boshlandi. “Bolalar uchun hikoyalarni tarjima qilish ularga boshqa millatlarning dunyoqarashi va madaniy qadriyatlarini bilan tanishishga yordam beradi”. Darhaqiqat, Eron ham tarjimaning bunday yondashuviga e’tibor qaratdi. 1889 yil oxirida bolalar uchun maxsus o’quv markazlari boshqa mamlakatlarga ularga pedagogik kitoblarni yuborishni buyurdi. Aslida, nafaqat og’zaki madaniyat va yozma hikoyalar, balki tarjimalar ham rasmiy bolalar adabiyotini rivojlantirishning dastlabki qadamlari sifatida qabul qilindi. Shuning uchun ular Eron yozuvchilariga ushbu yozuv uslubini taqdim etdilar.

Dastlab bolalar adabiyoti ingliz va fransuzcha matnlardan tarjima qilindi. Jyul Verne asarlari birinchi marta 1913 yilda Eronda tarjima qilingan va Pinoccio hikoyasi 1901 yilda Eronda italyan tilidan emas inglizcha matndan tarjima qilingan. Ammo qahramonlarning nomlari ba’zan forschaga o’zgartirilgan. Sababi bolalar voqealarni yaqinroq his qilishi, oson tushunishi va idrok etishi kerak edi. Demak, Birinchi Jahon urushidan oldin bolalar adabiyoti degan tushuncha va uning tarjimadagi namunalari paydo bo’ldi va bu tarjimalar zamonaviy eron adabiyotida bolalar adabiyotini paydo bo’lishiga va bosqichma bosqich ravnaq topishiga turtki bo’ldi. Eronda eng avval bolalar va o’smirlar adabiyotiga oid kitoblar ingliz bolalar adabiyotidan tarjima qilingan va bu jarayon Ikkinchi Jahon urushi oxirigacha davom etgan. 60-yillarda Ikkinchi Jahon urushi deyarli unutildi va juda oz kitob tarjima qilindi va nashr etildi. Bolalar va o’smirlar intellektual rivojlanish instituti (IIDCYA) bolalar hikoyalarni nemis tilidan forschaga tarjima qildi. 1966 yilgacha ingliz, turk, fransuz va nemis tillaridan forsiyga 232 ta bolalar kitoblari tarjima qilingan va nashr etilgan. Bolalar va o’smirlarning intellektual rivojlanish institutidan tashqari Franklin tarjima agentligi, Kitob nashriyot markazi va Ami Kabir press kabi nashrlar ham bu borada kitoblar nashr etdilar. Zamonaviy bolalar adabiyoti davri 1930 yillarda, bir necha yozuvchi va shoirlar bolalar uchun hikoyalar va she’rlar yozganlaridan va G’arbiy mamlakatlarning ko’plab bolalar kitoblari tarjima qilinib, nashr etilishidan boshlandi. Birinchi bolalar adabiyoti institutlari tashkil etilishi bilan Eronda bolalar adabiyoti ahvoli o’zgardi. 1963 yilda Eronning birinchi nodavlat tashkiloti bo’lgan Bolalar kitob kengashi va 1965 yilda Malika Farax tomonidan tashkil etilgan va qo’llab-quvvatlangan Bolalar va o’smirlar intellektual rivojlanish instituti bolalar adabiyotini takomillashtirish maqsadida tashkil etilgan. Eron bolalar kitob kengashi bolalar adabiyoti mutaxassislari ishtirokida seminarlar o’tkazdi, ota-onalar va bolalarni o’qishga undash maqsadida

bolalarning kitoblari ko'rgazmasini tashkil qildi. Kengash bolalar adabiyotini ommalashtirishda, bolalar kitoblarining sifatini va sonini oshirishda muhim rol o'ynadi. Institut bolalar va o'smirlarning intellektual rivojlanishi uchun ko'pgina shaharlarda bolalar kutubxonalarini tashkil etgan va kichik qishloqlarda kitob do'konlarini tashkil etishgan. Shunday qilib, institut bolalarni o'qishga undashda juda muhim rol o'ynagan. Institut yosh yozuvchilar va rassomlarni qo'llab-quvvatlash va rag'batlantirish orqali sifatli bolalar kitoblari nashr etildi.

XIX asrning oxiri va XX asrning boshlarida yangi o'quv tushunchalarining paydo bo'lishi, og'zaki adabiyot va folklarning uzluksizligi, sodda forsiy nasrning rivojlanishi, g'arbdan tarjimalar soni ortib borishi, matbaa sanoatining boshlanishi, Eronda yangi maktablar tashkil etilishi, bolalar psixologiyasini o'rganish, bolalar uchun kitoblarning ilk nashriyotchilarining paydo bo'lishi Eron bolalar adabiyotini o'zgartirdi. Loyiha 1960 va 70-yillarda Eron bolalar adabiyoti gullab-yashnagan paytda bolalar adabiyotidagi o'zgarishlarni o'rganish bilan yakunlanadi.

Bolalar adabiyotidagi tarixiy tadqiqotlar va nazariy munozaralar akademik tadqiqotlar uchun yangi istiqbollarni yaratdi. Bolalar adabiyotiga jiddiy yondashgan va uni ilmiy va akademik mavzu deb bilgan yangi avlod olimlari bolalar adabiyotining turli tomonlarini tadqiq etishni boshladilar. Shu bilan birga alohida bolalar yozuvchilari namoyondalarini xalq taniy boshladi. Ham kattalar, ham bolalar va o'smirlar uchun badiiy hikoya, qissa, roman yozuvchi adiblar zamonaviy eron adabiyotida alohida o'ringa ega bo'ldi.

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PHONATION IS A PARALINGUISTIC TOOL OF BIOLOGICAL OF ORIGIN IN THE ENGLISH AND THE UZBEK LANGUAGES

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Annotatsiya. Ushbu maqolada fonatsiyaning diqqatga sazovor joylari, ingliz va o'zbek tillarida kelib chiqishi biologik paralingvistik vosita sifatida ko'rib chiqilgan.

Kalit so'zlar: ingliz va o'zbek tili, fonatsiya, paralingvistik vosita.

Аннотация. В данной статье выделяются особенности фонетики как паралингвистического инструмента биологического происхождения в английском и узбекском языках.

Ключевые слова: английский и узбекский языки, фонетика, паралингвистический инструментарий.

Abstract. In this article highlights of phonation is a paralinguistic tool of biological of origin in the English and the Uzbek languages

Key words: English and Uzbek language, phonation, paralinguistic tool.

At present, the attention of linguists is concentrated mainly on the Paralinguistic means of biological origin, but functionally used in communication. Paralinguistic phenomena, or

paralinguistics, usually include a property sound phonation, as well as facial expressions, gestures and other expressive movements, accompanying speech utterance and bearing an additional to its content information. Phonation from the Greek *phōnē* - sound, voice. The peculiarity of man's articulation is that, in addition to the formation of unit's communication with the help of the organs of speech and, above all, of the voice, in the act of communication itself all the characteristics characteristic of the speaking subject are revealed. In addition to gestures and facial expressions, especially the human voice qualities. Articulation in the broadest sense is, as it were, a synthesis of phonation moments in the process of communication, and the task of linguistic analysis is not only to study the linguistic forms themselves, but also to establish the essential features its own speech articulation and distinguish it from the signs peculiar to phonation. The phonation as a phenomenon as a whole is physical, connected with all the properties of the vocal therefore, those signs that are peculiar first of all speaking subject as a physical individual. Common background characteristics, such as voice strength, timbre, overtones, fiction, etc. By their nature associated with the physiological characteristics of the subject and depending on his mental state, always accompany the speech articulation and are external indicator of the physical state of the subject.

In other words, human phonation two-layer - it combines the individual-physical qualities of articulated speech in all its variants and the linguistic-phonemic properties of speech production proper. By all biological qualities, these qualities are inseparable, but the functions are different. The properties of the human voice are easily observable and have long been described in the literature one can say one of the researchers of the human voice V.P. Morozova: A person pronounces words we perceive their meaning. But how much sense besides words, lies in the very sound of the voice! Listen to the sound of a stranger's speech man ... is not the timbre of voice, manner of speaking, intonation telling you a lot about his feelings and character? After all, the voice is warm and soft, rough and gloomy, frightened and timid, malicious and insinuating, hard, alive, triumphant and many more shades, expressing the most diverse feelings, moods of a person and even his thoughts. When Socrates was once led by a man about whom he had to express his opinion, the wise man looked at him for a long time, and then exclaimed: "But you, finally, so that I can know you!". Physical voice data carries information that is perceiving the basis of various conclusions with the involvement of their own experience and knowledge about those or other properties of the subject. The first large experiment to study impressions of people, based on auditory perception, during which more than 4,000 responses were analyzed listeners of British radio, answering questions concerning 9 different readers: their type, age and sex, showed that of the 9 occupations represented, the most easily recognize the actor, the judge and the priest, because the people who professional voice-setting - actor, judge and priest. In addition in the "Book of entertaining stories", written by Abul-Faraj in the thirteenth century, is given advice on how to judge in a voice about various traits character of the person: "... the one who talks, gradually reducing his voice, then deeply saddened ... who speaks in a weak voice - timid, like a lamb, that goat", etc. It is known that the power of voice characterizes a person's speech, because it always manifests itself or can manifest itself in language communication, but is particularly indicative the power of the voice when singing, when in a pure form the properties of the voice apparatus rights in his book, V.P. Morozov writes: "If in ordinary conversational speech the character timbre is not something more than the property of the voice, which constitutes its main wealth.". For example, the outstanding singer M. Jackson with his amazing various, each time a unique colorful timbre. The timbre of voice is often called "coloring of sound", "color" or simply "color vote". On the timbre you can easily distinguish the voices of acquaintances. By "color" voices are vocal teachers determining the type of voice of the singer (baritone, bass, tenor, etc.). From the general-sounding features of speech, as we have shown above, is not relevant to language as a means of articulation; Production of verbal communication units, it is necessary to allocate one more sphere, namely intonation, which lies at the junction of two functions of language. One of these functions is a purely grammatical property included in the system means of language and forming a component of the structure of the phrase (along with grammatical categories such as the order of words).

Intonation in the background of a logical stress is used in various languages, differently, depending on the type of language (analytical and synthetic system, development case system, etc.). However, general voice signs of voice, including the intonation of non-grammatical character, refer already to another area where analysis in the paralinguistic plane is required.

A special type of phonation accompanying a speech utterance is characteristics of the subject not in terms of its physical data, but in terms of extra-subject circumstances accompanying the speech utterance intonation is the most complex phenomenon in the series of phonation features of language associated with speech and personality of the speaker. Following the current interpretation of the problem of emotional information in language, both Martin and Leon, and many other experts who study intonation, allocated in intonation emotional function, calling it expressive with detailing, as, for example, Martin - an impressive (as he defines it -the product of the impression), or Leon - style (oratorical, snobbish), language (Familiar, exquisite) and emotional (anger, joy, sadness, etc.).

It is quite obvious that the whole area of expressive intonation is not functionally enters the internal structure of the language, but is super structural and is not included in the actual linguistic problems. These features of the non-linguistic function of intonation, having their own source of the human psyche, can be fixed objectively on certain parameters and are characterized as specific incentives for obtaining non-linguistic information about the speaker. Emotional factors not directly related to the internal content of the phrase, but used in the utterance, are indicators of the context communication, but go beyond the scope of not only linguistic means, but even Paralinguistic, are factors such as conviction, rudeness, sincerity, contempt, anger, joy, etc. But certain features of voice, intonation in interaction with facial expressions and gestures are an expression of these characteristics' moods, states of the speaking subject that are found in addition to the language. Such phonation refers to a purely extra linguistic factor. Factor on the basis of which the listener can draw conclusions about the mood and state of the speaker. The use of such supra segmental phonation functions can, apparently, to be considered as a stimulating factor of psychological influence in perception speech, superimposed on the meaning of the phrase itself.

These features of phonation are very effective means in oratory art, where the psychological impact on the listener has a paramount influence. This supra segmental function of speech will be the object of study psycholinguistics due to the fact that it is really directly related to the problem is not the linguistic one, but the psychological aspect of linguistic communications. "Speech action does not occur in frozen uniform forms, but systematically is adjusted to the requirements of the situation and the speech task, using different possible ways from available in a stock and widely leaning against different sort individual generation and perception of speech". Thus, when we study the properties of speech phonation, we find the possibility of considering the problem in four aspects: The fourth aspect is the study of speech phonation as a purely psychophysical phenomenon, which is not related to speech articulation and reveals only Psychophysical state of the speaking subject (irritation, nervousness, etc.). However, the phenomena that reveal the psychophysical state of a person, like some gestures and facial expressions are not part of the language communication subsystem and can even without the participation of the language, is not accompanied by speech acts, therefore dependent on the language, and therefore are not considered as a means of paralinguistic. To denote a special discipline that studies semiotics of body movements, the term "kinesika" is used most often. The term "kinesika" is also used the designation of the body movements of the individual, and as a branch of science studying this field.

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IMPLEMENTATION OF PSYCHOLOGISMS IN CHILDREN'S LITERATURE

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Аннотация. Ушбу мақола болалар адабиётда психологизмни ўрганишга бағишланган. Гарри Поттер ҳақидаги Жоан Роулингнинг асарларидан олинган турли хил мисоллар асосида психологизм таҳлил қилинган.

Калим сўзлар: болалар адабиёти, психологизм, фантазия, муносабат, ички монолог, ҳиссиётлар, характер, тушунча.

Аннотация. Данная статья посвящена исследованию психологизмов в детской литературе. Проведен анализ психологизмов на основе разнообразных примеров из произведений Джоан Роулинг о Гарри Поттере.

Ключевые слова: детская литература, психологизм, фантазия, отношение, внутренний монолог, эмоции, персонаж, концепция.

Abstract. The given article deals with the research of psychologisms in children's literature. The analysis of psychologisms is done on the basis of a wide range of examples from Joan Rowling's novels about Harry Potter.

Key words: Children's literature, psychologisms, fantasy, attitude, inner monologue, emotions, personage, concept.

Psychology in children's literature conveys the main feature of child psychology, the knowledge of life through play and joy. Children are ready to be amazed at everything in them, conventions have not yet formed, limited attitude to a specific situation. They laugh because they are full. They feel a part of the world and not a separate unit. As psychologism is portrayed in children's literature, preference is given to emotionally priced vocabulary - to love, enjoy, laugh. Children's brain is not complicated. In the literature, the following method of transmitting child psychology is an internal monologue. The child-storyteller compares the gaze of adult and the child and gives a detailed description of the portrait of the interior. Children's works should be the main driving force in the plot and only then the reaction of the characters. Literature of the 20th century gives freedom to children's emotions.

The concept of man in literature is closely connected with the psychologism as the way of mastering the inner world of man. The following definition of psychologism is given in the dictionary of literary terms: "Psychologism in literature is a deep and detailed depiction of the inner world of heroes: their thoughts, desires, experiences, which is an essential feature of the aesthetic world of a work".

The lexico-studies of psychologism were carried out by L. S. Vygotsky, L. Ginzburg, V. E. Halizev, A. P. Skaftymov, I.V. Strakhov. They highlighted a great amount of psychological writing devices that include: internal and external speech, analysis and self-questioning, author's straight characteristics, appearance depiction, landscape and other.

A. B. Yesin in the article "Psychologism" summarized the existing views on the problem. He notes that, "there are three main forms of psychological image, which ultimately come down to methods of reproducing the inner world." [2. 223] The basic forms of psychological analysis can be divided into depiction of characters "inside", that is, through artistic cognition of the inner world of characters, expressed through internal speech, memory and imagination characters; and external psychological analysis expressed in writer's psychological interpretation of the expressive peculiar features of speech, speech behavior, facial and other means of the external manifestation of the psyche.

It should be stated that in a broad sense, psychologism means the universal feature of art, which is in reproducing human life, in depicting human characters. Reflecting and artistically mastering the social distinction of people's lives, art and, in particular, literature create not only social, but primarily psychological types. Recreating this or that character, the core of which is, first

of all, a certain social certainty, the writer embodies it in a character, creates, as it were, a new individuality, a personality with unique features.

By psychologism in literature, we'll consider not the features of character formation in a particular work and not the presence of psychological certainty in it, but the artistic image of the inner world of the characters, i.e. their thoughts, feelings, desires, etc.

The integration of literary disciplines and psychology in the process of studying children's literature is becoming a symbolic phenomenon in the study of children's literature. An analysis of the works the hero of which is the child requires close attention to his character, since his motivational sphere and actions are due to completely different reasons than similar actions by adults. That is why the attention of writers is attracted by that invisible psychological work that occurs secretly from prying eyes and is sometimes not noticed or misinterpreted by adult participants in the plot action, but which is open to the author's observant eye. Such studies do not accidentally appear, first of all, in autobiographical works, where the study of the individual experience of the writer himself correlates with duplication of the main components of this experience in the lives of other children.

Based on research of L. Ginzburg, A B Yesin, T. S. Karlova, V.V. Kompaneytsa, I.V. Strakhov, A.P. Skaftimov, one can trace the evolution of psychologism. A different combination of forms of mental depiction of the behavior of adult heroes of the story and children-characters determines the uniqueness of each work, including those considered in this study.

For children's literature, the transfer of emotions is important, not eventfulness. Works written for adolescents indicate the values inherent in a given age - friendship, empathy. The children's world is revealed in several lines. This is how psychologism operates in children's literature, which was taken as a basis, since creativity written for children cannot exist without taking into account the psychology of the child. Its main components are: - the conflict between the children's and adult worlds; - the movement of children's feelings from one state to another; - the diversity and mobility of the child's to another; - the diversity and mobility of the children's worldview.

Nowadays books of Joan Rowling are very popular among teenagers because of the friendliness of the protagonist of the book-Harry Potter. They are interesting to read, because the modern generation has a lack of communication, the Mystical world combines two spatial characteristics (the real world and the unreal world, the kingdom of life and the kingdom of death) and two times (modernity and the Gothic (medieval) past, from where legendary stories and motives come). The heroes are clearly divided into the masters of kindness and evil, who vied for possession of a certain magical means. The reader has great confidence in the depicted, although he understands that the plot and heroes are fictions and have nothing general about true reality. All this brings mystical literature closer to the world explaining and poetically transforming reality. Harry Potter is a positive hero. He is a kind, brave boy, knows how to make friends, he does not spare his life to save his friends. The negative hero Draco Malfoy is described here as an evil, cowardly boy. He does not know how to be friends. He is a narcissistic egoist. The main character, Harry Potter, has a leading role in uncovering all kinds of mysteries that appear in the second part of the title and these secrets begin with a philosopher's stone known to almost everyone, which has the ability to grant immortality and turn any metal into gold. In addition, Harry will have to learn what the Chamber of Secrets and the Goblet of Fire are, the Order of the Phoenix and the Deathly Hallows: who are the prisoner of Azkaban and the Half-Blood Prince. The author intentionally did this in order not only to interest the young reader, but also to show that with the obvious interconnection of all the books, nevertheless, each of them has its own story, which is folding towards the end of reading the entire series into the big picture. It was no coincidence that the number of books was chosen, since the number seven is "a sacred, mystical magic number, the most common (along with a triple) for all religions, associated with spatial and temporal classification"[5]. After all, the books are filled with magic and wizard, which are patched here almost everywhere.

For example, magic helper items that all children dream of. Of course, a magic stick that fulfills any desire of the owner, a hat that which helps to make the right choice, a mantle of

invisibility that harbors from unwanted looks, a Godric Gryffindor sword that appears at the most necessary moment: a resurrecting stone that can return (albeit temporarily) relatives and relatives whom no longer with us. One can imagine how the child's imagination is being played out when, together with the main character and his friends, the child becomes an accomplice to the described events. Adults, probably, would not refuse to have such things at home. The magical world of J. Rowling is also inhabited by magical animals and various creatures. Some of them are quite well known from the myths of different nations: dragons, centaurs unicorns, basilisks, phoenixes, werewolves, others are created by the imagination of the author: hippogryphs, festrals, dementors. Some of them become an assistant and protector, others the embodiment of evil and horror. However, Harry Potter is surrounded not only by magical objects and creatures, but also by people who are divided into two groups of Muggles and Mages. To the first group of the Dursleys family (aunts, uncles and a cousin of Harry Dudley) the main character classed himself until the time when he was 11 years old and he did not know that he was a wizard from that moment on and from that moment the story of an unusual boy who managed to defeat death begins. But in our (Muggle) world, Harry is just an orphan, thrown up by his mother's sister, of a stiff physique and wearing glasses. But this does not cause any misunderstanding for the reader, because adults and children know the rule: a person's inner world, spiritual power and beauty is more important, not an appearance. The second group of magicians is divided into positive and negative heroes, Positive and negative, respectively, help or try to harm the main character and his supporters. I would like to draw attention to the fact that even the names of the heroes of J. Rowling have a hidden meaning, which gives us the opportunity to understand the relationship of the character to the world of good or evil. For example, Albus Dumbledore, whose name in Latin translates as "white, bright, with white hair." Lucius Malfoy, whose surname is real and comes from the Latin word maleficus, means villain. The names of other heroes were mixed in myths, traditions and real historical figures. So, Hermione is the name of the daughter of the Spartan king Menelaus and Elena. But Rowling borrowed it not from Greek myth, but from Shakespeare's Winter Tale, where the queen, the mother of the lost Princess of Loss, bears this name, The writer specially chose a rare name so that the namesake of the book heroine would not be teased in schools (5). School supply manager Argus Filch. Argus was the name of a Greek god who had 100 eyes, so he always kept an eye on what was happening, because half of his eyes, even when he was sleeping, was open. Fantasy of the writer is so diverse that the name of the hero Sirius Black has several meanings. Sirius is the brightest star in the sky of the constellation Canis Major, also called "Dog Stars. Therefore, it is no coincidence that being an "animagus" (the ability to turn into an animal in its own way), the hero transforms into a black dog. This is a very exciting game of the author with the reader on the use of foreign words, puns, anagrams. For example, the name Tom Marvolo Riddle, if you rearrange the letters, it will turn into "I am Lord Voldemort", which in turn is associated with the Latin word death, and this character is really one of destruction and death to everyone who gets in his way. The erudition and resourcefulness of J. Rowling is manifested in the selection of magic spells, which have much in common with words of Patinian origin. So, accio (invocation spell) - in Latin means "to invoke", exsto patronum- in Latin, a similar phrase means "release the protector", and the spell lumos (used to make the wand give light), in Latin "lumer", means "light" [5]. However, no matter how unusual, the magical world of J. Rowling is diverse, still one of the main topics is the plot of growing up a child passing through rather complicated teenage relationships, self-awareness in the world.

It turns out that there are the same norms of morality in the fantasy world as in ordinary human society. It turns out that in the fantasy world the hero are tested on fidelity, honesty, justice, goodness and love. No matter how powerful a magic wand a man is. no matter what magical objects and assistants he was surrounded, still it was Harry who took very important steps and made very real decisions on which the life and fate of not only himself, but also those close to him and his family, sometimes depended. Also in the series of these books many Maps of fantasy, teenage and adventure novels, detective story, thriller novels are combined. Novels are translated into 67 languages, including Russian. All this speaks not only of commercial success, but also of the

enormous popularity of J. Rowling's novels among readers of different age groups and recognition of the story "thanks to the inventiveness of the author the book about Harry Potter deserves to be called classics" [4, p. 476]

In our difficult time, when the world is full of evil, cruelty, injustice, people continue to believe in fairy tales and myths and the image of the good boy Harry Potter gives us hope that the world will be good, that evil will be defeated and punished. In this article, as an example of modern literature, we used the Harry Joan Rowling "Harry Potter" as it is still the leading work on reading and receiving criticism addressed to her.

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UDC 81-13

LEARNING A FOREIGN LANGUAGE ONLINE: ADVANTAGES AND DISADVANTAGES

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Annotatsiya. *Ushbu maqolada interaktiv ta'lim usulining afzalliklari va kamchiliklarining qisqacha tahlili va darslarda ishlatiladigan vazifalar va mashqlar misol qilib berilgan.*

Kalit so'zlar: *ta'lim texnologiyalari, multimedia, veb-kamera.*

Аннотация. *В статье дается краткий анализ преимуществ и недостатков интерактивного метода обучения и дается пример заданий и упражнений, используемых на уроках.*

Ключевые слова: *образовательные технологии, мультимедиа, веб-камера.*

Abstract. *The article provides a brief analysis of the advantages and disadvantages of this interactive teaching method and provides an example of tasks and exercises used in lessons.*

Keywords: *educational technologies, multimedia, web camera.*

Modern students learn digital technologies from their early years. They prefer text messaging, online games, and social networking to reading books and going to the theater, not to mention the fact that none of them would ever dream of writing letters by hand. This is a generation that grew up in a paperless and wireless world; a new tribe of people who have been surrounded by computers, cell phones, and other gadgets since childhood. In our rapidly changing world, teachers are also forced to use new technologies that make lessons interesting for students and at the same time expand the capabilities of teachers.

Over the past decade, online learning has ceased to be a bold idea and has long been used in various educational institutions. Computers are very useful in many aspects of learning. They can significantly facilitate and speed up many processes - for example, it is known that students are successfully taught remotely via the Internet all over the world.

Computer technologies can also be useful when working with students in the classroom. Multimedia can include almost any means that can bring various types of information to teaching and other educational activities. Now for of learning a foreign language are widely used tools:

- for recording and playback of audio (tape recorders, sat-players);

- systems and equipment of telephone, Telegraph and telecommunication (telephones, fax machines, telecommunication systems);
- systems and means of broadcasting (television and radio, educational television and radio bub-players);
- optical and projection of film and photographic equipment (cameras, movie cameras, projectors);
- printing, copying, multiplying and other equipment intended for documenting and reproducing information (printers, copiers);
- computer facilities that enable electronic representation, processing and storage of information (computers, scanners, graph planners), telecommunications systems that provide information transmission over communication channels (modems, networks of wired, satellite, fiber-optic, radio relay and other types of communication channels intended for information transmission).

The advantage of new technologies is that they allow the student to study the subject at a convenient pace and mode. In addition, students can choose how much time they will devote to studying this subject, make their own schedule of classes, choose a convenient day and even an hour when nothing will interfere with their classes. Thus, ideally, students take responsibility for their learning.

Regular foreign language lessons are probably not the most effective because the group includes too many students. There are different textbooks, but the most important aspect is missing-individual communication. Today, using the Internet at any time you want, you can get this communication. There is no lag, static, or hyphenation. There is also an additional convenience - to build a relationship with one person for a long period of time. It all starts with an introductory lesson. In the introductory lesson, we determine the level of English language proficiency and learn the wishes of the future student. We focus on the goals, character and hobbies of the student, so that the study gives him pleasure and the maximum result is achieved. How does a typical lesson go? During the lesson, the teacher and student turn on Skype, headset and video camera (optional), download textbooks and start studying. There is no need to purchase literature. Training materials can be copied or downloaded online. In addition to textbooks, additional authentic materials from various sources are used, selected to achieve students' personal goals. The teacher explains the material, trains students with exercises and fixes the material in practice using active games, drilling and role-plays. The teacher motivates you to speak from the first lesson, gives you useful tips and corrects errors in the chat. The atmosphere of these classes gives the student the opportunity to relax and easily get out of the comfort zone.

Some people think that individual lessons are more convenient. Students may not feel very comfortable communicating through technical means instead of face-to-face conversations. But practice shows the opposite - the student is easier to overcome the language barrier, sitting in a comfortable atmosphere in front of the computer, when all the attention of the teacher is paid only to him and you can ask questions at any time. In addition, in an online class, the student performs the task much more carefully, writes or speaks.

In parallel with self-improvement, the teacher should be engaged in preserving their students and developing their own brand. We usually set out the principles, teaching methods, and information about education on our website. Potential students get acquainted with this information and ask questions. This helps them make a choice in our favor.

Creativity and the ability to keep up with the times will come in handy here. Undoubtedly, a special responsibility for conducting such classes should fall on the teacher, who acts not only as a consultant on a particular subject, but also as the organizer of the entire educational process at a new stage. In other words, the task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. The use of multimedia programs does not exclude traditional methods, but is harmoniously combined with them at all stages of training: familiarization, training, application, control.

The use of a computer allows not only to increase the effectiveness of training many times, but also to encourage students to further independent study of English. There may also be game components that facilitate understanding and assimilation of the presented material. Success largely depends on how well the material is organized methodically, where you can implement part of the lessons using multimedia courses, and the current control is carried out using a testing system. However, it should be noted that the effectiveness of language programs is related to the conditions of the environment in which they are used. In a monolingual society, such as Uzbekistan, English is seen as the content of the course, not the medium for communication.

Therefore, it is almost impossible to practice these skills outside of the classroom. On the other hand, learning a language requires the interaction of students to get the desired result. Considering these local context conditions, it should be noted that even when using computer technologies in teaching, it is necessary to have a teacher who controls and directs the educational process. In this way, the local context must be taken into account and the necessary modifications made that best meet the needs of students and the tasks set.

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UDC 808.3

PARALINGUISTIC DEVICES IN FICTION

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Annotatsiya. Ushbu maqolada og'zaki til bilan noverbal aloqa vositalari umumiy xususiyatlariga urg'u berilgan. Bu til kabi buyuk, murakkab va artikullangan.

Kalit so'zlar: til, so'z, kommunikatsiya, og'zaki til, paralingvistik qurilmalar.

Аннотация. В данной статье делается ударение на общие свойства устной речи и невербальных свойств коммуникации. Он так же велик, сложен и артикулирован, как язык.

Ключевые слова: язык, слово, коммуникация, устный язык, паралингвистические устройства.

Abstract. In this article highlights of nonverbal communications shares common characteristics with verbal language. It is as large, complicated, and articulated as language.

Key words: language, vocabulary, communication, verbal language, paralinguistic devices.

Hence comes the difficulty to categorize the main components of this system. For the sake of clarity, a tentative classification of the major components of nonverbal communication is presented in the following figure. It is adapted from Steven Darn's classification. The world is a giddy montage of vivid gestures – traffic police, street vendors expressway drivers, teachers, children on play grounds, athletes, with their exuberant hugging and clenched fists, and high fives. People all over the world use their hands, heads, and bodies to communicate expressively. In literature replicas express greetings, thankfulness, question, answer, agreement, confirmation, negation, wonder, astonishment and other feelings by using of gesture, mine, movements of body and tone. In addition it is given with standart or non standart nomination in context as a result reader can be aware of the meaning of this text.

1. For instance, the horizontal movement of the head means “no”. It is conveyed with verbal mean “to nod”;

- *Yo'q, Olimjon, - dedim ingrab. - Sen uyga boraver. Qo'rqmaysanmi? Uyinglar yaqin-ku. Meni qo'yaver. O'zim ketaman. Qiziq, Olimjon kattalardek bosh chaygadi.*

- *Oborib qo'yaman (O'. Hoshimov “Ikki eshik orasi” 233 bet)*

- *No, said Paul's mother. No! Don't trouble yourself.*

It's all right. Don't sit up late. (D.H. Lawrence, The Rocking-Horse Winner p.32)

-*The Lord Chancellor nodded.*

'Very well. You will all go to stay at Bleak House. (Ch. Dickens Bleak House -p.43)

'Caroline wants to stay in London, but perhaps her brother will come back soon,' Elizabeth told her sister.

Jane shook her head sadly. (Jane Austen, Pride and Prejudice p.42)

- *Yo'q-e, - dedi Zuhra kelin bosh chayqab.*

- *Traktorchilik erkaklarning ishi.* (O'.Hoshimov "Ikki eshik orasi" 159- bet)

- *Manim holim senga kulgimi, qizim?*

- *Yo'q,- deya boshini sekin yerga qarata kulumsiradi Kumush, - bir- ikki kundan beri siz aytadigan...*

- *'No. you musn't go, You musn't! 'Linton cried, taking hold of her arm. 'Don't leave me, Catherine.'*

- *Where had Dumbledore gone? asked Quirrell from Harry*

- *Harry nodded, but stopped quickly, because it made his head hurt.* (J.K. Rowling Harry Potter and The Sorcerer's Stone p.195)

The above sentences emphasize ignoring meaning in both languages.

Furthermore, the vertical movement of the head refers in uzbek " *ha, xo'p bo'ladi*", " *mayli*", " *mayliga*", " *ha mayli*", " *albatta*", " *shunday*", " *xuddi shunday*", " *shunaqa*", " *haqiqat*", " *juda to'g'ri*", " *rost*", " *rost aytdingiz*", and so on. This statement is expressed by such verbal means " *bosh silkidi*", " *bosh irg'idi*", " *boshini qimirlatdi*" and " *to shake head*".

For instance; *Bashar opa "to'g'ri" degandek bosh silkidi.* (O'. Hoshimov "Ikki eshik orasida", 196- bet).

- *O'shani sen minasan, uqdingmi? Zuhra kelin indamay bosh irg'idi.* (O'.Hoshimov "Ikki eshik orasi", 196-bet.)

- *Keldi! - u jo'n gap aytgandek xotirjam bosh silkidi.* (O'.Hoshimov "Ikki eshik orasi", 193- bet)

- *Ну вот ана! -dedi boshini ma'yus irg'ab. -У тебя и кизимка есть.*

А у меня – никого. (O'. Hoshimov "Ikki eshik orasida", 107- bet).

'Are you Mr Heathcliff?' I asked

He nodded his head, but did not speak to me. (Emily Bronte, Wuthering Heights.p.6) The above sentences meaning are agreement with somebody's opinion. In English it shows such meanings with " *yes, all right, right, o- yes, very well, of course, certainly, yes, please, sure, surely*" and others.

"All right, Paul. I'll keep Daffodil's name a secret. How much are you risking on him?" (D.H. Lawrence, The Rocking-Horse Winner p.23)

- *"Yeah, you are right," said Ron, tearing his eyes away from Professor Ftitwick.* (J.K. Rowling Harry Potter and The Sorcerer's Stone p.197)

'Well,' I said, 'do you love Edgar?'

'Of course I do.' (Emily Bronte, Wuthering Heights p.33)

'That's right!' said Uncle Oscar. 'Don't stop until you get there. (D.H. Lawrence, The Rocking-Horse Winner p.22)

Malfoy certainly did talk about flying a lot. (J.K. Rowling Harry Potter and The Sorcerer's Stone p.144)

In addition to refer assertion we can use the movement of arms. Take this as an example: *Bekdavlat birpas jim o'tirdida, go'lini uzatdi.* (Sh.Xolmirzayev "Yo'lchi", "Sharq yulduzi" 1987-yil 36-bet). In this example you can be aware of agreement of person by his action. **Oculusics** refers to the use of eye contact in communication. The eyes are important organs in the human body, not only for sight but for communication as well. Due to their communicative importance, the eyes are sometimes referred to as "mirrors of the soul". In addition to that, many myths have been knitted around the human eyes to show their power. The eyes converse as much as the tongue; and

when there is a conflict between what a person's tongue and eyes say, it is always the eyes which are trusted. Through the eyes, people can communicate fear, joy, and anger. It is amazing how humans communicate with their eyes. Whereas people in some cultures teach their children to avoid looking directly in adults' eyes as a sign of respect, others keep telling them "look me in the eyes, son!", During a conversation, the messages of the eyes might sometimes be misleading, that is why the general context of the conversation and the accompanying gestures should be taken into consideration. It is a commonsense observation that a person looks more frequently at his interlocutor when he listens to him than when he talks to him. In general, when two people get involved in a conversation, they look at each other or to a third person, if there is any. Eye contact, in this regard, plays the role of turn organizer. The speaker usually looks at his interlocutor in the eyes when he wants to stop or when he wants him to take the next turn. However, it happens that the speaker averts his eyes when he wants to talk longer or when he feels that his talk is unclear. In addition, the listener tends to look at the speaker's eyes when he speaks fluently, and he avoids his eyes when the latter stammers. A good use of eye contact is often necessary for some professionals, such as TV presenters, animator, actors, and teachers. When we look at the speaker's eyes, we usually communicate interest in what he or she says. Avoiding eye contact, on the other hand, might be a sign of boredom or embarrassment. However, this should not be taken as a rule, especially when dealing with people from other cultures.

He didn't see the owls swooping past in broad daylight, though people down in the street did; they pointed and gazed open-mouthed as owl sped overhead. (J.K. Rowling Harry Potter and The Sorcerer's Stone p.4)

In this example the meaning of gazed is to look at smb or smth with attention

He eyed them angrily as he passed. It means to see with one's own. (J.K. Rowling Harry Potter and The Sorcerer's Stone p.4)

As he had expected, Mrs Dursley looked shocked and angry. The reason for looking like this is that she was angry after bad situation. (J.K. Rowling Harry Potter and The Sorcerer's Stone p.7)

Her black hair was drawn into a tight bun. She looked distinctly ruffled. She threw a sharp, sideways glance at Dumbledore here, as though (J.K. Rowling Harry Potter and The Sorcerer's Stone p.9)

'Have you heard from your wife yet?' he asked him

The other's eyes brightened. (W. Somerset Maugham, Mabel p.6) The meaning of glance at in this context is to look at someone or something very quickly.

She looked at him with a smile in her blue eyes. (W. Somerset Maugham, Mabel p. 10)

They looked at her coldly, as if they were finding fault with her, and she felt that she must cover up some fault in herself. (D.H. Lawrence, The Rocking-Horse Winner p.34)

Pastak eshikni g'iyqillatib ochdi-da, ichkariga mo'ralab chaqirdi:

-Opa! (O '.Hoshimov Ikki eshik orasi 21-bet) Mo'ralamoq is to look at somebody or something slowly.

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O'QUVCHILAR NUTQINI O'STIRISHDA UYADOSH SO'ZLARNING O'RNI

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Annotatsiya. Ushbu maqolada boshlang'ich sinf ona tili va o'qish darklarida uyadosh so'zlarni o'qitish metodikasi yoritib berilgan.

Kalit soʻzlar: uyadosh soʻz, jins-tur munosabati, umumiy nom, xususiy maʼnoli soʻz.

Аннотация. Статья посвящена методике преподавания согласных слов в начальных классах на уроках родного языка и чтения.

Ключевые слова: согласные слова, индивидуально-родовое отношение, общее название, слово с частным значением.

Abstract. Clause is devoted to a method of teaching of vocabulary of hypopimic jacks in primary classes at the lessons of native language and reading.

Keywords: consonants, individual-gender relationship, common name, word with a private meaning..

Soʻz - tilning asosiy birligi. Oʻquvchi fikrini maqsadga muvofiq aniq ifodalay olishi uchun tildagi soʻzlar va ularning maʼno qirralarini chuqur bilishi lozim. Soʻzning maʼnolari esa uning “atrofidagi” soʻzlar bilan boʻlgan munosabatida ochiladi. Shuning uchun oʻquvchi soʻzning “qoʻshnilari” bilan oʻxshash va farqli xususiyati, boshqacha qilib aytganda, sinonimik, antonimik va hokazo munosabatlarini puxta oʻzlashtirishi kerak. Masalan, *bola* soʻzini olsak, uning bir maʼno qirrasini *farzand* soʻzi bilan munosabatda, bir qirrasini *goʻdak*, *chaqaloq*, uchinchi bir maʼnosi *polapon* soʻzi bilan munosabatda ochiladi. Jumladan, *qoʻyning bolasi* deb boʻladi-yu, *qoʻyning farzandi* deb boʻlmaydi. Soʻzlarning bunday maʼno nozikliklari bilan farqlanishini yaxshi bilgan oʻquvchi oʻz nutqida uslubiy va mantiqiy xatolarga yoʻl qoʻymaydi.

Oʻquvchilar soʻz boyligini oshiruvchi asosiy vositalardan biri uyadosh soʻzlardir. Uyadosh soʻzlar deganda jins-tur munosabati asosida bogʻlangan soʻzlar tushuniladi. Masalan, *qovun* soʻzi jins nomini bildirsa, *boʻrikalla*, *bosvoldi*, *asati*, *amiri*, *oqurugʻ* kabi soʻzlar qovunning turlarini anglatadi. Boshlangʻich sinf ona tili va oʻqish darsliklarida uyadosh soʻzlar alohida mavzu sifatida berilmagan. Biroq boshlangʻich sinf ona tili va oʻqish darsliklarida turli guruhga mansub koʻplab uyadosh soʻzlar uchraydi. Bu esa boshlangʻich sinflarda uyadosh soʻzlar ustida alohida ish olib borish zarurligini koʻrsatadi.

Boshlangʻich sinf ona tili darslarida uyadosh soʻzlar boʻyicha quyidagi mashqlarni bajarish mumkin:

a) Umumiy nom – jins nomini ataydigan soʻzlarni berib, ularning turini atovchi soʻzlar topish. Masalan, oʻquvchilarga daraxt, ot, idish, baliq kabi soʻzlar beriladi. Oʻquvchilar quyidagicha uyadosh soʻzlar topadi:

1. Daraxt – tol, terak, qayin, chinor, oʻrik, jiyda va boshqalar.
2. Ot – baytal, aygʻir, saman, jiyron, biya, qulun va boshqalar.
3. Idish – tovoq, kosa, piyola, stakan, choynak, qozon va boshqalar.
4. Baliq – laqqa, choʻrtan, sazan, doʻngpeshona va boshqalar.

Oʻqituvchi bu qatorlarni toʻldiradi. Shuni alohida taʼkidlash lozimki, uyadosh soʻzlar alohida-alohida narsalarni atab kelgani tufayli oʻqituvchi bu soʻzlar atagan narsa, hayvon, oʻsimliklarning rasmini ham oʻquvchilarga koʻrsatsa, bolalar yanada kengroq, batafsilroq maʼlumot oladi.

b) Turli uyaga mansub soʻzlar bir joyda, aralash holda beriladi. Oʻquvchilarga bu soʻzlarni alohida-alohida uyaga ajratish topshiriladi. Masalan, quyidagi soʻzlar beriladi: *atirgul*, *roʻmol*, *amiri*, *lola*, *salla*, *jambil*, *handalak*, *laqqa*, *nilufar*, *telpak*, *sazan*, *rayhon*, *doʻppi*, *choʻrtan*, *boltayutar*, *sadarayhon*.

Oʻquvchilar bu soʻzlarni toʻrt guruhga ajratadi: 1. Gul. 2. Qovun. 3. Bosh kiyim. 4. Baliq.

Oʻqituvchi maʼlum uyalariga umumiy nomi jins nomini bildiruvchi soʻzlarni oʻquvchilarga yozdirib, ularga bu jinsning turi, navi, xillarini bildiruvchi soʻzlar va ularning maʼnosini topishni vazifa qilib beradi. Oʻquvchilar bu vazifani bajarishda turli lugʻat kitoblardan foydalanadi, izlanadi. Demak, uyadosh soʻzlarni izlash oʻquvchilarni lugʻat bilan ishlashga oʻrgatadi.

Uyadosh soʻzlarni oʻrganish jarayonida umumiy va xususiy maʼnoli soʻzlar ustida, ularning ishlatilish oʻrinlari ustida ishlash zarur. Bu ish uyadosh soʻzlardan foydalanib, tabiat manzarasi inson qiyofasi tasviriga oid matnlar yaratish bilan yakunlanadi. Uyadosh soʻzlarni tushuntirishning eng samarali usuli xususiy maʼnoli soʻzlarning rasmini koʻrsatishdir. Masalan, uzum uyadoshlarini

tushuntirishda o'quvchilarga husayni, kishmish, kelinbarmoq, toyfi kabi uzumlarning rasmi ko'rsatilishi kerak. Shundan so'ng har bir uyadosh so'zning ma'nosi ustida ishlanadi. Masalan, Kishmish qanaqa uzum? Bulbul qanday qush? Olma qanday meva?

2-sinf "Ona tili" darsligida o'simlik, qush, hayvonlarga bag'ishlangan matnlar bor: "Kanareyka" (94-mashq), "Archa" (150-mashq), "Xonqizi" (250-mashq), "Gulbeor" (294-mashq), "Chumchuq" (297-mashq), "Zarg'aldoq" (286-mashq). Bunday matnlar o'quvchilarning muayyan qush, hayvon, hasharot, o'simlik haqidagi tasavvurini kengaytiradi. O'qituvchi o'quvchilarga darsda yoki uyda shunday matnlar tuzishni topshirishi mumkin. O'qish darslarida ham o'quvchilar nutqini uyadosh so'zlar bilan boyitish imkoniyati katta. O'qish darslarida uyadosh so'zlar ustida ishlashda "O'qish kitobi" darsligidagi badiiy matnlarda qo'llangan uyadosh so'zlar ustida ish olib boriladi. 4-sinf o'qish darsligida Sh.Sa'dullayevning "Qovun sayli" hikoyasi berilgan. Bu hikoyada qovun va tarvuz uyadoshlariga mansub so'zlar qo'llangan. O'qituvchi bu hikoyani o'qitish jarayonida o'quvchilarga quyidagicha savol beradi:

O'quvchilar, hikoyada qovun nomini bildiruvchi qanday so'zlar qo'llangan?

Handalak, umbirvoqi, ko'kalapish, doniyor so'zlari, - javob beradi o'quvchilar.

O'qituvchi: Kelinglar, o'quvchilar, handalak, umbirvoqi, ko'kalapish, doniyor qanday qovun ekanligini lug'atdan o'qiymiz, - deb taklif qiladi.

Bunda "Boshlang'ich sinf o'quvchilari uchun izohli lug'at" qo'llanmasidan foydalaniladi [3].

O'quvchilar bu so'zni lug'atdan topib o'qiydi:

Handalak – qovunning yumaloq, maydaroq, xushbo'y, eti yumshoq, ertaroq yetishadigan bir turi (3,44).

Umbirvoqi – shakli tuxumsimon, tusi sariq aralash qoramtir yashil, sersuv, shirin, kechpishar qovun (3,171).

O'quvchilar izohni o'qiganlaridan so'ng o'qituvchi ularga bu qovunlarning rasmini ko'rsatadi. Shundan so'ng o'qituvchi o'quvchilarga qo'zivoq tarvuz haqida ma'lumot beradi: Qo'ziviyoq – cho'ziq – sharsimoh, yuzasi silliq, po'sti qoramtir yashil, eti pushti rangli, sersuv, kechpishar tarvuz navi (2,178). Darslikda berilgan "Qo'rqo'q" hikoyasida qo'y uyadoshlik qatoriga mansub qo'y, sovliq qo'zichoq so'zlari uchraydi. Ushbu so'zlar qo'llangan gaplarni keltiramiz.

1. Katta sovliq qorong'i tun ichidan sho'ng'ib chiqdi.

2. U qo'yni ko'rgan zahoti xuddi yo'ldosh topilganday qo'rquvni unutdi.

3. Yashin yalt etganda, sel betida qalqib oqib borayotgan qo'zichoqqa ko'zi tushdi. Bu gapda qo'llangan sovliq, qo'zichoq so'zlari uyadosh so'z bo'lsa, qo'y so'zi jins nomini bildiruvchi uya so'zdir.

Mazkur matndagi uyadosh so'zlarni o'quvchilar faol lug'atiga kiritish uchun quyidagicha ish olib borish mumkin.

1. O'qituvchi o'quvchilar bilan savol-javob qiladi.

- O'quvchilar, matndan qo'y ma'nosini bildiruvchi so'zlarni topinglar-chi?

- Qo'y, sovliq, qo'zichoq.

- Qo'zichoq nima bolalar?

- Qo'yning bolasi.

- Sovliq-chi?

O'quvchilar, albatta, bunga javob bera olmaydi. Shunda o'qituvchi o'quvchilarga bu so'zning ma'nosini lug'atdan topib o'qishni taklif qiladi. O'quvchilar topib oqiydi.

- Sovliq- qo'zilagan, sog'iladigan qo'y, : ona qo'y (3, 147).

O'quvchilar, qo'yning erkagi nima deb atalishini bilasizmi?

- Qo'chqor deyiladi.

- Qo'zichoq, qo'chqor, sovliq so'zlarini bitta so'z bilan nima deb atash mumkin?

- Qo'y deb atash mumkin.

Demak, o'quvchilar, qo'y so'zi umumiy nomni, qo'zichoq, qo'chqor, sovliq so'zlari uning turlarini bildirar ekan.

2. Shundan so'ng, o'qituvchi bu so'zlar ishtirokida gap yoki kichik matn tuzishni topshirishi mumkin.

Darslikdagi "Tushovli to'y" hikoyasida ot uyadoshlariga oid *saman, toy, qashqa, ayg'ir* so'zlari ishtirok etgan. Bu hikoyani o'tishda uyadosh so'zlar ustida quyidagicha ish olib boriladi. O'qituvchi hikoyadan ot ma'nosini bildiruvchi so'zlarni topishni topshiradi. O'quvchilar *saman, toy, qashqa, ayg'ir* so'zlarini topib aytadi. Shundan so'ng o'qituvchi bu so'zlarning ma'nosini lug'atdan topib o'qishni taklif qiladi. O'quvchilar bu so'zlarning ma'nosini lug'atdan topib o'qiydi. *Saman* och, malla, sarg'ish tusli ot (3, 269).

Toy – otning bir yoshdan 2 yoshgacha bo'lgan bolasi (3,134).

Qashqa – ot yoki mol peshonasidagi oq joy, oq nishona, shunday nishonali ot yoki mol (3,269).

Ayg'ir – 3-4 yoshli erkak ot, umuman erkak ot (3,130).

Shundan so'ng o'qituvchi o'quvchilar bilan quyidagicha savol-javob qiladi.

O'quvchilar, otning 1 yoshdan 2 yoshgacha bo'lgan bolasi qanday nomlanadi? O'quvchilar javob bera olmasa, o'qituvchi shunday izoh beradi:

- Otning bir yoshgacha bo'lgan bolasi qulun deyiladi.

- 2 yoshdan 3 yoshgacha bo'lgan bolasi esa g'o'non, 3 yoshdan katta ot esa do'non deyiladi.

- *Ayg'ir* erkak ot bo'lsa, urg'ochi ot nima deyiladi?

- O'quvchilarning ko'pchiligi, albatta, buni bilmaydi. Shuning uchun o'qituvchining o'zi izoh beradi.

- Urg'ochi ot baytal deyiladi, bolali baytal esa biya deyiladi.

Boshlang'ich sinf ona tili darslarida uyadosh so'zlarga doir quyidagicha mashqlarni bajarish mumkin:

a) o'quvchilarga umumiy nom – jins nomini ataydigan so'zlar berib, ularning turini bildiruvchi so'zlarni topishni topshirish;

b) turli uyaga mansub so'zlarni bir joyda, aralash holda berib, bu so'zlarni alohida-alohida uyaga ajratishni topshirish;

c) uyadosh so'zlar guruhini ichki guruhlarga bo'lish;

d) uyadosh so'zlar ishtirokida gap, matn tuzish.

Boshlang'ich sinf o'qish darslarida uyadosh so'zlar ustida quyidagi ishlarni bajarish mumkin.

a) "O'qish kitobi"dagi badiiy matnlardan uyadosh so'zlarni topib, ularning ma'nosini izohlash. Bunda "Boshlang'ich sinf o'quvchilari uchun izohli lug'at" [3] qo'llanmasidan foydalaniladi;

b) matndagi uyadosh so'zlar qatorini davom ettirish;

c) matnda berilgan uyadosh so'zlarni turli jihatdan tasniflash va boshqalar.

Bunday mashqlar o'quvchilar nutqini uyadosh so'zlar bilan boyitib, ularning shaxs, tabiat, narsa-hodisalar haqidagi tasavvurini kengaytiradi.

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O'ZBEK TILIDAGI PAREMYALARNING INGLIZ TILIDAGI TARJIMASI VA O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya. Ushbu maqola ingliz tilini ixtisoslik bo'yicha o'qitishda, nutq mahoratini o'rgatishda maqollarning ahamiyati va afzalliklarini tahlil qiladi va o'quvchining til o'rganishi

uchun muhimdir. Ushbu maqolada, shuningdek maqollarning tarbiyaviy ahamiyati, ulardan foylanishning samarali tomonlari ham keltirilgan. O'zbek tilidagi ma'lum bir mavzu doirasidagi maqollarning rus hamda ingliz tilidagi tarjimasi keltirilib, ular tahlil qilingan. Ushbu maqollardan foydalanish yoshlarning ma'naviyatini shakllantirishga xizmat qiladi.

Kalit so'zlar: xalq og'zaki ijodi, maqollar, xazina, folklor, adabiyot, yozma adabiyot, matallar, estetik did, vatanparvarlik, mehr muhabbat, ma'naviy meros, hikmatli so'z, ko'chma ma'no, siyosiy tizim, do'stlik, mehnatsevarlik, saxiylik, sabr, maslahat, tavsiya, tugallangan fikr, ohang, odamiylik, xushxulqlik, nasriy shakl, she'riy maqollar.

Аннотация. В этой статье анализируется важность и преимущества пословиц в преподавании английского языка, навыках устной речи и важна для обучения. В этой статье также обсуждается образовательная ценность пословиц и их преимущества. Переведены и проанализированы пословицы в определенной теме на узбекском и русском языках. Использование этих пословиц помогает формировать моральный дух молодых людей.

Ключевые слова: фольклор, пословицы, сокровища, фольклор, литература, письменная литература, притчи, эстетический вкус, патриотизм, нежная любовь, духовное наследие, слово мудрости, переносное значение, политическая система, дружба, трудолюбие, щедрость, терпение, совет, рекомендация, законченная мысль, тон, человечность, манеры, прозаическая форма, поэтические пословицы.

Abstract. This article analyzes the importance and benefits of proverbs in English language teaching, speaking skills, and is important for the learner's learning. This article also discusses the educational value of proverbs and their benefits. Translated and analyzed proverbs in a particular topic in Uzbek and Russian. The use of these proverbs helps to shape the morale of young people.

Key words: folklore, proverbs, treasures, folklore, literature, written literature, parables, aesthetic taste, patriotism, affectionate love, spiritual heritage, wisdom word, portable meaning, political system, friendship, hard work, generosity, patience, advice, recommendation, completed thought, tone, humanity, manners, prose form, poetic proverbs.

O'zbek xalqi buyuk ma'naviy merosiga ega millatdir. Ushbu ajdodlarimizdan qolgan ma'naviy meros biz uchun bamisoli xazina bo'lib xizmat qiladi. Biz yosh avlod ushbu ma'naviy xazinadan oqilona va samarali foydalana olishimiz zarur. O'zbek xalq ijodi esa ana shunday oltin xazina namunasi hisoblanadi. Shuni hisobga olgan holda men xalq og'zaki ijodining eng ko'p tarqalgan va foydalaniladigan turi maqollar haqida fikrlarimni bayon qilmoqchiman.

Xalq og'zaki ijodi xalqning ijodiy jarayoni bo'lib, xalq turmush tarzi, istiqomat qilish sharoitlari, ijtimoiy mehnat darajasi bo'lib vaqt o'tgani sayin avloddan avlodga, ustozdan shogirdga o'tib, asrlar davomida sayqallanib, murakkablashgan holda biz avlodlarga yetib kelgan.

Xalq og'zaki ijodi bir qancha tarixiy manbalar vositasida, tarixnavis olim va yozuvchilarning asarlarida, qoyatosh (Zarautsoy, Sarmish soy) rasmlari, arxitektura yodgorliklari yordamida bizgacha yetib kelgan.

Xalq og'zaki ijodi folklor deb ham yuritiladi. U yozma adabiyot va yozuvning yuzaga kelishidan ancha ko'p asrlar ilgari paydo bo'lib, yozma adabiyot uchun asos bo'lib xizmat qilgan. Yozma adabiyot vujudga kelgandan so'ng, bu bulan birgalikda bir biriga o'zaro tasir ko'rsatgan holda kengayib, rivojlanib kelgan xalq og'zaki ijodi asosan xalq hayotini, undagi voqea hodisalarni, tarixiy ahamiyatga molik bo'lgan harakatlarni aks ettiradi. Bu xususiyatiga ko'ra xalq og'zaki ijodida ko'proq badiiy to'qima obrazlar paydo bo'ladi va shakllanib boradi. Shu tufayli xalq og'zaki ijodi progressiv xususiyatga ega. Bu bevosita xalq turmush tarzi, uning hayotiy ehtiyoji bilan chambarchas bog'liq holda ro'y beradi. Unda xalqning ma'naviy-ma'rifiy maishiy turmush tarzi, keng dunyoqarashi, fikrlash doirasi, inson falsafiy dunyosi, ruhiyati to'la aks ettirilgani sababli o'z mantiq mohiyati jihatidan katta tarbiyaviy va ta'limiy ahamiyat kasb etadi.

Bundan tashqari, xalq og'zaki ijodi namunalarida hayotiy tasvir va lavhalar, tabiyat tasvirlari, turli obrazlar mavjud bulib, ularni o'rganish badiiy estetik tajribada katta rol o'ynaydi. Xalq og'zaki ijodi namuna asarlari inson ma'naviy dunyosini boyitadi, badiiy didni sayqalashtiradi.

Biz til o'rganish ishtiyoqida bo'lganlar uchun esa xalq og'zaki ijodining maxsus turlarini qunt bilan o'rganish juda oson va qulay. Bu nutqimizni ravon va tiniq, mukamal va boy bo'lishini taminlaydi. Xalq og'zaki ijodining eng ko'p tarqalgan turi xalq maqollari va matallari haqida to'xtalmoqchiman. Milliy urf odat, qadriyatlarimizni chuqur o'rganish, o'zbekona o'zligimizni tanishtirish, ta'limni insonparvarlashtirishga oz bo'lsada o'z hissamni qo'shishdan mamnun bo'laman deb o'ylayman.

Maqollar o'zbek xalq og'zaki ijodining qadimiy turlaridan biridir. Maqollar ommaviy xarakterga egaligi bilan ajralib turadi. Maqollar xalqimizning keng dunyoqarashi, odob va axloq namunalari, ularning fikrlarining ifodasini tasvirlab beradi. Hayotimizda maqollaning tarbiyaviy ahamiyati beqiyosdir. Necha ming yil tarixga nazar tashlasak, xalqimiz bir necha vaqtlardan beri maqollardan keng foydalanib kelishmoqda. U kishilarga kerakli maslahat va tavsiyalar beradi, insonlarni vatanparvarlik, mehr muhabbat va mehnatni ulug'lash ruhida tarbiyalanishlariga yordam beradi.

Biz maqollarni va matallarini o'z ona tilimizda, rus tili va xorijiy tilda o'rganayotgan o'quvchi, go'zal xulq odobni shakllantirish, kamol toptirish hamda yomon odat va xislatlarini kamaytirib, ulardan voz kechishga munosib hissa qo'shadi deb umid qilaman.

Misol

1) It is all in the day's week.

Ertlabgi vaqt – naqdgina vaqt . Кто равно встает- таму бог подаёт

2) While there is life, there is hope.

Umidim- dunyo, noumid shayton. Надежда умирает последней.

3) Where there's a will, there's a way

Intilganga to'le yor. Где хотенье, там и уменье

4) A bad excuse is better than none at all.

Yaxshi gap bilan ilon inidan chiqar, Yomon gap bilan musulmon dinidan.

Худой мир лучше доброй драки.

5) A friend in need is a friend indeed.

Do'st boshiga kulfat tushganda bilinadi kabi maqollarda xalq ommasining ma'naviy-ma'rifiy qiyofasi, orzu istaklari, umid intilishlari haqida yurutgan mulohazalarning tahlili, hayot tajribalarining namunasigina bo'lib qolmay, haqiqatning obrazlar yordamidagi ifodasi hamdir.

Maqol-mantiqiy mulohaza namunasi bo'lib, insonlarning axloq ba odob qoidalarining yig'indisi bo'lgan dono gapdir. Maqol dono xalqimiz ifodalagan qisqa so'z hisoblanib, chuqur ma'noli iboralardir.

Maqol –nutqda keng qo'llaniluvchi o'zgarma va barqaror shaklda ega bo'lgan folklor janr hisoblanadi.

Maqolda ortiqcha so'z yoki jumla bo'lmaydi.

Masalan quyidagi maqolni ham to'g'ri ma'noda, ham ko'chma ma'noda ishlatish mumkin:

“Strike while iron is hot” Temirni qizig'ida bos.

Ushbu maqolni tahlil qiladigan bo'lsak, to'g'ri ma'noda, uni turli shaklga aylantirish uchun cho'zish, yupqa yoki qalin qilish uchun temirni cho'g'day qizarib turgan vaqtda urish, shu vaqtda undan foydalanish kerak degan ma'noda ishlatiladi. Ko'chma ma'noda esa har bir ishni o'z vaqtida, kechiktirmay bajarish kerak degan ma'no kasb etadi.

Quyidagi maqollarda esa nutq jarayonida o'z fikrini aniq, lo'nda, obrazli tarzda ifodalashda ishlatiladi va bu turdagi maqollar ko'proq badiiy asarlarda qo'llaniladi.

1) First think then speak.

Avval o'yla keyin so'yla.

2) Know enough to come in out of the rain.

Bilimliga dunyo yorug', bilimsizga qorong'u.

- 3) The shortest answer is doing.
Ko'p gapdan oz bo'lsa ham ish yaxshi.
4) Look before you leap.
Yetti o'lchab bir kes.

Maqollarda hayotni voqelik asosida ixcham, aniq tarzda ifodalanganligi tufayli ularni poetik asarlarda poetik shaklda uchratishimiz mumkun. Maqollar shakl jihatdan ikki xil bo'ladi.

- a) Nasriy shakldagi maqollar.
It is all in-the day's work.
Ertalabki vaqt-naqdgina baxt.
Give as good as one gets.
Nima eksang, shuni o'rasan.

- b) Sheriy maqollar.
1) Every oak has been an acorn.
Gul g'unchaligida xordir.
Ochilsa o'zgaga yordir.
2) The boys keep kicking my dog a round.
Makes no difference if he hound
The got to quit kicking my dog around.
Elga bersang oshingni
Erlar silar boshingni
Itga bersang oshingni
Itlar g'ajir boshingni.

Maqollar quyidagi ikki xil yo'l bilan paydo bo'ladi.

- a) Xalqning bir necha asrlik ijtimoiy-iqtisodiy, siyosiy tajriba va kuzatishlari asosida.

1. Had cook and bottle-washer.
Yigitga yetmish hunar oz.
2. Better late than never
Hech bo'lmagandan kech bo'lgan yaxshi.
3. Go father and fare worse.
Boriga rozi bo'l, yo'g'iga sabr qil.
4. Knowledge is power
Bilim-kuchda, kuch-bilimda

- a) Ba'zi shoir va yozuvchilarning ijodidagi ibratli fikr mulohazalarini xalq orasida tarqatish va ommalashtirish asosida

1. Say no ill of year till it be past
"Berdi" sini aytguncha, belini bukma.
2. All bread is not baked in one oven.
Har supraning noni bor.
3. The higher the ape goes the more he shows his tail.
Echki yugurib kiyik bo'lmas.

Hayot tarzimizning o'zgarib, rivojlanib borishi, siyosiy tizimning xususiyati, maqollarning yuzaga kelishi va qo'llanilishi ham ta'sir ko'rsatadi. Shu tufayli, yillar davomida yaratilgan maqollarning ko'pchiligi o'z asl ma'nosini saqlagan holda insonni sabrli bo'lish, saxiylik, mehnatsevarlik, vatanparvarlik va do'stlik kabi ezgu fazilatlarini, odob va axloqlarini kamol toptirish uchun xizmat qilmoqda.

1. Good counsel doesn't harm
Ko'p bilan kengash, ma'quliga yondash.
2. It is dogged that does it.
Sabrli yetar murodga sabrsiz qolar uyatga.
3. Venture a small fish to catch a great one.
Saxiyning qo'li ochiq, qo'li ochiqning yo'li ochiq.

4. Friendship is not to be bought at a fair.

Do'stlik oltinga sotilmas, mehnat-pulga.

5. Civility costs nothing.

Xushxulqlik fazilati- odamiylik ziynati.

Maqollar ta'lim tarbiya jihatdan katta ahamiyatga ega. U insonlarga maslahat va tavsiyalar beradi, kishilarni yomon ishlarni qilishdan ogohlantirib, tanbeh beradi, o'rni kelsa tanqid qiladi, mehnat qilishga undaydi, ba'zi yomon illatlarni hajviy kulgi orqali fosh qiladi.

1. No pains, no gains.

Mehnatsiz rohat bo'lmas

2. Catch the bear before you sell his skin.

Jo'jani kuzda sanaymiz.

3. Nothing is impossible to willing heart.

Togni baland dema, istasang chiqasan.

4. He that nothing questioneth, nothing learneth.

Bilmaganni sorab organgan olim, orlanib so'ramagan o'ziga zolim.

Xulosa qilib aytganda, maqollarda har bir so'z aniq, o'z o'rnida ishlatiladi va ularda ohang, ritm, kompozitsiya mavjud. Xalq donishmandligi maqollarda turmush hodisalari bilan bog'liq bo'lgan vatanparvarlik, do'stlik, mehnatsevarlik, mardlik, vafodorlik, ilm-hunar kabi insoniylik fazilatlari ma'qullanadi, yomonlik, umidsizlik, qo'rslik, qo'rqqoqlik, yolg'on gapirish, ochko'zlik, yalqovlik kabi yomon illatlar qoralanadi. Bu kabi illatlar o'zbek maqollarining g'oyaviy tematik jihatdan boy hamda rang- barang ekanligini ko'rsatadi. Ular o'quvchi va tinglovchilarni o'z fikrlarini aniq, ixcham va obrazli qilib ifodalashga o'rgatadi, yosh avlodni milliy, insoniy xislatlarini egallashda muhim vosita vazifasini bajaradi.

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NOMILLIY GURUHLARDA DAVLAT TILINI O'QITISHDA FONETIKA BO'LIMINING O'RNI

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Annotatsiya. Ushbu maqola rusiyzabon talabalarining talaffuzida uchraydigan orfoepik va yozma nutqida uchraydigan orfografik qoidalarni o'rgatishda turli mashqlardan foydalanishga doir.

Kalit so'zlar: adabiy til, talaffuz, yozma nutq, malaka, natija.

Аннотация. В данной статье речь идет об использовании различных упражнений при обучении орфоэпическим и орфографическим правилам, встречающимся в орфоэпической и письменной речи русскоязычных студентов.

Ключевые слова: литературный язык, произношение, письменная речь, квалификация, результат.

Abstract. This article is about the use of various exercises in teaching orthographic rules, which are encountered in the pronunciation of Russian students in the orthographic and written speech.

Keywords: literary language, pronunciation, written speech, qualification, result.

O'zbek tili darslarida o'zga millat vakillari uchun notanish, ayni paytda ularning diqqat-e'tiborini jalb etadigan, qiziqtiradigan turli xil metodlardan foydalanish g'oyat muhim ahamiyatga ega. Tajriba ana shu metodlar darslarni tez va oson o'zlashtirishga yordam berishi mumkinligini yaqqol ko'rsatdi. Interaktiv metodlar deganda, auditoriyani to'laligicha qamrab oluvchi, ya'ni

undagi barcha talabalar o'z imkoniyatiga qarab, birdek faol qatnashishi mumkin bo'lgan o'yin shaklidagi mashg'ulotlar nazarda tutilmoqda.

O'zbek tili o'qitishning vazifasi talabalarni o'zbek adabiy tilining fonetik, grammatik va leksik, punktatsion, stilistik me'yorlari asosida so'zlash malakasiga ega qilishdan iboratdir. Adabiy til me'yorlarini egallashda, orfografiya bilan bir qatorda to'g'ri talaffuz ham muhim ahamiyatga ega.

Kuzatishlar shuni ko'rsatadiki, talabalar nutqida ayrim orfoepik xatolar uchraydi. Bular, ayniqsa, fonetika bo'limini o'qitishda yaqqol seziladi.

Orfoepik me'yorni puxta o'rgatishga kirishishdan oldin talabalar nutqidagi xatolarni aniqlab olish lozim. Talabalar talaffuzidagi nuqsonlar, orfoepik xatolar mashg'ulotlarda maxsus mashqlar orqali aniqlanishi mumkin. Talabalarnig orfoepik tayyorgarligini to'laroq tasavvur qilish uchun talaffuzi aniqlanishi lozim bo'lgan so'zlar ishtirok etgan alohida mashq namunalari tayyorlab, undagi so'zlarni diqqatni jalb qilmasdan, aytirib ko'rish yaxshi natija beradi.

Nomilliy guruh talabalari talaffuzida uchraydigan orfoepik xatolarni aniqlash uchun quyidagi mashqlardan foydalanish mumkin:

Nuqtalar o'rniga **o** yoki **a** unlisini qo'yib so'zlarni ko'chirish va og'zaki gap tuzish talabi qo'yilsa, maqsadga muvofiq bo'ladi.

t...g', sh...lg'...m, ...m...d, k...rx...n..., z...m...n, k...m...l...k.

tog', **sholg'om**, **omad**, **korxon**a, **zamon**, **kamalak**.

tog'-zopa yoki nuqtalar o'rniga **e** yoki **i** unlisini qo'yib talaffuz qilishni topshirish mumkin.

To'g'ri odam ...gri so'zdan or q...lur. Yomon so'z ...gasiga qaytar. Bug'doy non...ng bo'lmas...n, shirin so'z...ng bo'lsin.

(To'g'ri odam egri so'zdan or qilur. Yomon so'z egasiga qaytar. Bug'doy noning bo'lmasin, shirin so'zing bo'lsin)

Talabalarni adabiy talaffuz me'yorlariga o'rgatish va ularning talaffuzidagi noto'g'ri holatlarni bartaraf qilish quyidagi ikki usul bilan amalga oshirish mumkin:

a) orfoepik me'yorlarni egallagan kishilarning talabalar nutqiga bo'lgan ta'siri;

b) adabiy til me'yorlarini, ma'lum bir tizim bilan, asta-sekin, ongli o'zlashtirish orqali.

Talabalarga orfoepik me'yorlarni singdirishni – tilning fonetik bo'limisiz tasavvur qilish mumkin emas. Fonetikani o'rganishda talabalar tovushlarning akustik va fiziologik xarakteri bilan tanishadilar. Tovush bilan harfni farqlay olish malakasiga ega bo'ladilar, bo'gin tuzilishi va uning ko'chirilishini bilib oladilar, so'zdagi urg'uning joyi o'zgarishi so'z mohiyatini ham o'zgarishiga olib kelishini (olma (meva) – olma (tegma)) tushinib yetadilar. Ko'p hollarda nutqdagi orfoepik xatolar, ayrim tovushlarning talaffuzi bilan tanishtirish talabalarni nutq organlari harakatini to'laroq aniqlab olishiga yordam beradi. Talabalar nutqidagi orfoepik kamchiliklarni bartaraf qilishda quyidagi ishdan foydalanish yaxshi samara beradi:

-matndan noto'g'ri talaffuz qilinadigan ayrim so'zlarni topib, aytilishiga ko'ra yozib, keyin xatoni aniqlash;

-turli janrdagi matnlardan ayrim parchalar yodlatib, adabiy talaffuz me'yorlariga rioya qilgan holda aytirish;

- talaffuzda farq qiladigan ayrim tovush va qo'shimchalarning adabiy-orfoepik jihatdan qanday aytilishini nazarda tutgan holda to'g'ri aytirishga o'rgatish;

-oldindan ta'kidlamay talabani nutqini magnitofonga (telefonga) yozib olib, qayta qo'yish orqali xatolarni aniqlash mumkin.

Xil-xil (разновидность)-hil-hil (созрел)

-aytilishida urg'uning qo'yilishiga qarab, semantik farqlanadigan, grafik jihatdan esa o'xshash bo'lgan so'zlar guruhini yozib, mustaqil urg'u qo'ydirib, talaffuzga e'tibor qaratish.

Atlas (xarita-карта) – atlas (milliy mato-материал) (misollar keltirish)

So'zlar ma'nosiga izoh bering.

Shoh (царь)

shod (радостный)

shom (вечер)

shon (слава)

shol (*паралич*) shosh (*торопиться, спешить*)
 shok (*шок*) shox (*ветка, рога*).

Quyidagi soʻz juftlarini oʻqing va talaffuzidagi farqlarni tushuntiring.

Oʻn (десять) – oʻng (правый)

Ton (тон) – tong (рассвет)

min (садиться верхом)– ming (тысяча)

tana (тело)– tang (остаться в сложной ситуации)

soʻn (гаснуть) – soʻng (потом)

Qoʻsh undoshlar talaffuzi va imlosi

Soʻz oʻrtasida kelgan **bb, ss, ll, vv, kk, shsh** qoʻsh undoshli arabcha soʻzlarni oʻqing va boʻgʻinlarga ajrating.

Muhabbat (любовь)

tasavvur (представление)

murabbo (варенье)

tasavvuf (мистика)

takabbur (высокомерие)

tafakkur (созерцание)

tabassum (улыбка)

tashakkur (благодарность)

taxallus (прозвище)

mashshoq (музыкант)

muallim (преподаватель)

qashshoq (нищий)

muallaq (подвешенный)

Soʻz oxirida **br, dr, tr, rq, tl, kr, ql** kabi portlovchi **-r, -l** birikmalari talaffuziga eʻtibor qiling.

Sabr (терпение)

qurt (червь)

qabr (могила)

moʻrt (ломкий)

jabr (ущерб)

toʻrt (четыре)

kibr (высокомерие)

qatl (казнь)

qadr (ценность)

aql (ум)

metr (метр)

shakl (форма, фигура)

satr (строка)

faxr (гордость)

qirq (резать)

shukr (благодарность)

turq (морда)

fikr (мнение)...

Gaplarni oʻqitib, ajratilgan soʻzlardagi unilarning talaffuz va imlosiga eʻtibor berishga qaratilishi zarur. Shu oʻrinda unilarni choʻzish qanday vazifa bajarishini isbotlash mumkin. Masalan:

1. “**Vo-oy do-o-od!** Shoʻrim **quridi-i!** kunim **bitdi-i!** endi nima **qilama-a-an?**”-deb oʻkirib yigʻladi Abduvali (N.Q.)

2. Qorakoʻz **opa-a-a**, Sizga **xa-a-at!** Katta konvertda **xa-a-at!** (N.Q.)

3. “**Yoʻqol** bu yerdan, ablah! **Yoʻqo-ol!** **Yoʻqo-o-ol!**” (N.Q.)

4. **Oʻh-hoʻ-oʻ!** shashtingiz zoʻr-ku! (N.Q.)

Gaplardagi undoshlarning choʻzilishiga eʻtiborni qaratish lozim.

1. **B...b...boʻla** qoling, **s...s...sovqotib ketdim-ku!**

2. **M...m...m...men**, deb qoʻrqib javob berdi qiz.

3. **Ey-y, ch...ch...chiqing**, oʻzim qarayman, boʻling!!!

4. **Yordam-m-m** – deb qichqirdi Gulbahor.

Ogʻzaki nutqning tovush tizimini oʻrganadigan tilshunoslik boʻlimi *fonetika*, yozma nutqning harflar tizimini oʻrganadigan tilshunoslikning *grafika* boʻlimida oʻrganiladi. Shuning uchun ogʻzaki nutqning eng kichik, boshqa mayda boʻlakka boʻlinmaydigan qismi ustida koʻproq ishlash kerak. Tovushlarning yozuvdagi ifodasi harf deyilishi hamda bir tovush bir harf bilan ham, ikki harf bilan ham ifodalanishi mumkinligini uqtirish, masalan: *v, a, o, e* harflari bir tovushni ifodalasa, *ch, ch, ng* kabilarda ikki harf bir tovushni ifodalashi borasida ham ayrim mashqlarni bajartirish foydadan xoli emas.

Fonetikani oʻrganishda toʻgʻri talaffuz yuzasidan berilgan koʻnikmalar tilning boshqa boʻlimlarini oʻrganishga ham xizmat qilishi kerak. Chunki talabalar adabiy talaffuzning juda koʻp

shakllari bilan morfologiyaning soʻz tarkibi va soʻz turkumi boblarida hamda tilning leksik tarkibini oʻrganishda tanishadilar. Oʻzbek tili darslarida adabiy talaffuz meʼyorlarini amalga oshirishning sinalgan metodlaridan biri, yagona orfoepik nutq tartibini tashkil qilish va uning toʻla amalga oshirilishini taʼminlashdir.

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THE FORMATION OF LEXICAL COMPETENCE IN LANGUAGE TEACHING

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Annotatsiya. Ushbu maqolada akademik litseylarda chet tilini oʻrganishda nutq faoliyati (tinglash va gapirish, oʻqish va yozish) leksik kompetentligini shakllantirish muhokama qilinadi.

Kalit soʻzlar: kommunikativ kompetensiya, leksik kompetensiya, nutq faoliyati, nutq, tinglash, yozish, soʻz biriktasi

Аннотация. В данной статье рассматривается формирование лексической компетенции речевой деятельности (слуха и речи, чтения и письма) при изучении иностранного языка в академических лицеях.

Ключевые слова: коммуникативная компетентность, лексическая компетентность, речевая деятельность, речь, слух, писать, словосочетание

Abstract. This article discusses the formation of lexical competence of speech activities (listening and speaking, reading and writing) in learning a foreign language at academic lyceums.

Key words: communicative competence, lexical competence, speech activity, speech, hearing, writing, collocation

Today, the state educational standards in foreign languages provides as a target of training to master foreign language communication at least intermediate level of communicative competence in speaking, listening, writing, and advanced communicative competence in reading at academic lyceums. The level of formation of communicative competence is linked with mastering of quality including the lexical part of speech activity in language learning. The vocabulary in language learning and teaching means the system of an essential component of speech activity: listening and speaking, reading and writing. To help learners to develop their lexical competence, lexical instruction in the classroom settings should be informed by current theoretical understandings.

According to Coady (1997), there are four aspects for teachers to have an impact when teaching lexis:

1. The teacher's own learning experiences
2. The teacher's metacognitive attitude toward learning vocabulary
3. The teacher's knowledge of the research in the field
4. The effect of experiences gained through teaching

Once teachers have gained experience and knowledge in this field, they can put into practice an affective framework to teach it. We should always consider the communicative situation or need: Lexis is learned as a response to communicative needs, so teachers should think of meaningful communicative contexts and delineate networks or clusters of lexis that could respond to the needs or contextual situations. It is also important to leave room for students' contributions to the network. Lexical competence: when considering lexical instruction, it is worth contemplating both the knowledge and the skills embedded in the concept. Teachers should include ample opportunities for lexical knowledge and skills development allowing learners to be exposed, to store, to use and retrieve lexis from the learned clusters and networks, making sure to activate different ways to store and retrieve the lexical sub knowledge and offering them opportunities to adapt to varied

communicate contexts, so they are able to develop pragmatic and socio-cultural lexical awareness and skills conducive to effective communication.

To reach the higher level in four language skills of academic lyceum students, we, teachers need to improve vocabulary skills constantly in the classroom. It is necessary to take into account several important points such as the personality and professional qualities of the teacher which depends on the desire to enrich students' vocabulary, the desire to speak a foreign language as well. The volume of the vocabulary of students, the ratio of its efficiency in the assimilation of the material is directly proportional to the creative impact of the teacher, his professional competence. [1] The teacher must possess the capacity for creative activity. His main goal in this context is to achieve the full development of students' lexical minimum software and durable fixing in their minds active vocabulary in all stages of learning.

The second important point is the problem of active and passive language skills. It is generally known that even in the native language of the person has an active reserve, i.e. lexical units, which he uses in his speech, and passive reserve of vocabulary, which he only understands. Passive vocabulary of person several times greater than the active reserve. [2, p 56] It means that the lexical minimum in foreign languages should include two parts: active and passive vocabulary. The discrepancy between the volume of active and passive materials is due to the following pattern: active and passive command of the language is based on the different mental processes: in the process of self-selection of linguistic resources that are stored in non-volatile memory, and building necessary for statements of word forms, phrases and sentences with the active ownership; on the perception of the processes already executed another's speech, its analysis, recognition of familiar elements in it and understanding on this basis to make sense of another's speech (including by means of guesswork) the passive possession.

Besides, the amount of active and passive lexical material used in the process of learning a foreign language depends on the number of extra-linguistic factors: the level of initial training of students, their abilities, etc.

While introducing new words, teachers have to refer the methods of work on vocabulary. At the stage of initial training of students in mastering them, there must be resolved at least three goals:

- The correctness and accuracy of the perception of the students, the word, establishing a strong link between the image and value;
- Correct localization of speech in memory of the student on the basis of information about the involvement of other words native and foreign languages;
- Correct and varied combination of new lexical units with already known words of foreign language students. [3, p 90]

Vocabulary of active reserve should be administered orally in a separate proposal, or a coherent story. We must strive for maximum brightness of the first acquaintance of our students with the new lexical items and try to link them to a particular life situation, as the first perception is important to remember (although it does not eliminate the need for further work on the material and its multiple repetitions). Vocabulary exercises for training the active ownership of vocabulary suited to all levels of learners are the following:

- create combinations of these disjointed words
- fill in the blanks in the sentences or complete sentences in a number of words to emphasize the word with the opposite meaning
- to answer questions
- use these words and call how generalizing word can bring together a group of words to write equivalents listened phrases
- Determine which part of speech are words (over every word to deliver the appropriate: adverb, verb, noun, adjective, and so on.).

To conclude briefly, teachers should become aware of their current understanding of vocabulary, lexical competence, lexical knowledge and components and support curricular and instructional decisions on a profound understanding of principles of communicative language

teaching and learning in order to form of lexical competence of speech activities (listening and speaking, reading and writing) in learning a foreign language at academic lyceums

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JUFT SO`Z KOMPONENTLARINING TARTIBI

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Annotatsiya. O`zbek tilida juft so`zlar shu vaqtga qadar maxsus tekshirilmagan, bu masala yuzasidan o`zbek tili materiallari asosida aniq va to`la fikr aytilmagan. Ushbu maqolada turkiy tillarga oid adabiyotlarda juft so`z komponentlarining tartibi haqida turli fikrlar bayon qilingan.

Kalit so`zlar: juft so`zlar, qo`shma so`zlar, birikma, o`zak-negiz, komponent.

Аннотация. На узбекском языке до сих пор не исследованы пары слов, не высказано четкого и полного мнения по этому вопросу на основе материалов узбекского языка. В этой статье изложены различные мнения о порядке компонентов двойного слова в литературе по тюркским языкам.

Ключевые слова: парные слова, сложные слова, причастие, корень-основа, компонент.

Abstract. Double words in the Uzbek language have not been specially checked so far, there is no clear and complete opinion on this issue on the basis of the Uzbek language materials. In this article, various ideas about the order of the double word components are described in the literature on Turkic languages.

Keywords: pair words, compound words, compound, predicate, component.

Ma`lumki, qo`shma so`zlarning asosiy qismi so`z birikmalaridan kelib chiqqan. Birikma tarkibidagi so`zlar esa hokim va tobe munosabatida bo`ladi. Shuning uchun ham qo`shma so`zni xosil qiluvchi o`zak-negizlarning o`rnini almashtirish mumkin bo`lmaydi. Masalan, qo`lqop so`zini qopqo`l formasida qo`llab bo`lmaydi. Lekin bundan qat`iy nazar, qo`shma so`zlar temasida uning komponentlarining tartibi masalasi aloxida tekshirish ob`yekti bo`la olmaydi. Chunki qo`shma so`zni hosil qiluvchi komponentlar shu so`z doirasida o`z mustaqilligini yo`qotadi, shuningdek, ularda hokim va tobelik xolati ham bo`lmaydi. Juft so`zlarda esa birmuncha boshqacharoq xolni ko`ramiz. Juft so`z komponentlarining qaysi birining birinchi va qaysi birining ikkinchi o`rinda qo`llanishi ma`lum talab va sabablarga ko`ra bo`ladi.

N.K. Dmitriyev juft so`z komponentlarining tartibi haqida K.Foyning quyidagi fikrini keltiradi: 1) kam bo`g`inli so`z ko`p bo`g`inli so`zdan oldin qo`llanadi: kuch-quvvat kabi; 2) juft so`zning ikkala komponenti teng bo`g`inli bo`lsa, unli bilan boshlangani avval qo`llanadi: ag`dar-to`ntar kabi; 3) agar juft so`zning ikkala komponenti teng bo`g`inli bo`lsa va ikkilasi ham undosh bilan boshlangani oldin keladi. N.K. Dmitriyevning ko`rsatishicha, yuqoridagi xolatning birinchi va ikkinchisini boshqird tili materiallari ham quvvatlaydi.

Juft so`z komponentlarining tartibi haqida aytilgan bu fikr boshqa turkiy tillarga nisbatan qay darajada o`zini oqlashi bizga unchalik ma`lum emas. Lekin o`zbek tili materiallariga mos kelmaydi. To`g`ri, yuqorida aytilgan uch xolatga o`zbek tilida ham misol topiladi. Lekin bu xodisa qonun kuchiga ega emas. Masalan, qon-zardob juft so`zida komponentlarining tartibi (qon so`zining avval, zardob so`zining keyin qo`llanishi), yuzaki qaraganda, yuqoridagi qonunning birinchi punktiga to`g`ri keladi, ya`ni bunda qon so`zi zardob so`ziga nisbatan kam bo`g`inli bo`lgani tufayli birinchi o`rinda qo`llanganga o`xshab ko`rinadi. Haqiqatda esa bunday emas (bu xaqda keyinroq to`xtaymiz).

Birinchidan, o`zbek tilidagi ko`pgina juft so`zlarda tartib erkin: oyoq-qo`l – qo`l-oyoq, past-baland – baland-past kabi. Misollar: Xonposhsha oyimnikidan kishi kelib, tez yurasiz, deb xoli-

jonimga qo`ymay olib ketdi (H.Xakimzoda). O`roq yasatib bering, men ham bug`doy o`raman, deb joni-xolinga qo`ymadimi, bu qizcha? (N.Safarov) va boshqalar.

Ikkichidan, juft so`zlarda ko`p bo`ginli so`zning oldin kelishi ham ko`p uchraydi. Misollar: Uning uyi eski qishloqda Qudratlarnikiga yaqin bo`lib, onasi Qudratning oyisi bilan egachisingilday edi (Hakim Nazar). Tojiboy oqsoqol ham qarindosh-urug`chilik yo`li bilan ko`tarilib olgan ekan-da? (Parda Tursun).

Uchinchidan, teng bo`ginli so`zlardan tashkil topgan juft so`zlarda undosh bilan boshlangan so`zning oldin kelish xollari ham o`zbek tilida ko`pgina uchaydi: qoyg`u-olam, ko`ylak-ishton, bugun-erta kabi. Misollar: ..., lekin bu fikr o`ziga ma`qul kelmay, shundan keyin uning bilan salomalikni ham yig`ishtirgan edi.

Umumiy, juft so`z komponentlaridan qaysi birining birinchi o`rinda qo`llanishini ularning qanday tovush bilan boshlanishi va necha bo`g`indan tashkil topganligi bilan izohlash qiyin. Masalan, qozon-tovoq va tovoq-qoshiq juft so`zlarining komponentlari bo`gin jihatdan bir xil (ikkala komponent ham ikki bo`g`inli). Bularning birinchisida “q” tovushi bilan boshlangan so`z (qozon) avval “t” tovushi bilan boshlangan so`z (tovoq) keyin kelsa, keyingisida (tovoq-qoshiq juft so`zida) buning aksini ko`ramiz (“t” tovushi bilan boshlangan so`z avval, “q” tovushi bilan boshlangan so`z keyin kelgan).

O`zbek tili faktlari shuni ko`rsatadiki, juft so`z komponentlarining tartiblanishi (komponentlaridan qaysi birining birinchi yoki ikkinchi o`rinda kelishi) ularning ma`nosi, qo`llanishi bilan izohlanadi. Bunda quyidagi holatlarni ko`rish mumkin. Yoshga nisbatan kattani bildiruvchi so`z oldin keladi: Aka-uka, opa-singil, xotin-qiz, nevara-chevara, sigir-buzoq kabi.

Qozon-tovoq, tovoq-qoshiq, qurt-qumursqa, ko`rpa-yostiq kabi juft so`zlarda kichikka nisbatan kattani bildiruvchi so`z oldin keladi. Ba`zi juft so`zlarda bir komponentning ma`nosi ikkinchi komponentning ma`nosiga nisbatan keng bo`ladi. Ana shu ma`nosi keng bo`lgan kengroq tushunchani ifodalaydi.

«Qo`shma so`z» deganda birdan ortiq negizdan tashkil topgan bir so`z tushuniladi. O`zbek tilida qo`shma so`zlar uch xil usul bilan yasaladi.

1. sintaktik-leksik usul bilan;
2. sintaktik-morfologik usul bilan;
3. morfologik usul bilan.

Hozirgi o`zbek tilidagi qo`shma so`zlarning asosiy qismi sintaktik-leksik usul bilan yasalgan (so`z birikmalaridan kelib chiqqan) qo`shma so`zlardir.

Qo`shma so`zning sodda so`zdan farqi – sodda so`zda negiz bitta, qo`shma so`zda esa negiz birdan ortiq bo`ladi. Aslida qo`shma so`z bo`lib, biror komponenti hozirgi vaqtda mustaqil qo`llanmaydigan (kechqurun, shabnam kabi) so`zlar hozirgi o`zbek tili nuqtai nazaridan sodda so`z hisoblanadi. Ikkala komponenti mustaqil ma`noga ega bo`lmagan juft so`zlar hozirgi o`zbek tilida, juda ko`p bo`lmasa ham, xar xolda uchrab turadi: alpon-tilpon, o`lda-jo`lda, g`idi-bidi, ikir-chikir, xash-pish, adi-badi, azza-bazza, apil-tapil, aji-buji, alang-jalang, apoq-chapoq, voti-kuti, imi-jimida, lak-pak, lash-lush va boshqalar.

Bu tipdagi juft so`zlarning ikkala komponenti avval ham (aslida) xech qanday ma`noga ega bo`lmagan deb qarash mumkin emas. Bizningcha, bunday juft so`zlarda uch holat bor: 1) ularning ikkala komponenti ham aslida mustaqil ma`noli bo`lgan bo`lishi mumkin; 2) ikkinchi komponenti birinchi komponentini fonetik o`zgartirish yo`li bilan hosil qilingan bo`lib, hozirgi vaqtda birinchi komponenti ham o`z ma`nosini yo`qotgan (mustaqil xolda qo`llanmaydigan) bo`ladi. Masalan, azza-bazza, apil-tapil, o`lda-jolda, alang-jalang juft so`zlarining ikkinchi komponenti birinchi komponenti oldidan bir tovush orttirish yo`li bilan hosil qilingan. Shu xususiyati bilan ular onda-sonda, irim-sirim juft so`zlariga o`xshaydi. Farq shundaki, irim-sirim, non-pon juft so`zlarining birinchi komponenti hozirgi o`zbek tilida o`z ma`nosini saqlagan. Azza-bazza, o`lda-jo`lda juft so`zlarining birinchi komponenti esa iste`moldan chiqib ketgan. Bu xodisani quyidagi misolda ochiq ko`rish mumkin: alang-jalang. Bu juft so`zning ikkinchi komponenti birinchi komponenti oldidan bir tovush (j tovushi) orttirish yo`li bilan hosil qilingan. Alanag-jalang juft so`zi hozirgi

o'zbek tili nuqtai nazaridan ikkala komponenti mustaqil ma'noga ega bo'lmagan juft so'zlar qatoriga kiradi. Lekin alang so'ziga-la affiksini qo'shish orqali yasalgan alanglamoq so'zining hozirgi o'zbek tilida mavjudligi alang so'zining tarixan mustaqil ma'noga ega bo'lganligini ko'rsatadi; 3) bunday so'zlarning ikkala komponenti taqlidiy so'zlardan bo'lishi mumkin: xars-xurs, g'idi-bidi, o'pir-to'pir kabi.

Yuqoridagilardan ma'lim bo'ldiki, juft so'zning tashkil topishida uning birinchi komponenti hamma vaqt mustaqil ma'noli so'zlardan bo'ladi. Lekin bu so'z (juft so'zning birinchi komponenti) til taraqqiyoti jarayonida iste'moldan chiqib ketishi mumkin va u faqat shu juft so'zning tarkibida qo'llanadi. Agar juft so'zning ikkinchi komponenti mustaqil ma'noga ega bo'lmasa, bu xol ikki xil izohlanadi: a) ikkinchi komponenti birinchi komponentini fonetik o'zgartirish orqali hosil qilingan bo'ladi; b) aks holda u ham tarixan mustaqil ma'noga ega bo'lgan so'z bo'ladi. Shuni aytish kerakki, bir komponenti yoki ikkala komponenti hozirgi vaqtda mustaqil ma'noga ega bo'lmagan juft so'zlarning tarixan qanday ma'no ifodalanganini va tovush jihatdan qanday ko'rinishga ega bo'lganligini aniq bilmaslik natijasida bunday so'zlar hozirgi vaqtda turlicha yo'zilib kelmoqda. Demak, bir yoki ikkala komponenti hozirda mustaqil ma'noga ega bo'lmagan juft so'zlarning shu komponenti tarixan qanday ma'no ifodalagani va uning tovush jihatdan qanday ko'rinishga ega bo'lganligini belgilash faqat leksika yoki fonetika uchungina emas, balki hozirgi imlo uchun ham katta ahamiyatga ega.

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ГЛАГОЛЬНЫЕ СЛОВООБРАЗОВАТЕЛЬНЫЕ КАТЕГОРИИ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ

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Аннотация. Ушбу мақолада замонавий рус тилидаги феълларнинг сўз ясаш категорияларининг хусусиятлари кўриб чиқилган.

Калим сўзлар: сўз, грамматик категориялар, сўз ясаш маънолари, сўз ясаш категориялари.

Аннотация. В данной статье рассматривается специфика глагольных словообразовательных категорий в современном русском языке.

Ключевые слова: словообразование, грамматические категории, вид, залог, словообразовательное значение, словообразовательная категория, слово.

Abstract. This article discusses the specifics of verbal word-formation categories in modern Russian.

Keywords: word-formation, grammatical categories, type, voice, word-formation meaning, word-formation category, word.

В классическом труде В. В. Виноградова «Русский язык (грамматическое учение о слове)» большое внимание уделено описанию грамматических категорий вида и залога, как в диахроническом, так и в синхронном аспектах. Этим категориям посвящено огромное количество трудов как в русистике, так и в зарубежном языкознании (работы А. А. Потебни, В. В. Шахматова, А. М. Пешковского, Ю. С. Маслова, А. В. Бондарко, Н. С. Авиловой, М. А. Шелякина, А. Н. Тихонова, А. А. Холодовича, И. Г. Милославского, А. В. Исаченко, Р. Ружички и мн. др.).

В аспекте теории морфологических категорий категории вида и залога рассмотрены в трудах Т. В. Булыгиной и А. В. Бондарко, тем не менее многие стороны данных категорий остаются недостаточно изученными, особенно в свете взаимодействия лексического, словообразовательного и морфологического ярусов.

Одним из параметров классификации морфологических категорий А. В. Бондарко избирает признак альтернативного/деривационного характера формообразования, противопоставляя по этому признаку категории наклонения, времени, лица, числа, рода, глагола, падежа существительных и других частей речи (альтернативные) категориям вида, залога глагола, числа существительных, степени сравнения прилагательных и наречий как деривационные, т. е. образованные в результате морфологической деривации. «Деривация по самой своей природе открыта для далеко идущего воздействия лексики, создающего затруднения и препятствия для коррелятивности словоформ и приводящего к непоследовательной реализации этой коррелятивности».

Безусловно, основания для объединений категорий вида и залога с категориями числа и степени сравнения имеются: представители московской формальной школы относили их к несинтаксическим, т. е. словообразовательным. Особенно близкими по структуре оказываются категории вида и числа: бинарное противопоставление значений; существительные, парные по числу/существительные только единственного – только множественного числа; глаголы, парные по виду / глаголы одно- двувидовые.

Тем не менее в аспекте соотношения с лексикой и словообразованием вид и залог глагола не соответствуют категориям числа и сравнения, что, по-видимому, объясняется спецификой категориальной семантики глагола, его функционально-синтаксическим потенциалом. Не последнюю роль здесь играют и способы выражения грамматических значений: флективный у словоформ числа, суффиксальный у степеней сравнения, однако суффиксы в данном случае представляют собой весьма компактную систему, скорее грамматического, чем словообразовательного характера.

Способы выражения видовых и залоговых значений в русском языке – собственно образовательные: префиксальные, суффиксальные, постфиксальные (постфикс **-ся**), а в пределах способов глагольного действия (СГД) они могут быть комбинированными (префиксально-суффиксальным, суффиксально-постфиксальным, префиксально-постфиксальным).

Как в результате дискуссий о статусе членов видовой пары и количестве залогов в русском языке, так и в результате интенсивного развития теории словообразования в последние десятилетия можно утверждать: категории вида и залога в русском языке, в оппозиции категориям наклонения, времени, лица – это категории словообразующего характера, пополняющие и организующие глагольную лексику. При их реализации наблюдается не морфологическая, а словообразовательная деривация.

Словообразовательные значения (СЗ) в пределах каждой части речи отражают прежде всего категориальную семантику (у глагола – процессуальность), и группируются в словообразовательные категории (СК). Однако СК являются единицами двойного отражения: они отражают «нечто» во внеязыковой действительности, преломленное через семантику данной части речи.

СК глаголов необходимо соотнести со СГД, которые охватывают как непрямую, так и производную глагольную лексику, однако это прежде всего – семантико-словообразовательные группировки глаголов. «В этом ракурсе СГД представляют собой модификаторы семантики исходных глаголов в направлении временной, количественной, результативной модификации». В связи с залогом следует добавить семантику субъекта и объекта, например, в СК «комитативность» («взаимность»): **целоваться, обниматься, перестреливаться, переругиваться** и под.

Таким образом, СГД по соотношению непрямых и производных слов (соотношение приблизительно 1/10) примерно на 90% совпадают со словообразовательными

категориями глаголов. «Классификация глаголов по СГД пересекает деление глаголов на переходные/непереходные, возвратные / невозвратные, а также членение глагольной лексики по лексико-семантическим группам (ЛСГ), представляя собой вторичную формализованную систему... Количественные СГД сводятся в 5 словообразовательных категорий: СК кратности, временной ограниченности, интенсивности, результативности, комитативности. Каждая СК формирует свой набор аспектуальных контекстов».

Большая часть СК глаголов организуется «под контролем» категории вида, меньшая – залога, причем возможны и пересечения данных категорий как регуляторов глагольного словообразования.

СК глаголов, в отличие от СК имен существительных, имеют более регулярный, грамматикализованный характер, их производные менее идиоматичны, особенно в парадигматическом аспекте.

Д.Н. Шмелев, рассматривая проблему системности в лексике, помимо парадигматической и синтагматической осей системности выделяет ассоциативно-деривационную ось, что связано с явлением многозначности и словообразованием. С нашей точки зрения, деривационная ось системности глагольной лексики связана с категориями вида, залога, СК и СГД глагола, причем взаимодействие этих категорий и глагольных группировок по сути является малоизученным.

По нашему мнению, системное изучение всех видов такого взаимодействия в парадигматическом и функциональном аспектах может пролить свет не только на специфику глагольной лексики и словообразования, но и на сущность категорий вида и залога в русском языке.

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ЧЕТ ТИЛИНИ ЎРГАНИШ ЖАРАЁНИДА ФОНЕТИКАНИНГ АҲАМИЯТИ

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Аннотация. Мақолада немис тилини ўқитиш жараёни, нутқ малакасини ўстириш ва тил материаллини ўзлаштириш ҳақида фикр баён этилган. Бундан ташқари мақолада қисқартмалар ёрдамида сўз ясалишининг баъзи муаммолари аке этган.

Калим сўзлар: тил, тафаккур, фонетика, лексика, мулоқот, таълим методи, немис тилини ўқитиш, талаффуз, ҳарф, товуш, нутқ органлари.

Аннотация. В статье приведены сведения о словообразовании в немецком языке и развитие этого языка. Кроме этого в статье рассматриваются некоторые проблемы словообразование с помощью аббревиации.

Ключевые слова: немецкий язык, новые слова, словообразование, сокращение.

Abstract. In this article was written about German word-building and enriching of it. Here was written about abbreviation in German language.

Key words: german language, new words word, word-building, abbreviation

Истиклолнинг биринчи кунлариданоқ мамлакатимиз тараққиётида муҳим роль ўйнайдиган устувор масалалар қаторида ёшлар тарбиясига, хусусан, ҳар томонлама соғлом ва баркамол авлодни вояга етказишга ҳам катта аҳамият қаратилди. Бугунги кунгача бўлган

давр мобайнида бу каби масалалар бўйича салмоқли ишлар амалга оширилди. Ҳозирги кунда уларнинг натижаларидан кўзларимиз қувониб турибди. Айниқса, бугунги ва эртанги кунимизнинг, мамлакатимиз тараққиётининг асоси бўлган, халқимизнинг барча орзу интилишларини, мақсадларини ҳаётимизда амалий рўёбга чиқарадиган серкирра, ҳар томонлама етук кадрларни тайёрлаш масаласида қилинаётган ишлар алоҳида эътиборга лойиқдир.

Мустақиллигимизнинг дастлабки йиллариданоқ ёшларнинг интеллектуал салоҳиятини ривожлантиришга давлат даражасида эътибор қаратилиб келинмоқда. Бунинг исботи сифатида Ўзбекистон Республикаси биринчи Президентининг қуйидаги фикрларини келтириш мумкин: “Истеъдодли, фидойи болаларимиз, фарзандларимизга билим ва касб чўкқиларини забт этиш учун қанот беришимиз керак”. Шу маънода мустақил Республикамизда узлуксиз таълим тизимининг жорий қилиниши, қисқа муддат ичида бу соҳада қўлга киритилган ютуқлар жаҳон ҳамжамияти томонидан юксак баҳоланди [3].

Мамлакатимизда олиб борилаётган сиёсий, ижтимоий-иқтисодий ислохотлар замирида ёшларнинг ҳуқуқ ва эркинликлари, бурчлари, дунёқараш ва интилишларини ҳисобга олиб, уларга эътибор кучайган. Мустақилликнинг ҳар бир йилида ёшларга алоҳида эътибор берилмоқда. Айниқса, 2008 йил “Ёшлар йили”, 2010 йилни “Баркамол авлод йили” деб эълон қилиниши бу борада ҳукуматимиз томонидан олиб борилаётган шу соҳага оид сиёсатнинг ҳуқуқий бир кўринишидир. Буларнинг ҳаммаси умумдавлат манфаатлари ва устуворликлари тизимида ёшлар сиёсатининг объектив ўрнини белгилайди. 1991 йил Ўзбекистон мустақилликка эришганидан бошлаб биринчи ўринда ёшлар сиёсатининг ҳуқуқий асосларига катта эътибор қаратила бошланди. 1991 йил 20 ноябрда қабул қилинган “Ўзбекистон Республикасида ёшларга оид давлат сиёсатининг асослари тўғрисида”ги Қонуннинг қабул қилиниши ёшларга берилаётган эътиборни ёрқин мисоли эди. Биринчи Президентимиз И.А.Каримов таъкидлаганидек: “бугун биз ўтмишдан қолган оғир меросни, ўша пайтда йўл қўйилган хато-камчиликларни босқичма-босқич тузатиб бораёلمиз. Қилаётган бу ишларимизнинг амалий намоёнлиги ёшларга яратилган шароитлар... мисолида яққол кўриш мумкин”. Мамлакатимизда олиб борилаётган ислохотларда ёшларнинг ўрни беқиёс. Айниқса, Ўзбекистон аҳолиси ёш мамлакатлар қаторига киради [3].

Дунёнинг кўплаб мутахассислари томонидан эътироф этиб келинаётган "Кадрлар тайёрлаш Миллий дастури"миз мамлакатимизга юқори савияли кадрлар тайёрлаб бериш бўйича узоқ ва давомли мақсад – манфаатларни ўзида акс эттиради. Ҳар бир ташкиллаштириладиган ишлар пухта тузилган режа асосида, самарали тарзда олиб борилиши билан бир қаторда ижобий натижа берилишига ҳам катта аҳамият қаратишимиз лозим, яъни ҳар бир қиладиган ҳаракатимиздан яхши натижа чиқсин. Ушбу натижалар инсон манфаатлари учун хизмат қилсин. Шу билан бирга жамият тараққиётига ҳисса қўшсин. Бу каби вазифаларни амалга ошира оладиган ислохотлар кўплаб топилади, аммо уларнинг орасида "Кадрлар тайёрлаш Миллий дастури" алоҳида ўрин тутди. Бу дастур бугунги кунга келиб юртбошимиз томонидан биз ёшларни дунёда ҳеч кимдан кам бўлмай, соғлом ва баркамол бўлиб вояга етишимиз учун қилинаётган ишларнинг энг муҳим амалий йўналишидир.

XXI аср юксак илм фан ва технология асри. Бундай мураккаблашиб бораётган жамиятда ҳар бир шахс ўз истеъдоди ва маҳоратини кўрсата олмаса, фикрлаш тарзи ва тафаккури замон билан ҳамнафас бўлмас экан уни баркамол инсон даражасига кўтариб бўлмайди. Умуман, ҳамма замонларда ҳам етукликнинг асосий шартларидан бири аввало билим ва ҳунар, юксак фазилатлар эгаси бўлиш билан бегиланади.

Бу каби шартларни адо этиш учун ёшларга кенг имкониятлар ҳамда қулайликлар яратиб берилган. Юртбошимиз "Бугунги кунда тараққий топган давлатлар илмий жамоатчилигининг эътибор марказида турган, энг илғор, истиқболли илмий изланиш ва тадқиқот ишларини юртимизда ривожлантириш мақсадида Фанлар академияси ва олий ўқув юртлири таркибида янги лабораторияларни ташкил қилиш, уларнинг ривожланган

мамлакатлардаги илм-фан марказлари билан самарали ҳамкорлик алоқалари ўрнатишига эришишимиз керак" деган эдилар.

Европа, АҚШ, Россия, Жанубий Корея, Япония ва бошқа бир қанча мамлакатлардаги олий ўқув юртлари билан ҳамкорлик йўлга қўйилган. Бу эса таълим олиш самарадорлигини ошириш бўйича бир қанча қулайликлар яратилишини таъминлаб беради. Нафақат бизнинг талабалар чет давлатларга бориб ўқишади, балки чет давлатдан ҳам бир қанча талабалар келиб бизнинг олий ўқув юртларимизда таҳсил олиб, малакаларини ошириб кетишмоқда.

Фонетика тилнинг товушлар системасини ўргатади. Мактабда чет тилини ўрганиш жараёнида “фонетика” қисми ўқувчиларда, асосан, амалий малакаларни шакллантириш ва такомиллаштиришни кўзда тутаяди. Ўқувчилар чет тилини ўрганиш даврида ўзбек тилидаги ҳарфлар билан чалкаштириш ёки ўзбекча талаффуз қилиш ҳоллари кўп учраб туради. Ўзбек адабий тилидаги унли ва ундош фонемаларнинг талаффузи немис тилидаги унли ва ундош фонемаларининг талаффузи билан бир хил эмас. Ўқувчиларга иккала тилдаги унли ва ундош фонемаларни қиёслаган ҳолда тушунтириш ва ўрганилаётган тилнинг ҳар бир ҳарфини тўғри талаффуз қилиш тилни самарали эгаллашга замин яратади. Агар ўқувчи нутқ товушларини яхши билса, немис тилидаги сўзларнинг талаффузига ва тўғри ёзишда мустаҳкам малака ҳосил қилади. Тилнинг фонетикасини пухта ўзлаштирмаган ўқувчи орфография ва морфологияни ҳам яхши ўзлаштира олмайди. Немис тили фонетикаси машғулотларида нутқ товушлари ва урғунинг сўзлар маъносига таъсир этиши турли машқлар орқали изоҳланади. Фонетиканинг орфография билан боғланган қисмида ўқувчилар диққатини кўпроқ сўзларнинг талаффузи билан ёзилиши ўртасидаги фарқларга жалб қилиш керак. Ўқувчилар нутқида баъзи товушларни аниқ талаффуз қилмаслик, талаффузи бир-бирига яқин товушларни қориштириб юбориш ҳоллари учраб туради [2].

Бу ҳол уларнинг ёзувига ҳам таъсир этади. Бундай камчиликларни тузатиш учун ўхшаш товушларнинг талаффузи билан ёзилишига оид махсус машқлар ўтказиш фойдалидир. Ўқувчиларга дарс жараёнида фонетика термини тушунтирилганда: фонетика-тилнинг товуш системасини ўргатадиган фан (фонетика ҳар бир жисмнинг тебранишидан ҳосил бўлган физик товушларни эмас, балки инсон нутқига хос товушларни текширади.) Биргина товушнинг ўзгартириб талаффуз қилиниши сўзнинг маъносини ўзгартириш хусусиятига эга эканлиги тушунтирилади.

Немис тилидаги ҳарф ва товушлар ҳақида фикр беришдан олдин ўқувчилар нутқ органлари билан таништирилади. Сўзлаш органларининг расми ёрдамида ўпка, бўғиз, товуш пайчалари, кекирдик, танглай кабиларнинг қаерда жойлашганлиги кўрсатилади. Кейин бу органларнинг нутқ товушларини ҳосил қилишдаги вазифаси тушунтирилади.

Немис тили фонетикасини ўргатишни тўғри ташкил этиш учун аввало фан ўқитувчиси методик маҳоратга эга бўлиши, ўқувчиларнинг нутқий фаоллик даражасини яхши ўрганиши талаб этилади. Немис тили фонетикасини ўрганиш маъсулиятли жараён ҳисобланади, чунки бу даврда ўқувчилар немис тилидаги товушларни билиб оладилар, ҳамма ҳарфларни ўқиш ва ёзишни ўзлаштирадилар. Немис тили фонетикасини ўргатиш даврининг биринчи босқичида а, о, у, э, и, й унлилари ва баъзи ундошлар ўрганилади. Бу босқичнинг вазифалари:

1. Сўз ва бўғинни товуш томонидан таҳлил қилиш;
2. Сўздан бўғин бошида, ўртасида, охирида келган товушни ажратиш;
3. Сўзда товушнинг ўрнини аниқлаш;
4. Товушни аниқ талаффуз қилиш;
5. Нутқ органлари ёрдамида нутқ товушларини ҳосил қилиш;
6. Фонематик эшитишни ўстириш устида ишлаш;
7. Унли товушларни ажратиш, бўғин ўқишда унли товушни эътиборга олиш [1].

Фонетикани ўргатиш даврида фан ўқитувчисидан ўқувчининг нутқий тайёргарлигини эътиборга олиш катта аҳамиятга эга.

Ўқиш қўникмаси бўйича бўғинлаб ўқиш (аналитик ўқиш), ҳарфлаб ўқиш, сўзларни бир бирига қўшиш, оддий гапларни оҳангига эътибор бериб ўқиш кабилар киради.

Ёзув кўникмаси бўйича немис тили алифбосидаги барча ҳарфларни ёзишни билиш, сўзларни ёзишни билиш, гапларни тўғри ёза олиш кабилар киради.

Гапириш кўникмаси бўйича турли ўйинлар орқали гапириш кўникмасини ҳосил қилиш, гапириш жараёнида нутқнинг баланд-пастигини эътиборга олиш, гапириш жараёнида товушларнинг тўғри талаффузига алоҳида эътибор қаратиш кабилар киради.

Тинглаш кўникмаси бўйича алифбодаги барча ҳарфларни тинглаш, сўзларни тинглаб тушуниш, оддий гапларни тинглаб тушуниш кабилар киради.

Машхур тилшунос олим С.И.Бернштейн нутқ товушларининг тилда бажарадиган вазифалари нуқтаи назаридан ўрганиш лозимлигини таъкидлаб, бу хусусиятни **фонология** деб атаган.

Фонология нутқ товушларини бир-биридан фарқлайдиган белгиларни, нутқ товушларининг маъно фарқлаш хусусиятларини ва сўзда маълум бўғинларда учрашини, бошқа товушлар билан биргаликда товушлар занжирини ҳосил қила олиш ёки ташкил қила олмаслигини ўрганади.

Тилни ўрганиш жараёнида бўғинлаб ўқиш асосини шакллантириш асосий ўринни эгаллайди. Бўғинлаб ўқиш асосини шакллантириш икки ҳарfli очик бўғинни ўқишдан, икки ҳарfli ёпиқ бўғинни ўқишдан, ёки уч ҳарfli ёпиқ бўғинни ўқишдан иборат. Ўқувчилар бундай ўқиш билан товушнинг график белгиси бўлган ҳарфнигина эмас, балки бўғинни, сўзни ҳам таржимаси билан ёдда сақлайдилар. Улар ўқиган сўзларини ёдлаб оладилар. Фонетикани ўрганиш даврининг бошланишидаёқ ўқишнинг тўлиқ онгли бўлиши жуда ҳам муҳимдир. Ўқилган сўзларнинг таржимасини ўқувчилар саволлар ёрдамида ёки луғатдан фойдаланган ҳолда билиб оладилар.

Хулоса қилиб шуни айтиш керакки, тил ўрганиш жараёнида фонетика асосий пойдевор вазифасини ўтайди. Тилнинг фонетикасини тўлиқ эгаллаган ўқувчи ўрганилаётган тилни мукамал ўргана олади. Дарс жараёнида ўқиш, ёзиш, тинглаб тушуниш ва гапириш кўникмаларини мутаносиб тарзда олиб бориш тилни мукамал эгаллашга замин яратади.

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ЎЗБЕК АДАБИЁТИ ВАКИЛЛАРИНИНГ ЎЗ ИЖОДИДА ОТНИНГ СЕГМЕНТ ФОНОСТИЛИСТИК ВАРИАНТЛАРИНИ ҚЎЛЛАШ МАҲОРАТИ (МУҲАММАД ЮСУФ ШЕЪРЛАРИНИ БОШҚА ИЖОДКОРЛАР АСАРЛАРИ БИЛАН СОЛИШТИРИБ ТАҲЛИЛ ҚИЛИШ)

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Аннотация. Ушбу мақолада ўзбек тилишунослари ва адабиётшунослари тадқиқотларини инobatга олган ҳолда, ўзбек отларининг сегмент фоностилистик фоновариантлари ўзбек бадиий адабиёти ва М.Юсуф асарлари орқали таҳлил қилинади.

Калит сўзлар: от сўз туркуми, фоновариант, мураккаб сўз, стилистик бўёқ, сегмент фоностилистикаси, фонема, оғзаки нутқ, шева, бадиий адабиёт, асардаги қаҳрамон нутқи

Аннотация. В данной статье ссылаясь на точки зрения узбекских учёных производится анализ сегментных фоностилистических фоновариантов имён существительных по средствам художественных произведений М.Юсуфа и узбекской литературы.

Ключевые слова: *имя существительное, фоновариант, сложное слово, стилистическая окраска, сегментная фоностилистика, фонема, разговорная речь, диалект, художественное произведение, речь персонажа.*

Abstract. *In this article, referring to the points of view of Uzbek scholars, an analysis is made of segmented phonostylistic phono-variants of nouns by means of works of art by M. Yusuf and Uzbek literature*

Key words: *noun, phonovariant, compound word, borrowed word, stylistic coloring, segmented phonostylistics, phoneme, colloquial speech, dialect, artwork, character speech.*

Ўзбек тилида отларнинг сегмент фоновариантлари ушбу тилнинг фонетик имкониятларига таянган ҳолда шаклланиб, бир қатор ўзбек шоир ва ёзувчиларнинг асарларида ўз аксини топган.

Ўзбек фарзандига, қолаверса маҳоратли ижодкорга хос инсоний фазилятлари, камтарлиги, оддий ва самимий суҳбатлари ила кишини ўзига ром қила оладиган шоир М.Юсуф ўзидан кейин ижодий бой мерос қолдирди. Шоир Муҳаммад Юсуфнинг шеърляти иккига бўлиниб ўрганилади: мустақилликкача бўлган давр ва мустақиллик замонида ёзилган шеърлар. У ижодида озодлик ва мустақиллик соғинчини, халқнинг орзу-армонларини қаламга олган. Муҳаммад Юсуф ўз шеърларини ҳамиша сурур билан, илҳом нашидаси билан яратган. Бу фазилят эса, камдан-кам шоирларга насиб этиши ҳаммамизга маълум.

«Муҳаммаднинг шеърлари бир қарашда жуда содда, жўн ёзилганга ўхшаб туюлади. Аммо унга ўхшатиб ёзиб кўринг-чи? Қўлингиздан келмайди! Унинг осон ёзиладиганга ўхшаб кўринган мисралари мухлисларини йиғлатади, кулдиради, ўз оғушига тортиб олади (О.Шарафиддинов)»[2, 6]. «Ҳар бир хунар умр давомида ўрганиб борилади. Лекин ижодий хунарнинг ўз хусусияти бор. Истеъдод туғма бўлади. Инсоннинг зуваласида ижодкор фазиляти, олови бўлмаса, ҳавас билан, меҳнат билан шоир бўлиш мумкин эмас (Э.Воҳидов)»[2, 8]. «Муҳаммад Юсуф шеърлятининг энг олий фазиляти, унинг соф ва пок самимиятида мужассамдир. Самимият, халқона руҳ унинг шеърларини жилолантириб, безаб, уларга бетакрор кўрку тароват бағишлайди. Энг яхши фазилятларидан яна бири - лоқайдликдан йироқлик, ҳаётга бефарқ эмаслик. Куйканак кўнгил, аммо йиғлоқилик, қўл қовуштириб, тақдирга тан бериб ўлтириш унга ёт. Ижодининг тематикаси ҳам кенг (Муҳаммад Али)»[2, 13].

Ҳозирги кунда юртимиз тилшунослари ва адабиётшунослари томонидан шоирнинг меҳнат маҳсули ўрганилиб, улар устида тадқиқотлар олиб борилмоқда. Ушбу мақолада шоирнинг ижодига таянган ҳолда ўзбек тилидаги отларнинг сегмент фоновариантлари ва уларнинг хусусиятларини таҳлил қиламиз.

Шотум – шохтум отлар сегмент фоновариантларини солиштирамиз: *Севги бамисоли гарқ пишган шотум, // Тегинмай бўлмайди, // Тегсанг тўкилар* (М.Юсуф, Сайланма).– **Шохтум** қиёмин бир тотиб кўрсанг, // **Ажиб мўъжиза экан-ку, дерсан** (Шухрат).

Ўзбек тили нутқида [ф] товуши форс ва араб тилларидаги сўзларни ўзлаштирилиши орқали кириб келган. Масалан.: **кафт – кап(т)**. *Товонимга кирган // Тиканинг суюк – // Кафтдан зирапанг ҳам // Олмай севаман.* (М. Юсуф, Изҳори дил). – *Ҳасан суви ташланган шоввада ўзи ёлғиз хаёл суриб, бошини икки капти билан ушлаб ўтирган бозбонни кўрди* (С.Абдулла, Танланган асарлар)[1, 127].

Стилистик бўёкга эга бўлган фоновариантларнинг тузилишига қараб сўзлашувчининг ижтимоий келиб чиқишини аниқлаш мумкин. Солиштирамиз.: *Тўпори кўнглимга қил ҳам сизмайди, // Гавҳар йуқотгандек қайғуга ботар* (М.Юсуф, Ажаб).– *Гуҳардур ҳар сўзи, // Ҳар ҳарфи оташ* (Уйғун ва И.Султон, А.Навоий). Стилистик бўёкга эга отларнинг сегмент фоновариантлари орқали муаллиф ўз бадиий асарларида шеърин мисраларнинг охириги бўғинлари қофиялаш учун, асар қаҳрамонининг оғзаки нутқида эса, сўз маъносини кучайтириш мақсадида фойдаланади. Масалан: *Элга аён бўлар нархи арзонинг, // Ўшанда*

қолгайму ному нишонинг (М.Юсуф, Ўзганлик ўзбеклар нидоси).– *Чаққон йигитлару, қуллар, чўрилар қани?! – ном-нишон кўринмас эди* (О. Мухтор, Ффу).

Ўзбек тилига араб тилидан кириб келган [х] товуши билан бошланган сўзларда **протеза** ҳодисаси иштирокида отларнинг сегмент фоноварианти вужудга келади, солиштирамиз: *Шу он Хасан сўфи халойиқ ичидан ҳассасига таяниб олдинга чиқди* (М.Исмоилий, Фарғона тонг отгунча).– *Асо тутмиш қанча қадди дол, // Мен бир кучга тўлган навнихол* (М.Юсуф, Рух тўтиси).

Ўзбек тилида отларнинг **игна-нина-йигна-йийна** фоновариантлар қатори кенг тарқалган, булардан **игна** варианты адабий тил меъёри бўлса, **нина-йигна-йийна** фоновариантлари оғзаки нутқ ва ўлкамиз худудлари шеваларига хосдир. Масалан.: *Ҳар миноринг ости минг // Игнада қазган билан...* (М.Юсуф, Ҳайрат).– *Қайчи, игна шай эрур // Сенга этмоққа ҳизмат* (С.Салимов, Зардўз қизча).– **Нинанинг** кўзидай жойдан туюдек шамол ўтади (Мақол).

Бўхча фоноварианти стилистик нейтрал, **бўгча** эса шева нутқига хосдир. Солиштирамиз: *Навоий бўхчани ечиб, лоқайд ва камтарона табассум билан амирлик кийимини кийди* (Ойбек, Навоий).– **Бўгчадаги** маййизим, // *Токчадаги хатларим* (М.Юсуф, Уч оғайни ботирлар).

Ўзбек тилининг халқ оғзаки ижоди нутқида сўз асосининг охирида [о] унлиси ишлатилмайди, шунинг учун **гадо** сўзи кўп ҳолатларда **гадой** вариантыда қўлланилади: *Кунлар ўтиб кирса гадойлар // Қучоқ очган карвонсаройлар...* (М.Юсуф, Кўхна қудук).– **Гадонинг** душмани – **гадо** (Мақол).

Анжон – **Андижон** фоновариантларининг биринчи варианты Андижон вилояти аҳолиси ўртасида кенг қўлланилади, иккинчиси эса, адабий меъёрдир. Солиштирамиз: *Дўстлар, Сизнинг багрингиз азизроқ менга, // Анжондан ҳам шахрингиз, яқинроқ менга* (М.Юсуф, Шахрихон).– *Тигдан ёмон агар алам ўтса жондан, // Уни рўё қувган асли Андижондан* (М. Юсуф, Шоҳларга ҳам осон эмас).

Ўзбек тилида **мол-дунё / молу дунё, жабр-жафо / жабру жафо, ризқи рўз / ризқу рўз, мол-мулк / молу мулк** каби отлар кўш (мураккаб) сўзлардан иборат бўлиб, улар сегмент фоновариантларни ҳосил қилган ҳолда кенг тарқалган. Одатда бадий адабиёт матнлари гапларида улар уюшиқ бўлакларни ифодалайди. Солиштирамиз: *Киприқдан ҳам қисқадир, Молу дунё йўллари* (М.Юсуф, Санам). – *Мол-дунё топилади, одам топилмайди* (Мақол). *Биз бир тоғнинг кийиклари, // Тогда бизнинг ризқи рўз* (Ҳ.Худойбердиева, Кийиклар).– *Қиз туфайли бутдир ризқу рўзингиз, // Қай ўғилдан камдир, айтинг, қизингиз* (М.Юсуф, Қай ўғилдан камдир қизингиз)[1, 130].

Кўп ўзбек шоирларининг ижодида **қулгу - қулги** фоновариантлари параллел равишда ўзгаришларсиз ифодаланади. Масалан: *Қулги умрни узайтиради, беморни соғайтиради* (Мақол). – *Тонгим қулгу, // Шомим хавотир.* (М.Юсуф, Туғруқхонада).–*Болалар лабига қулги улашар, // Бухоро лойидан ясалган ҳуштак* (С.Салимов, Ҳамро бибига). Бундан ташқари ўзбек тилида **гавҳар-гуҳар** фоновариантлари ҳам тенг қўлланилади. М.Юсуф ўз шеърий асарида **гавҳар** вариантыдан фойдаланса, И.Султон ўз асарида иккинчи – **гуҳар** вариантыни XV – аср ўзбек тилининг эски шаклини ифодалаш мақсадида қўллаган. Солиштирамиз: *Тўпори кўнглимга қил ҳам сигмайди, // Гавҳар йўқотгандек қайғуга ботар* (М.Юсуф, Ажаб).– *Гуҳардур ҳар сўзи, // Ҳар ҳарфи оташ* (Уйғун ва И.Султон, А.Навоий).

Отларнинг **подшо** – **подшоҳ** – **потшо** сегмент фоновариантларини куйидагича гуруҳласа бўлади: биринчи вариант –оммавий қўлланиладиган, иккинчиси – шеърийда, охириги вариант эса –шева нутқида қўлланиладиган вариантдир. Солиштирамиз: *Айни шу паллада шахмат ўйнаб ўтирган подшо ўзидан ўзи шилқ этиб йиқилади-ю, жон таслим қилади...*(Ў.Ҳошимов, Қисматдан қочиб бўлмас).–*Эшон, шайх, хўжа, мулло дунё излар, // Ул сабабдин подшоҳларга ёлгон сўзлар, Оят, ҳадис сўзин қуюб, мулкни кўзлар, // Ҳақ йўлида ҳаргиз меҳнат тортқони йўқ* (А.Яссавий, Ҳикматлар).–*Қорним нонга тўймаса ҳам потшо кўнглим: // Зебижонни суяр эдим, Зебижонни...*(М.Юсуф, Зебижон)[1, 131].

Шундай қилиб, амалга оширган таҳлилимиз натижаси ўзбек адабиёти вакиллари, жумладан Муҳаммад Юсуф қаламига мансуб асарларда, биз тадқиқот олиб борган ўзбек тилидаги отлар сегмент фоновариантлари ўзига хос фонетик жараёнларда иштирок этиши, яъни унли ва ундош фонемалар ўзаро ўзгариб, ўрин алмашилиши ва бадий асарларда муаллифлар қахрамонларнинг нутқига стилистик бўёқ бериш мақсадида, шеърятда эса мисраларнинг қофияланишида улардан кенг фойдаланилишини аниқлаб берди.

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АНТИК РИТОРИКА ВА ҚАДИМ АРАБ НОТИҚЛИК САНЪАТИ: ЭХТИЁЖ ВА МУҲИТ УЙҒУНЛИГИ

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Аннотация. Ушбу мақолада сўз ва унинг қудрати, хусусан антик риторика ва қадимги араб нотиқлик санъати ёритиб берилган.

Калим сўзлар: араб тили, риторика, сўз, нотиқлик санъати, нутқ.

Аннотация. В этой статье освещены слово и его сила, в частности древняя риторика и древнее арабское искусство нотации.

Ключевые слова: арабский язык, риторика, слово, искусство речи, речь.

Abstract. this article covers the word and its power, in particular, ancient rhetoric and ancient Arabic speaking art.

Keywords: Arabic, rhetoric, vocabulary, the art of speech, speech.

Сўз - буюк куч. Инсоннинг сўзлай олиш қобилияти уни қолган барча мавжудотлардан устун қилган. Биз сўзнинг мўъжизавий қудрати билан миллати, ирқи, ватани бошқа инсонлар тафаккури, тарихга айланган маданияти, адабиёти ва санъати билан танишамиз. Сўзнинг ўз тақдири бор [1]. Бироқ унинг энг таъсирчан, бахтиёр дамлари нотиқлик санъати биландир. Нотиқнинг меҳнат қуроли сўздир. Унинг кучи оз сўз билан кўп маъно англата олишда. Нотиқлик санъати ва тил бойлиги ҳаминша ёнма-ён яшаб келган. Тилнинг нималарга қодир эканлигини, унинг қай даражада бойлигини ҳам барча замонларда нотиқлик санъати кўрсата олган, тушунтира билган.

Нотиқлик санъати-риториканинг этимологик маъноси оратор, яъни нотиқ демакдир, бироқ кундалик ҳаётда қўлланиладиган аниқ маъноси – нотиқлик санъати назариясидир. Бу назария нотиқлик санъатига оид асарларни таҳлил этади [2]. Тарихга назар солсак, нутқ нотиқлик илми илк марта қадим греклар томонидан ўйлаб топилган, кейинчалик эса лотин тилига кўчирилган ва шакллантирилган. Лотинча услуб XX асргача бутун дунёдаги энг

асосий нутқ шакли бўлиб келган, кейинчалик рим нотиклари замонавий нутқ услуги ва таркибини шакллантиришга ёрдам беришган [3].

Стилинг қисқа таърифига кўра, оғзаки нутқ феномени бўлган нотиклик санъати тўғридан тўғри Римдаги сиёсат ва ҳукумат билан боғлиқ бўлган. Унинг фикрича, бу санъат амалда умуман Римдаги, хусусан эса, рим аслзодалари орасидаги кадрятлар ва ахлоққа доим танқидий эътибор қаратган. Нотикликда юксак мақом бу оқсуякларга ҳос маҳорат бўлиб, оқсуяклар учун у жамоат олдида кўриниш учун бир восита бўлган [4].

Грек маданияти тарихида мумтоз давр Платон ва Аристотель билан бирга тугайди. Платон ва Аристотель ўз даврларида нутқ санъатига катта аҳамият бериб, нутққа жуда жиддий ёндошишган. Аристотельнинг таърифига кўра: Риторика - бу ишонтириш санъати эмас, балки ҳар қандай вазиятга нисбатан имкон қадар ишонтириш воситаларини топа олиш санъатидир [5].

Милоддан аввалги IV асрнинг иккинчи ярмидан бошлаб, яъни тахминан Александр Македонский билан биргаликда антик маданиятнинг мутлақо янги даври, одатда эллинизм деб аталган давр бошланди. Эрализгача бўлган IV асрнинг иккинчи ярмидан бошлаб эрализнинг биринчи асригача ва кеч эллинизм эса эрализнинг V асригача ҳисобланади. Эллинизм юзлаб нутқлар асосида барпо бўлган бадиий ижоднинг буюк асарлари риторика-нотиклик санъатини дунёга келтирди [6].

Антик даврларда оммавий нутқ бадиий сўз санъатининг барча кўринишлари ичида ўзига замондош сиёсий ҳаётни, ижтимоий тузумни, турмуш ва тафаккур тарзини ва ниҳоят уни яратган халқнинг ўзига ҳос миллий кадрятларини яқиндан ёрита олган. Бу насрий нутқ ёхуд риторик наср эди ва у ўз даврида биринчи бўлган шеърий обрўсига ҳайқмай соя ташлади [7]. Айнан нотиклик кудрати билан қадим замонларда Юнонистон, Рим ва бошқа мамлакатларда сўзга уста кишилар раҳнамоликни қўлга олиб, ўз тингловчиларига ўз фикр-ғояларини сингдира олишган. Антик даврда нотикликнинг гуллаб яшнашига ўша тарихий давр ва ижтимоий тузумнинг ўзи кенг имкон яратиб берган эди. Давлатнинг олий органи – халқ йиғини бўлиб, сиёсий арбоблар барча масалалар юзасидан ҳамиша шу йиғинга мурожаат қилишарди. Халқ оммасининг эътиборини кўпроқ жалб қилиш, ўзларига эргаштириш учун нотиклар ўз ғояларини жуда мафтункор тарзда шарҳлашлари, рақибларининг хулосаларини ишонарли қилиб инкор қила олишлари лозим эди. Бундай ҳолларда нутқнинг тури ва нотикнинг санъати нутқ мазмунидан кам аҳамият касб этмади [8].

Минг йиллар давомида арабларнинг эллин давлатлари, грек-македонларнинг шарқ халқлари билан қоришувида фаол иштирок этганлари боис, ҳамма соҳада ўзаро таъсир аломатлари сезила бошлади. "Александр ва унинг ворислари жорий этишга интилган иқтисодий ва сиёсий бирлик узоқ давом эта олмади, аммо турли халқлар маданияти қоришмаси бўлган эллинистик маданият Оврупа ва Шарқ халқлари тарихида ўчмас из қолдирди ва кейинги даврлар маданиятининг шаклланишида катта роль ўйнади" [9].

Антик Грецияда нотиклик билан кечган бундай жараён асрлар ўтиб Арабистон ярим оролига кўчди ва уммавий халифалар (6610-750) ҳукмронлиги асрида нотиклик санъати хитабалар бадиий наср сифатида ўзининг олтин асрини бошидан кечирди.

Уммавийлар асри дунё тарихида фатҳлар –ислом динининг бошқа мамлакатларда ҳам тан олдирилиши сиёсати даври деб юритилади. Айни шу даврда ислом дини Арабистон ярим оролидан ташқари Сурия, Миср, Фаластин, Шимолий Африка, Пиреней ярим ороллари, Эрон, Ҳиндистоннинг шимолий-ғарбий қисми, Ўрта Осиё, Арманистон, Озарбайжон, Грузия каби кўплаб мамлакатларда тан олдирилди, араблар ушбу мамлакатларни ишғол қилдилар. Аммо фатҳлар рўй бергандан сўнг Мадинаю Мунавварага тамаддун етиб келди, форс ва рим маданиятлари билан қоришиш содир бўлди, ислом бу маданиятлар олдида ўзгармасдан қола олмади. Бани уммайя асри ислом тарихида кўплаб жароҳатлардан шикаст етган аср эди, у шундай бошландики, худди у тўғридан тўғри одил(рошидун) халифалар даври билан тўғридан тўғри узилгандек эди, ҳатто халқ ислом дини Набий с.а.в. ва Рошидун халифалардан кейин буткул мавжуд бўла олмаса керак деб ҳам ўйлай бошлади. Шунда

Расулulloҳ с.а.в. саҳобалари ўртасида ихтилофлар пайдо бўлди. Бу низо Али бин Аби Талиб ва Муавия бин Аби Суфён (разияллоху анхума) ўртасидаги муносабатларда намоён бўлди. Улардан биринчиси исломга садоқат тимсоли бўлса, иккинчиси рим маданияти таъсирини ифода этарди [10]. Уммавийлар асридаги ички нобарқарорлик, ўзаро ички низолар, мусулмонлар ўртасидаги ихтилофлар, халифалик тахти атрофидаги шафқатсиз курашлар, турли хил сиёсий-диний гуруҳлар, фирқалар, жамоаларнинг кундан –кунга кўпайишига ва бу ўз навбатида уларнинг бу давр харитасидан улкан ҳудудларни ишғол қилган исёнларига, норозилик чиқишларига, ўзаро рақобатлашувига, ўз қарашларини ҳақ деб бошқаларникини ноҳақ деб исботлаш учун ҳаддан ортик баҳслашишларига сабаб бўлди [11]. Уммавийлар асрида айнан хитоба бу кураш майдонининг асосий қуролига айланган эди. Уммавийлар асрида хитаба Рошидун халифалар ҳукмронлиги охирида юксала бошлаган хитобанинг давоми эди ва у байъат вазиятининг натижаси –унинг ҳаққоний манзараси бўлди. Бу байъат сиёсий ва ижтимоий тўлқинлар ва айниқса Усмон бин Аффаннынги ўлдирилишидан сўнг янада кучли тўлқинлар байъатига айланди. Айни асрда мусулмонлар бир неча бир-бирига қарши курашаётган оқим ва тўдаларга ажралган эдилар. Бунда халифалик даъвоси ила бир бирлари билан жанг олиб бораётган Али ва Муовия, зубайрийлар ва хаворижлар, булардан ташқари ўзларининг эрк ва озодлиги ва талаб хоҳишлари учун курашаётган кўплаб қабилалар алоҳида ажралди. Бундай жангларнинг барчасида хитоба ишонтириш, ваъда воситаси вазифасини бажарди [12].

Антик Грецияда сиёсий полислар рақобати, омманинги кундалик эҳтиёжлари, давлат бошқарув тизимининг кўрсатмалар, қарорлар чиқариши, жамият ижтимоий-иқтисодий ҳаётидаги кўплаб муаммолар юзасидан тушунтириш ишлари олиб боришдек талаблари нотиклик санъатининг айнан ушбу мамлакатда гуллаб-яшнаши учун кенг имкон яратиб берган бўлса, худди шундай уммавийлар асридаги ички ва ташқи сиёсат, ижтимоий вазият, давр ва жамиятнинг улкан эҳтиёжи юқорида тилга олганимиз хитоба ва рисоалар жанрининг етакчи ўринга чиқишини муқаррар талаб этган.

Уммавийлар асрининг ташқи сиёсатида эса ислом туғи остида бирлашган улкан кўшинларнинг зафар қучиши учун аввало араб лашкарбошилариининг ўзи, кейин эса ҳар бир жангчи нақадар руҳлантирилган бўлиши керак эди. Бундай вазиятларда “Ал байан ват табйин” муаллифи Ал - Жаҳиз ёзганидек хитоба ўз эшитувчиларига йўлланганида бутун маъно моҳияти билан нотиклик қудрати намоён бўлар, ана шундагина хатибга ғайриоддий сўзлар қуюлиб келарди [13].

Бироқ биз, араб нотиклик санъати маданияти уммавийлар асрига келиб пайдо бўлди ва юксакликка кўтарилди дейиш фикридан йироқмиз. Негаки бу санъат арабларда жоҳилият даврларидаёқ мавжуд бўлган. Исломдан олдинги даврлардаёқ бу халқ кўплаб кўзга кўринган нотиклари билан машҳур бўлган [14]. Айтиш мумкинки, ислом динининг туғилиши асли нотик халқни янада руҳлантирди. Қадим араб анъаналаридан баҳраманд бўлган араб нотиклик санъати янгича шароитда, янгича мазмун ва шаклда қайта дунё юзини кўрди. Энди у ўзи туғилган жамият ва ундаги янги ғоявий-эстетик қарашлар, муносабатлар билан ҳамнафас қадам ташлай бошлади [15].

Жангу жадаллар, истилолар натижасида улкан империя-араб халифалиги яратилди. Кундан-кунга мураккаблашиб бораётган давлат тузуми, марказдан туриб узоқдаги чекка ўлкаларни бошқариш, солиқлар йиғиш, ҳарбий кўшин ташкил этиш, мамлакат хўжалик ҳаётини изга солиш учун турли хилдаги бошқарма ва маҳкамаларнинг тузилишини талаб этди. Ана шундай маҳкамалар - девонлардан чекка ўлкаларга буйруқлар, фармонлар юборилар, бунга жавобан эса чекка ўлкалар ҳукмдорлари халифалик пойтахтига ўзлари етиб келишар ёки асосий бошқармаларга хисоботлар, маърузалар йўллашар эди [16]. Уммавийлар асри бадий насри бўлмиш хитоба ва рисоалар муаллифлари кўпинча халифаларнинг ўзлари, уларнинг ноиблари, турли ўлкалардаги ишчилари ва х.к. лар эди. Бунга сабаб: халифаларнинг мансаби нафақат сиёсий, балки бир вақтнинг ўзида руҳий-ахлоқий мансаб ҳам эди. Мусулмонлар ҳаётида рўй бераётган воқеалар, мусулмон жамоаларининг аҳволи

очикдан-очик Куръон ва суннат талабларига жавоб бера олмай қолди, турли хил кутилмаган ҳолатлар ва вазиятлар рўй бера бошлади. Шундан сўнг халифаларнинг ўзлари бу воқеа-ҳодисаларга нисбатан бевосита зарурий чоралар кўришга мажбур бўлди. Мусулмон жамоаси ўртасидаги ихтилофларга барҳам бериш, турли хил келишмовчиликларни ҳал этиш учун даъватлар, ёзма рисоалар, васиқалар, битимлар шаклида халифалар ўз ишчилари ва шаҳарлар аҳолиси билан алоқага киришар эди [17].

Хулоса сифатида айтиш мумкинки, риторика антик Юнонистон ва Римда араб нотиклик санъати (хитаба) ва балаға (нотиклик санъатини ўрганувчи илм)дан аввалроқ дунёга келган. Бу санъат антик дунёнинг энг нуфузли санъати сифатида қаралган ва у ўша антик даврлардаёқ юксак илмий даражада ўрганилган ва таҳлил этилган.

Араб нотиклик санъати ҳақида эса кўплаб бир-бирига зид фикрлар ҳали ҳамон туғилмоқда. Бундай баҳсларнинг асосида арабларда жоҳилиятда нотиклик санъати мавжуд бўлганми, унинг намуналари бу санъатнинг бадиий наср даражасида эканини тасдиқлайдими, араб нотиклик санъати арабларнинг асл ўзларига тааллуқлими ёки улар бу санъатни ўзларига қўшни давлатлардан кўчириб олишганми каби саволлар ётади. Бироқ биз кўплаб араб адабиёти тарихчилари, машҳур шарқшунослар фикрига таянган ҳолда, арабларда жоҳилият даврлариданоқ ўз арабий руҳига, услубига ва бадиий ифода усулларига эга бўлган хитабалар араб бадиий насрини ташкил этган ва бу бадиий наср кўриниши уммавийлар асрига келиб ўзининг ҳар томонлама комиллик босқичига кўтарилди деб айта оламиз.

Антик Юнонистон ва Римда туғилиб камол топган ва бу мамлакатлар маданиятининг ажралмас ва улкан бўлаги бўлган риторика ўзи туғилиб тараққий этган сиёсий –ижтимоий ҳаётни, миллат руҳини машҳур нотиклар нутқларида акс эттирган. Бироқ ўз олтин даврини уммавийлар асрида бошдан кечирган араб нотиклик санъати намуналари хитабалар антик риторика намуналаридан фарқли равишда араб жамиятининг турли хил қатламлари ўртасидаги шиддатли ва шафқатсиз жанглар, низо ва адоватлар оловининг тафтини жуда яқиндан акс эттиради.

Антик Овруро нотиклари исталган инсон бўлиши мумкин эди, аммо уммавийлар асридаги сиёсий вазият халифаликнинг барча бошқарув тизими вакиллари: халифаларнинг ўзларидан тортиб, уларнинг энг кичик мансабдорларигача нотик бўлишни тақозо этди. Антик риторика камолоти ва уммавийлар асри араб нотиклик санъати ўртасидаги улкан вақт тафовутларига қарамай, антик риторикага тааллуқли аксарият асарлар, қимматли манбалар тўлалигича сақланиб қолган ва бу санъатнинг минглаб йиллар аввалги манзарасини бугунги ўқувчи кўз ўнгида ҳозиргидек гавдалантира олади. Аммо қадим араб нотиклик санъати асарларининг жуда кўп қисми йўқолиб кетган ва турли манбаларда қисман бўлиниб – бўлиниб бизгача етиб келган. Яна алоҳида эътироф этиш лозимки, қадим Юнон ва Рим риторика санъатини таҳлил қилувчи кўплаб олимлар, нотиклик санъатидан таълим берувчи машҳур мактаблар бўлган. Аммо Арабистон ярим оролида дунёга келган нотиклик санъатида бундай имконият ва шароитлар йўқ эди. Арабларга келсак, уларнинг нутқлари (хитабалари) худди оддий руҳлантириш каби тўлалигича экстремал ва ўз-ўзидан спонтан айтилар эди [18]. Шундай бўлса-да араб хитаба жанри на антик Юнон ва на Рим нотиклари санъатидан орқада қолмади.

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УЎК: 81-139

ИНГЛИЗ ТИЛИ ДАРСЛАРИДА "WARMING-UP ACTIVITIES" ДАН ФОЙДАЛАНИШ

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Аннотация. *Ushbu maqolada ingliz tili darslarida "warming - up" mashqlaridan foydalanishning samarali usullari ko'rib chiqiladi. Ushbu usul o'quvchini ona tilidan o'rganilayotgan tilga o'tish va talabaga ijobiy kayfiyatni o'rnatish usuli sifatida qaraladi. Ushbu maqolada warming up mashqlaridan namunalar va ularni darsda qo'llash holatlari keltirilgan. Maqolaning maqsadi, darsda warming-up mashqlarini qo'llash va tizimlashtirish orqali o'quvchilarga boshqa fanlarni o'rgangandan so'ng ingliz tili darsiga kelganlarida til muhitiga kirishga yordam berish va talabalarga darsning qolgan qismida ijobiy kayfiyat ulashish.*

Калит со'злар: *warm –up mashqlari, ingliz tili, o'qitish usullari, til o'rgatish, talaba, darsga qiziqishni oshirish, og'zaki nutqni rivojlantirish.*

Аннотация. *Данная статья изучает эффективные способы использования “warming-up activities” на уроках английского языка. Данный способ рассматривается как способ переключения студента с родного языка на изучаемый, и настроить учащегося на позитивный лад. Приведены примеры warm-up упражнений и ситуации их применения на уроке. Цель этой статьи, используя и систематизируя warming-up activities на уроке помочь учащимся войти в языковую среду после того, как они приходят на урок английского языка после изучения других предметов, настроится на общение на английском языке, дать ученикам позитивный настрой на весь дальнейший урок.*

Ключевые слова: *warm-ups, обучение, английский язык, методы преподавания, разогревающие упражнения, развитие устной речи*

Abstract. *This article explores effective ways to use “warming-up activities” in English classes. This method is considered as a way to switch a student from his native language to the language studied, and to set the student in a positive mood. Examples of warm-up exercises and situations of their reconciliation in the lesson are given. The purpose of this article, using and systematizing warming-up activities in the lesson, is to help students enter the language environment after they come to the English lesson after studying other subjects, prepare to communication in English, and give students a positive attitude for the rest of the lesson.*

Keywords: *training, English, teaching methods, warm-up activities, ice-breakers, language learning.*

"Warming-up activities " - бу чет тили дарсларида психологик ва педагогик муҳитни шакллантиришга ҳисса қўшадиган, ўқитувчига талабалар билан шахслараро алоқаларни

ўрнатишга ёрдам берадиган, ўқитувчи томонидан белгиланган лексик ва грамматик материалларни такрорлашга имкон берадиган махсус тайёргарликни талаб қилмайдиган, кам вақт талаб қиладиган машқдир.

Шунингдек, warming–up activities талабаларнинг кайфиятини кўтариш, уларни кундалик муаммолардан чалғитиш ва инглиз тилида гаплашишга сошлаш учун ажойиб усулдир. Ўсмирлар билан ишлаганда, warming–up activities дан фойдаланиш дарсингизни янада жонли ва қизиқарли қилади. Ҳақиқатан ҳам, дарсни қизиқарли ўйин ёки кулгили ҳикоя билан бошлайдиган ўқитувчи ўқишни оддий "How are you?" ва "Open your books" дан бошлайдиган ўқитувчидан қизиқарли.

Янги гуруҳ билан ишлаётганингизда, warming–up билан шуғулланиш жуда зарурдир. Одатда, талабалар ўқитувчиларнинг ўзгаришини ёқтирмайдилар ва биринчи дарсда талабаларнинг янги ўқитувчига бўлган муносабати эҳтиёткор ёки адоватли бўлиши мумкин. Warming–up музни эритиб, ўқувчиларингизга янада дўстона муносабатда бўлишга ёрдам беради.

Одатдагидек, хатто warm-up activities жуда уятчан талабалар учун таҳдидли кўриниши мумкин. Айниқса, бир киши бутун синф олдида ўзи ҳақида гапирадиган машқлар ушбу тоифага киради. Машғулотларни қайта ташкил этиш орқали сиз стрессни енгиллаштирасиз, шунда ўқувчи синфга жавоб бериб, босим битта одамга қаратилган монологдан қочади. Синфдаги атмосферага қараб, биз ихтиёрий равишда бутун синф учун машқни ўзгартиришимиз мумкин, ишларни жуфт ёки гуруҳ шаклида бажарамиз.

Баъзи машқларни қийин ишда танаффус сифатида ишлатиш мумкин. Баъзи машқлар синфни гуруҳларга, жуфтларга ажратиш учун ишлатилиши ва барча гуруҳ бўлиб ишлашда қўлланилиши мумкин.

Дарсни бошлаш учун турли хил усуллар мавжуд ва бу дарсни талабалар учун ёрқин ва қизиқарли қилади.

1. General topic questions

Бу инглиз тилига ўтиш учун энг кенг тарқалган машқ. Талабага қизиқарли бўлиши учун уни дарсинг асосий мавзуси ёки талаба муҳокама қилишни истаган мавзу билан боғланг. Ва, албатта, warm-up билим даражаси ва ёшига мос келиши керак.

Масалан: Internet

Do you often use the Internet?

When did you first use the Internet?

What is the best thing about the Internet?

Who uses the Internet most in your family?

2. Continue the word

Ўқитувчи ҳар қандай сўзни ёзади ва талабанинг вазифаси олдингисининг охириги ҳарфидан бошланадиган сўз билан давом этишдир. Шундай қилиб, ўз навбатида, вақт тугамагунча давом эттиришингиз мумкин. Сиз фақат битта предметга тааллуқли сўзларни ёки фақат маълум миқдордаги ҳарфларни ёки нутқнинг бир қисмини ёзиб ўйинни мураккаблаштирасиз. Ўйин болалар учун ҳам, катталар учун ҳам мос келади.

3. Hangman

Бу бутун дунё бўйлаб классик ва жуда машҳур ўйин. Ўқитувчи сўз тузади ва доскадаги ҳарфларнинг сонини кўрсатади. Шу билан бирга, у одамсиз дорни чизади. Талаба ҳарфлар билан яширилган сўзни тахмин қилади. Агар у нотўғри ҳарф айтса, ўқитувчи инсон танасининг қисмларини чизиб боради. Ўйин давомида 6 та уриниш мумкин. Дорда одам танаси тўлиқ чизилгунга қадар ғалаба қозонишингиз керак.

4. Name as many as you can

Ушбу ўйин билан сиз стрессли вазиятда ўқувчингизнинг фикрлаш тезлигини оширасиз. Талабанинг вазифаси маълум бир мавзу бўйича 1 дақиқада иложи борича кўпроқ сўзларни айтиш. Мураккабликни шу йўл билан талабаларнинг билиш даражасига мослаштириш

мумкин. Машқлар аниқ вақт чегарасида бўлиши туфайли жуда қизиқарли бўлади ва албатта сизнинг ўқувчингизни бутун дарс давомида жонлантиради.

5. Mixed letters

Ушбу ўйинни катталар ҳам, болалар ҳам яхши кўришади. Талабанинг вазифаси ҳарфларни қайта тартиблаш орқали сўзни тахмин қилишдир. Бир сўз мураккаб ёки оддий бўлиши мумкин - бу талабанинг даражасига боғлиқ. Бундай warm-up ёрдамида дарс мавзусига ўтиш, кейин уни муҳокама қилиш ёки ўқувчига уйга берилган сўзни текшириш учун фойдаланиш мумкин.

6. Tongue twisters

Инглиз тилидаги тез айтишлар талабаларда нутқ тезлигини машқ қилиш учун ажойиб имкониятдир. Бундай ўйин ҳатто энг уйқусираган ўқувчини ҳам ҳаяжонга солади. Худди шу тез айтиш бир неча маротаба ўқилиши мумкин, ҳар сафар ўқиш тезлигини ошириб боради. Ўқитувчи шунингдек, ўз шогирди учун ўрнатилган кўрсатиб, қатнашиши мумкин.

7. Make the longest word

Pneumonoultramicroscopicsilicovolcanoconiosis инглиз тилидаги энг узун сўзлардан бири эканлигини биласизми? У 45 та ҳарфдан иборат бўлиб, узунлиги бўйича тўртинчи ўринда туради. Ушбу сўзни ёки бирон бир ёзувни доскага ёзинг ва талабанинг вазифаси маълум вақт ичида имкон қадар кўпроқ сўзларни тўплашдир.

8. Discuss an idiom/proverb

Бу энг одатий машқлардан биридир, аммо уни жуда қизиқарли қилиш ҳам мумкин. Қизиқарли идиома ёки мақолни олиб, талаба билан муҳокама қилиш кифоя. Уларни дарс мавзуси ёки ўқувчининг қизиқишлари асосида танлаш яхши самара беради.

9. Two truths and a lie

Бу сизнинг ўқувчиларингизни яхшироқ таништириш учун ажойиб ўйин. Вазифа – ўқувчи ўзин ҳақида 3 та қизиқарли фактларни ёзади, бунда иккитаси ҳақиқат ва биттаси ёлғон бўлади. Кейин қолган талабалар қайси бириси ҳақиқат ва қайсиси ёлғон эканини аниқлашади.

10. Word association

Нафақат дарсга киришиш ва инглиз тилида гаплашиш учун аъло вазифа, балки сўзларни эсга солиш ва лексикада амалиёт ўтказиш учун ҳам самаралидир. Сиз бир сўзни номляяписиз, масалан, "winter", сизнинг талабангизнинг вазифаси бу сўзга мос бошқа сўзларни айтиш бўлади. Масалан: winter – snow – snowman – holidays – presents...

Дарсга тайёргарлик - бу дарсни фаол бошлаш учун жуда фойдали восита, шунингдек синфни инглиз тилида фикр юритишининг ажойиб усули. Машғулотларингиз талабаларни тилни иложи борица кўпроқ ишлатишга мажбур қилиши жуда муҳимдир. Тақдим этилган барча услублар синондан ўтказилиб, дарсларда ишлатилган.

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УЎК 808.5

АСАР ТИЛИДА ЛЕКСИК ҚАТЛАМЛАРНИНГ ЎРНИ

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Аннотация. Ушбу мақолада бадий асарда муайян гоий-эстетик мақсадларга кўра ишлатилган архаизм, неологизм, варваризм, шева ва касб-корга оид сўзларнинг

қўлланиши ва ёзувчининг тил имкониятларидан фойдаланиши маҳорати таҳлил қилинган. Тасвирланаётган воқеликнинг ҳаётийлиги, қаҳрамон характерини умумлаштириши ва индивидуаллаштириши мақсадида қўлланивчи лексик воситаларнинг Эркин Аъзам асарларидаги ўрни мисоллар воситасида ёритилган.

Калим сўзлар: образ, характер, гоёвий-эстетик мақсад, маъно нозиклиги, лексик қатлам, архаик сўзлар, неологизмлар, умумлаштириши, индивидуаллаштириши, киноя, кўчма маъно, варваризмлар, лексик ифода

Аннотация. В данной статье проанализированы использование слов архаизма, неологизма, варварства, лексики и слов, касающиеся профессий, которые применяются в художественном произведении в постоянных идейно-эстетических целях и мастерское применение языковых возможностей писателя. Описуемая жизненная реальность, место лексических средств при обобщении и индивидуализации характера героя освещены на примере места в произведении Эркина Аъзама.

Ключевые слова: образ, характер, идейно-эстетическая цель, тонкость смысла, лексический слой, архаические слова, неологизмы, обобщение, индивидуализация, сарказм, переносной смысл, варварство, лексическое выражение.

Abstract. In this article using language opportunities which the writer's ability and using archaism, neologism, barbarism, dialectal and related to profession and activity words been used in works of art for certain aesthetic purposes. The vitality of the event that being portrayed and the place of lexical devices used in the works of Erkin A'zam to generalizing and individualizing the character of the protagonist are described.

Key words: image, character, aesthetic and purposeful objective, content subtlety, lexical layer, archaic words, neologisms, generalization, individualizing, barbarism, allegory, circulating essence.

Ёзувчи бадий асарда муайян гоёвий-эстетик мақсадларга кўра архаизмлар, неологизмлар, варваризмлар, шевага, касб-корга хос сўзлар, вульгаризмлар, синоним, омоним, антонимлардан ҳам кенг фойдаланади. Булардан архаизмлар, неологизмлар, шева ва касб-кор сўзлар, варваризм ва вульгаризмлар сўзларнинг тўғри маъноларини аниқлаш, синоним, омоним, антонимлар сўзларнинг маъно жиҳатдан муҳим фарқларини, нозик маъноларини ифода этиб келади. Архаизмлар, асосан, тарихий асарларда кўпроқ ишлатилади. Эркин Аъзамнинг асарларида архаик сўзлар унчалик кўп учрамасада, қаҳрамон характер хусусиятларини, хусусан, индивидуал белгиларини очиқ бериш мақсадида онда-сонда ишлатилади. “Жаннат ўзи қайдадир” асарида Хоним тилидан айтилгандек, “бир юзу олтимиш саккиз кўконга тушди” каби. Шунингдек, неологизмларнинг ишлатилиши ҳам унчалик фаол эмас. Неологизмлар, айниқса, фан-техника билан шуғулланувчи кишилар ҳаётига бағишланган реалистик, шунингдек, илмий-фантастик асарларда кўпроқ учрашини ҳисобга оладиган бўлсак, бу ҳолнинг изоҳи маълум.

Эркин Аъзам асарларида алоҳида эътибор қаратадиган лексик қатламлардан бири шевага хос сўзлардир. Ёзувчи тасвирлаётган воқеликнинг ҳаётий чиқишини кўрсатиш ҳамда характер нутқини умумлаштириш ва индивидуаллаштириш мақсадида кўпгина қаҳрамонларини улар туғилиб ўсган юрт шеvasида гапиртиради. Бу асарларда Тошкент, Сирдарё, Хўжанд, Сурхон, Самарқанд шеваларига хос сўз ва ибораларни учратамиз. Шу жиҳатдан “Байрамдан бошқа кунлар” асаридаги Муфтилла, яъни Миша тоға ўзининг беўхшов қилиқлари, алмисокдан қолган қарашлари билан китобхоннинг ёдида сақланиб қолади.

“Муфтилла тўрвасини тагин титкилаб, дағал қоғозга ўралган алланима чиқарди:

- Манов – тандиркабоб! Жейсизлар.

Сафура чапак чалиб юборди:

- Вуй, прелестъ, Миша тоға!

Саҳоватли “тоға” ёнларини кавлаб, сопи ялтироқ бирвакай иккита пичоқ олди.

- Жиянбойдинг ўзи кўринмайдами? Биз унга мановларни олиб келиб эдик. Кўпам ул бошқа ўйинларни ўйнайбермай, буниям ўргансин. Пичокбозлик – ота-бобомиздан қоған ўйин” [1].

Муфтилланинг ушбу гап-сўзлари унга юқорироқда берилган характеристикани тўла оқлайди: дидсиз кийинган, ирkitроқ бир кимса. Унинг ташқи кўриниши ички оламига мос келишини ўзининг нутқи ҳам тасдиқлайди. Бугунги кунларга гўё ўтмиш асрлардан келиб қолган бефаросат кимсадек.

Эркин Аъзам асарларида энг кўп ишлатиладиган заҳиралардан бири варваризмлардир. Бу ҳодисани ёзувчининг катта-кичик асарларининг кўпчилигида кўриш мумкин. “Байрамдан бошқа кунлар”да Сапура, Басира, Баргида, “Жаннат ўзи қайдадир”да Комила-Катя, Луиза, Хоним, “Тули-гули”да Маъмура гажак, Наталья Дмитриевна- Наташа Ростова, “Ступка”да Марина янга, Лена, “Шовқин” романидаги бир қатор персонажлар нутқида чет тили сўзлари, иборалари, гапларини учратиб қоламиз.

Асар тилидаги лексик заҳиралар, жумладан, варваризм ҳам муаллиф ё ровий тилидан образга бериладиган характеристикаларни тўлдирди, қаҳрамоннинг характер белгиларини тўла тасаввур этишга имкон яратади. “Байрамдан бошқа кунлар”даги тантиқ ўсган Басира замонавий ойимқизлардан. Агар бу образни ўтган асрнинг олтмишинчи йилларигача бўлган давр воқелиги фониди тасвирлаганда сунъийлик вужудга келган бўларди. Чунки, 60-йилларгача бўлган тарбия тизими, муҳит, шароит бундай характерларнинг пайдо бўлишига йўл қўймасди. Басира – айнан 70-80-йиллар даври воқелиги маҳсули. У ўсиб-унган муҳитдан андоза олган ҳолда бемаъни ҳаёт кечиради, юриш-туриши бетайин, ҳуда-беҳудага чет сўзлардан ишлатаверади: “- Ну всё! – деди у кутилмаганда, опаси билан поччасини кўргач, “ҳалинчаги” да тебранишдан тўхтаб. – Больше сюда не звони! Чтобы духа твоего не было здесь! Кретин! – Басира шарақлатиб трубкани жойига қўйди-даб дикиллаб ўрнидан турди, уларга бир ёвқараш қилдию индамай емакхона тарафга ўтиб кетди” [2].

Сафура эса шахсий ҳаёти гирдобларига чўкаётган образ сифатида таассурот қолдиради. У ҳаётдан куйган, шўрпешона, ҳаттоки, оналик бахтини ҳам бой берган, яккаю ягона фарзанди билан ҳам яширинча кўришиб юради. У қайғусини билдирмасликка, бошқаларнинг кўзига шодон бўлиб кўринишга ҳаракат қилади. Хурсандчилик билан мусибатини енгмоқчи бўлади. Ана шу феъли гап-сўзларида ҳам акс этади. Шунинг учун доим икки гапининг бирида чет тил сўзларини ишлатиб, ўзига алоҳида қурама “тил” яратиб олган. Унинг фарзандидан бошқа ким билан суҳбатини кузатмайлик, албатта, ана шу “қурама” тилдан фойдаланади. Бу “қурама” тил гўёки уни фожеалардан ихота қилиб турадигандек.

“Чи гап, генацвали”, “бонжур”, “ладно”, “чао, болакай”, “Я – дура, всё”, “по секрету”, “голубчик”, “по секрету”, “вот в чём суть”, “проста красotka”, “так что, подумай” каби сўз ва иборалар, “Хелло-о! ББ ларга (Бакир билан Баргида демоқчи) салют! – деб қийқиради у телефондаёк: исмларини тўлиқ айтиш ҳам унга малол келса керак ёки олифтагарчиликкамикан? Сўнг бетакаллуфона сўзлашувга ўтади: - Қалайсан, болакай? Шик? Я рада, Жонгинанг уйдаими? Чақир-чи... Барги-иша! Знаешь, я вчера... кимни кўрдим, топчи!” [3] ҳамда ушбу гаплар қаҳрамон характерининг беқарорлигидан, ўзининг асл қиёфасини ялтироқ сўзлар ортига яшираётганидан дарак беради. Русча, французча, тожикча, инглизча сўз-иборалардан иборат, фақат Сафурагагина тегишли бу лексик ифода унинг ўз тилини ҳам тузукроқ билмаслигини кўрсатади. Шубҳасиз, ўринли-ўринсиз ишлатилган бу сўз, ибора, гаплар – шунчаки ўз йўлига айтилган образнинг алмойи-жалмойи алжирамаларидек бўлиб туюлсада, улар ортига ўзига хос ирода йўналишига эга инсон бор, унинг маънавий олами бор, ички дунёси бор, қолаверса, қисмати бор. Шундай экан, бадий асарлардаги варваризмларга алоҳида эътибор қаратиш лозимлигини тақозо этади.

“Ступка” нафақат Эркин Аъзамнинг, балки ўзбек ҳикоячилигининг кейинги йиллардаги энг яхши намуналаридан биридир. Такдир тақозоси билан Ўзбекистонда яшаб қолган икки рус аёли ўзаро борди-келди қилишади, ёшлиқларини, туғилиб ўсган юртларини эслашади. Ҳикояда бор-йўғи битта русча сўз хусусида гап кетади. Иккови ҳам ҳовончанинг

русча қандай аталишини эслашомлайди. Ҳикоянинг бутун сюжети композицияси ана шу биргина сўз асосига қурилади. Тўғри, ҳикояда русча шеърый бандлар ҳам Марина янга ва Лена эслаёлмаётган “ступка”га боғланади. Умуман, ҳикояда қўлланилган чет сўз инсоний қадриятлар ва инсон хотираси билан боғлиқ ҳаётий жараёнларни ифода эта олганлиги билан аҳамиятли. “Ступка” – она юрт тўғрисида, туғилиб унган ватан ҳақида мунгли, қайғули, ҳасратли кўшиқ. Биргина сўз Марина янгани босиб ўтган йўлини қайта хотирлашга, кўз олдига келтиришга хизмат қилади: Николь қишлоғи, Федка абжирни туш кўриш эпизодлари Марина янганинг руҳий оламини қалбида кечаётган юрт соғинчи туйғусини англаб етишга хизмат қилади.

Кўриниб турибдики, Эркин Аъзам насрида варваризмлар турлича ғоявий-бадий мақсадларни бажаришга йўналтирилган. Варваризмлар Сафура тимсолида ҳаётда ўз йўлини йўқотиб қўйган аёл қиёфасини кўрсатса, Марина янга тимсолида самимий инсоний туйғуларни кўрсатишга кўмак берган. Демак, қаҳрамон қиёфасини бадий талқин этишда лексик заҳиралар, жумладан, варваризмлар ҳам муҳим аҳамият касб этади.

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ЛЕКСИКОЛОГИК ТЕРМИНЛАРНИНГ ҚИЁСИЙ-ТИПОЛОГИК ТАҲЛИЛИ

(ўзбек ва қozoқ мактаб дарсликлари асосида)

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Аннотация. Мазкур илмий мақолада мустақиллик йилларида ўзбек ва қozoқ тилларида нашр этилган “Она тили” ва “Қазақ тілі” дарсликларидаги лексикологияга доир терминлар қиёсий-типологик жиҳатдан ўрганилган. Бунда бир оилага мансуб бўлган икки қардош тилдаги терминларнинг бир-бирига боғлиқлиги, ўхшашлиги ҳамда уларнинг фарқли жиҳатлари таҳлил қилинган. Дарсликларда ифодаланган сўз маънолари ва уларнинг турлари билан боғлиқ терминлар ҳамда сўзларнинг шакл ва маъно муносабатида кўра турларини билдирувчи шаклдошлар, маънодошлар, зид маъноли сўзлар ва пароним сўзлар терминлари қиёсий таҳлил этилган.

Калит сўзлар: лексикология, лексика, ўз маъно, тура маъна, метафора, метонимия, синекдоха, түбір омонимдер, туынды омонимдер, омофондар, омографтар, толық омонимдер.

Аннотация. В данной научной статье анализированы сравнительно-типологическим методом лексикологические термины в школьных учебниках «Узбекский язык» и «Казакский язык», опубликованные в годы независимости на узбекском и казахском языках. В статье разобраны различия, сходства и связка терминов двух родственных языков, относящихся к одному семейству языков. Сравнительно анализированы значения слов и терминов связанных с их типологией, а также слова обозначающие значения слов по их форме, связи-синонимичность, паронимы и антонимы.

Ключевые слова: лексикология, лексика, свое значение, тура маъна, метафора, метонимия, синекдоха, түбір омонимдер, туынды омонимдер, омофондар, омографтар, толық омонимдер.

Abstract. On given scientific article analysed with comparative-typological method lexicological terms in school textbooks «Uzbek language» and «Kazakh language» which published

during of independence years in the Uzbek and Kazakh languages. In the article is disassembled distinction, similarity and a sheaf of terms of two related languages which concerns one family. Comparatively analysed a word meaning and terms connected with them typology, and also words emphasize, word meanings on their form, communication- synonymous, paronyms and antonyms.

Key words: *lexicology, lexicon, the value, round маъна, a metaphor, meth anomy, a synecdoche, тўбир омонимдер, туынды омонимдер, омофондар, омографтар, толы қомонимдер.*

Лексикология ва *лексика* терминлари юнунча сўз бўлиб, тилнинг луғат таркибидаги сўзлар ва уларнинг маъноларини ўрғанади. Сўз лексикологияда лексик birlik сифатида ишлатилади. Тилнинг луғат таркиби эса бир қатор лексик birlikлардан иборат. Тилнинг лексик жиҳатига хос бўлган ҳодисалар, умумий қонуниятлар ва тушунчалар умумий алоқа воситаси сифатида кўриб чиқилади. Ҳар бир тилнинг лексикологияси умумий лексикологиянинг умумий назарий тамойилларига асосланади ва маълум бир тилнинг сўз бойлигини ўрғанади. Шу нуқтаи назардан ўзбек ва қозоқ тилшунослигининг лексикология терминларини қиёслаш ҳам муҳим ҳисобланади. Мазкур масалани мустақиллик йилларида Ўзбекистонда нашр этилган “Ona tili” ва “Қазақ тілі” мактаб дарсликлари мисолида таҳлил этишга ҳаракат қиламиз.

Дарсликларда ифодаланган сўз маънолари билан боғлиқ терминлар ўртасида ўзига хос ўхшашликлар кўзга ташланади. Масалан, ўз *маъно* – ўзбек, *тура маъна* – қозоқ. *Ўз маъно* – изоҳ: “Сўзларнинг нутқ жараёнига боғлиқ бўлмаган аташ маъноси ўз маъно саналади”. *Тура маъна* – изоҳ: “Сөздің затты я қўбылысты атап білдіретін мағынасы тура мағына деп аталады”. *Кўчма маъно* – ўзбек, *ауыспалы мағына* – қозоқ. *Кўчма маъно* – изоҳ: “Сўзнинг нутқда бошқа сўзларга боғланиб ҳосил қиладиган ёндош маъноси кўчма маъно ҳисобланади”[1.172]. *Ауыспалы мағына* – изоҳ: “Сөздің тура мағынасының негізінде туып, өрбіген, жалпы көпшілікке түсінікті ауыспалы мағыналары да болады”[2.190]. *Ўз маъно* атамаси ўзбек тилида *бош маъно, денотатив маъно, асосий маъно, тўғри маъно, генетик маъно* [3.232] каби турли терминлар билан ҳам ишлатилади. “Ona tili” ва “Қазақ тілі” дарсликларида сўз маъноларининг кўчиши турлари билан боғлиқ терминлар бир хил номдаги *метафора, метонимия, синекдоха* [4] терминлар билан берилган. Солиштиринг: “Метафора нарса ёки тушунчалар ўртасидаги ўхшашлик асосида ном (сўз)нинг кўчишидир”, “Белгілерінің ұқсастығына қарай бір заттың не қўбылыстың екінші бір зат не қўбылыс атаулары мен аталуының негізінде сөз мағынасының ауысуы метафора деп аталады”; “Метонимия нарса ёки тушунчалар ўртасидаги муайян алоқадорлик асосида бирининг номи билан иккинчисининг атилишидир”, “Метонимия – белгілі бір заттар мен қўбылыстардың сыртқы және ішкі мән-мағынасының реалды байланыстылығына қарай алмастыру амалы”; “Синекдоха нарса ёки тушунчалар ўртасидаги бутун-бўлак муносабати асосида бирининг номини иккинчисига кўчиришдир”[5.79], “Синекдоха атауларды алмастырып атаудын бір түрі болып, бүтіннің орнына бөлшек, үлкеннің орнына кішіні қолданудын немесе керісінше қолданудың негізінде сөз мағынасының ауысуын айтады”[6.84-85]. “Ona tili”да метафора, метонимия, синекдоха терминлари нутқда сўзларни кўчма маънода ишлатишнинг хилма-хил кўринишлари бўлиб, улар *кўчимлар* термини билан умумлаштирилади. Шунингдек, ўзбек тилида нутқнинг ифодалилиги, таъсирчанлигини оширишда *киноя* термини ҳам алоҳида ўринга эга. Бунда сўз ёки ибора ўз маъносига бутунлай қарама-қарши бўлган кўчма маънода ишлатилади. *Киноя* термини сўзловчининг тасвирланаётган нарса ёки тушунчага кесатикли, пичингли, истехзоли, умуман субъектив-кулги аралаш муносабатни ифодалаш воситаларидан бўлгани учун ҳам сўз ёки иборанинг тўғри маъносига зид, яъни инкор, эмоционал-экспрессив бўёқли маъно воқеаланади [5.83].

Маълумки, тилдаги сўзларнинг бир қисми бирдан ортиқ маънода қўлланса, бошқа бир қисми фақат бир маънода ишлатилади. Бу хусусият ўзбек ва қозоқ тилларида ҳам мавжуд бўлиб, қуйидаги терминлар билан аталади: *бир маъноли сўз* – ўзбек, *бір мағыналы сөз* –

қозоқ. *Кўп маъноли сўз* – ўзбек, *көп мағыналы сөз* – қозоқ. *Бир маъноли сўз* – изоҳ: “Аниқ бир маънони ифодалаш учун қўлланилган сўзлар бир маъноли сўзлар саналади”. *Бир мағыналы сөз* – изоҳ: Дарсликда изоҳ берилмаган. *Кўп маъноли сўз* – изоҳ: “Нуткий жараёнда икки ва ундан ортиқ маънода қўлланылган сўзларга кўп маъноли сўзлар дейилади” [1.171]. *Көп мағыналы сөз* – изоҳ: “Әр түрлі мағыналарды білдіретін сөз көп мағыналы сөз деп аталады” [2.192]. Сўзлардаги кўп маънолилик “Қазақ тілі” дарсликлариде яна *полисемия* термини билан ҳам берилган [7.110]. Бу термин “*Ona tili*” дарсликлариде келтирилмаган, лекин ўзбек тилига оид қатор адабиётларда кўп маънолилик худди шу ном билан ифодаланган [8.14, 11.115]. Кўринадики, дарсликлардаги юқориде номлари келтирилган сўз маънолари хусусиятлари билан боғлиқ терминлар нафақат маъно жиҳатдан, балки терминларнинг талаффузи ва изоҳланаётган таърифлари, келтирилган мисоллар ва умумий мазмун-моҳияти билан ўзаро жуда яқин ўхшашликларга эга. Мазкур ҳолатни қиёсланаётган ўзбек ва қозоқ тилларининг тарихий-тараққиёт нуктаи назаридан бир бобо тилга мансублиги билан асослаш мумкин.

Бир мазмуний гуруҳга мансуб бўлган сўзлар ўзбек тилида *уядош сўзлар* [1.175], қозоқ тилида *сөздік қор* [2.205] термини билан аталади. Худди шундай сўзларнинг шакл ва маъно муносабатига кўра турларини билдирувчи *шаклдошлар*, *маънодошлар*, *зид маъноли сўзлар* ва *пароним сўзлар* термини қозоқ тилида *омонимдер*, *синонимдер* (*мәндес сөздер*), *антонимдер* (*қарсы мәндес сөздер*) [5.194-196, 9.39] сингари терминлар билан юритилади. Ўзбек тилида *омоним*, *синоним* ва *антоним* [4] терминлари мавжуд бўлсада, “*Ona tili*” дарслигида ушбу терминларнинг ўзбекча таржимаси берилган. Қиёсланаётган тиллардаги мазкур терминларга берилган таърифлар мазмунан бир хил ва қоидаларни асослаш учун келтирилган мисоллар ҳам бир-бирини тўлдиради. Қиёсланг: “Бир умумий маънони ифодаловчи икки ва ундан ортиқ сўзларга маънодош сўзлар дейилади” (юз, бет...), “Мағыналық жақтан бір-біріне жуық өзара мәндес сөздерді синонимдер дейміз” (жүз, бет...); “Қарама-қарши маъноли сўзларга зид маъноли сўзлар дейилади”, “Мағыналары бір-біріне қарама-қарсы сөздерді антонимдер дейміз”; “Айтилиши ва ёзилиши бир хил бўлиб, турли аташ маъноларини билдирган сўзларга шаклдош сўзлар дейилади” [1.173,177], “Дыбысталуы бірдей, мағынасы басқа-басқа сөздерді омонимдер дейміз” [2.194,196,198] каби. Иккала тилда ҳам маънодош сўзларнинг бир қаторга тизилиб келишига *маънодошлик қатори* ва *синонимдік ұя* дейилади. Синонимик қатордаги бошқаларига нисбатан нутқда кенг қўлланиладиган ва маъноси барчага тушунарли бўлган сўз “*Ona tili*”да *бош сўз* термини билан аталади. Масалан, *кулмоқ*, *жилмаймоқ*, *илжаймоқ*, *тиржаймоқ*, *қах-қах урмоқ*, *ханда отмоқ*, *ҳирингламоқ*. Бунда *кулмоқ* сўзи бошқаларига нисбатан нутқда кўпроқ қўлланилади ва унинг маъноси барчага тушунарли бўлади ҳамда *кулмоқ*, *жилмаймоқ*, *қах-қах урмоқ*, *ханда отмоқ* сўзларида ижобий маъно кузатилса, *ҳирингламоқ*, *илжаймоқ*, *тиржаймоқ* сўзларида салбий маъно мавжуд. Аммо *бош сўз* терминида бундай маънолар бўлмайди.

“Қазақ тілі” дарслигида омоним сўзларга доир яна *түбір омонимдер*, *туынды омонимдер*, *омофондар*, *омографтар*, *толық омонимдер*, *жартылай омонимдер*, *каламбур*, *фонетикалық омонимдер*, *орфографиялық омонимдер*, *көп компонентті омонимдер* [6.89] терминлар ҳам берилган. “*Ona tili*”да ушбу терминлар берилмаган бўлса ҳам, ўзбек тилшунослигига доир бир қатор адабиётларда [10.259, 11.179] омонимлар билан боғлиқ *лексик омонимия*, *омоформалар*, *омофонлар*, *омографлар*, *тўлиқ омонимия*, *тўлиқ бўлмаган омонимия* каби терминлар берилган. Мазкур терминлардан айримларини қиёслаймиз: *Омофондар* – изоҳ: “Біркелкі айтылып, түрліше жазылатын, мағынасы мен сыртқы тұлғасы басқа-басқа болып келетін сөздер”, *омофонлар* – изоҳ: “Талаффузи бир хил, ёзилиши ҳар хил бўлган лексималар”; *Омографтар* – изоҳ: “Біркелкі жазылып, екпіннің әр түрлі түсуіне байланысты түрліше айтылатын сөздер”, *омографлар* – изоҳ: “Ёзилиши бир хил, талаффузи ҳар хил бўлган лексималар”; *Түбір омонимдер* – изоҳ: “Ешбір қосымшасыз (аффиксиз), негізінен, атау тұлғада қолданылатындар: жүз – сан есім (Жүз сом ақшаң болғанша, жүз жолдасың болсын); жүз – зат есім (түс-түс, бет-әлпет...)”, *лексик омонимия* – изоҳ:

“Омонимия ҳодисасининг лексималар доирасидаги кўриниши”. Аммо “Ona tili” дарслигида сўзларнинг шакл ва маъно муносабатига кўра бир тури сифатида қаралувчи юнонча *para* – “ёнида” + *опута* – “ном” [11.181.] деган маънони билдирувчи, талаффузи ва ёзилиши бир-бирига жуда яқин, маънолари эса бир-биридан бутунлай фарқ қиладиган *пароним сўзлар* термини “Қазақ тілі” дарслигида омонимлар билан боғлиқ тил ҳодисаси сифатида санаб ўтилган. Шунингдек, ушбу тил ҳодисаси таркибига яна *каламбурлар* термини ҳам киритилган [6.89]. Лекин терминлар изоҳи берилмаган. Қозоқ тилига оид адабиётларда [12.96, 13.140] *паронимдер*, *каламбурлар* терминлари ҳақида маълумотлар берилган. Омонимлар билан боғлиқ терминларни қуйидаги жадвалда ҳам таққослаймиз:

1-жадвал

Омоним ва унинг турлари билан боғлиқ терминлар

Ўзбек тилида	Қозоқ тилида
лексик омонимия	түбір омонимдер
-	туынды омонимдер
омофонлар	омофондар
омографлар	омографтар
тўлиқ омонимия	толық омонимдер
тўлиқ бўлмаган омонимия	жартылай омонимдер
-	каламбурлар
-	паронимдер
-	фонетикалық омонимдер
-	орфографиялық омонимдер
-	көп компонентті омонимдер
омоформалар	-

Дунё тилларининг деярли барчасида учрайдиган, барчаси учун хос бўлган умумий хусусиятлар универсалия деб юритилади. Демак, универсалиялар қиёс қилинаётган қатор тиллар тузилишига хос лисоний ҳодисалар, birlikлар билан белгиланади [14.248]. Шу нуқтаи назардан ўзбек ва қозоқ тилларидаги лексикология, лексика, полисемия, омоним, синоним, антоним ва пароним терминларини универсалиялар сифатида изоҳлаш мумкин.

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СЕМУРҒ ЗООНИМИНИНГ ТАРИХИЙ ИЛДИЗЛАРИ

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Аннотация. Ушбу мақолада Семурғ зоонимининг юзага келиш асослари атрофлича таҳлил қилинган. Зоонимнинг бир қанча тиллардаги муқобиллари тарихий жиҳатдан ўрганилган.

Калим сўзлар: зооним, компонент, маъно тараққиёти, номинация принципи

Аннотация. В данной статье рассмотрены основы возникновения зоонима "Семурғ", изучено возникновение его эквивалентов в других языках.

Ключевые слова: зооним, компонент, развитие значения, принцип номинации.

Abstract. In this article zoonym "Semurg" and its occurrence causes were analyzed thoroughly. The zoonym's several alternatives were studied historical point of view.

Key words: zoonym, meaning development, principle of the nomination.

Маълумки, дунёда тирик мавжудотларнинг минглаб турлари мавжуд. Агар уларнинг йўқолиб кетган турларини ҳам ҳисобга олсак, уларни сони ундан-да зиёда бўлиши ҳеч кимга сир эмас. Шундан келиб чиққан ҳолда тилнинг луғат қатламидаги зоонимлар тизимини тасаввур қилиш мумкин. Улар минглаб номларни ташкил қилади. Албатта, улар орасида жуда қадимий номлар билан биргаликда фан оламига энди маълум бўлган ва шу боис номи ҳам энди тилнинг луғат тизимида акс этганлари ҳам бор. Биз ушбу кичик тадқиқотда этимологияси "Авесто" билан боғланадиган зоонимлардан бирининг таҳлилини амалга оширдик. Ўзбек тили лексикасидаги зоонимлар тизими ўзининг ранг-баранглиги билан алоҳида аҳамиятга эга. Зоонимларни таҳлил қилишда биз уларнинг хусусиятлари, қўлланиш соҳаси, кўламига эътибор қаратдик. Ана шу жиҳатларни ҳисобга олиб зоонимларни икки турга ажратдик:

1. Реал – борликда мавжуд бўлган зоонимлар;

2. Нореал – мифологик тасаввурлар билан боғлиқ зоонимлар.


Зоонимларни бу тарзда турларга ажратишга маълум омиллар сабабчи бўлди. Чунончи, нореал – мифологик тасаввурлар билан боғлиқ зоонимлар мавҳум отларга мансуб бўлиб, тасаввурдагина яшайди. Зоонимларнинг бу тури мавжудлигига ёки қачонлардир мавжуд бўлганлигига ҳам ҳеч қандай далил-исбот йўқ. Уларнинг номлари, асосан, эртак, афсона, асотирларда (умуман, бадий адабиётда) учрайди. Шу сабабдан халқона ибораларда ҳам кенг қўлланади. Реал – борликда мавжуд бўлган зоонимлар, ўз-ўзидан, аниқ отлар туркумига мансубдир. Улар ҳайвонларнинг маълум тури сифатида қачонлардир мавжуд бўлган ёки ҳали-ҳамон борликда мавжуд. Зоонимларнинг бу тури борликда борлигига маълум исбот-далиллар келтириш мумкин. Шу сабабдан уларнинг номлари илм-фанда ҳам, бадий адабиётда ҳам бирдай қўлланаверади.

Қуйида мифологик тасаввурлар билан боғлиқ зоонимлардан бири бўлган семурғ зоонимининг тарихий илдизларини таҳлил қилиб кўрайлик.

Семурғ. Бу зооним Шарқ адабиётида жуда қадимдан кенг қўлланган. Хусусан, уни Фирдавсийнинг "Шоҳнома" [1], Фаридиддин Атторнинг "Манتيқ ут-тайр" [2], Алишер Навоийнинг унга жавобан ёзилган "Лисон ут-тайр" дostonларида [3] ҳам учратамиз. Аслида бу зооним асрлар давомида Шарқ халқлари оғзаки ижодида кенг қўлланган ва оғзаки ижоддан ёзма ижодга ҳам кўчган. "Шоҳнома"да семурғ Рустамнинг отаси Золни тарбиялаб, катта қилган парранда (куш) сифатида тилга олинган. "Мантиқ ут-тайр" ва "Лисон ут-тайр"да зоҳиран қушлар даргоҳига бориб, комиллик даражасига эришмоқчи бўлган олий ҳаким, маърифатда тенгсиз қуш, ботинан Аллоҳ, унинг маърифати, жамоли ва даргоҳи сифатида тилга олинган.

Луғатшуносликка оид эътиборли манбалардан бири бўлган "Бурхоне қотей"да бу қушга Золни тарбиялаган, парвариш қилган қуш дея таъриф берилган. Баъзилар уни ҳакимнинг номи бўлса керак деб ҳам фикр билдирганлар [4]. Бу зоонимнинг этимологияси Шарқ халқларининг маънавият сарчашмаларидан бири бўлмиш "Авесто"га бориб тақалади. Унинг

асли шакли *син мурғ* дир. Бу сўз “Авесто”да *mərəghô saênô* тарзида асосан, 14- ва 41- “Яшт”да учрайди. Бу сўз икки қисмдан иборат. Биринчи қисм *син* ёки *саено* бўлиб, лочин маъносини ифодалайди. Иккинчи қисм *mərəghô* бўлиб, “Авесто”да *mərəghô* ёки *mərəgha* шаклида учрайди ва парранда, қуш, мокиён маъноларини англатади. Пахлавийда парранда, қуш маъносида бу сўз *murv* шаклида қўлланган. Қадимги ҳиндий тилида бу сўз *mrǵá* шаклида учрайди ва қуш, чангалзор ҳайвони маъносини англатади. Курд тилида *mirâwî* ўрдак маъносида қўлланади ва бу сўзнинг генезиси айна биз таҳлил қилаётган авестовий *mərəghô*га бориб тақалади. Афғон тилида бу сўз *margha* шаклида, астийда *margh*, белужийда *murg*, *murgh* тарзида қўлланади ва парранда, хонаки қуш маъноларини ифодалайди. Мозандаронийда ҳам бу сўз *margh* тарзида қўлланади. Ҳозирги форс тилида مرغ хонаки қуш (мокиён) маъносида истеъфода этилади. Шунингдек, форс тилида *мурғак* сўзи ҳам қўлланади ва у *мурғ* сўзига –ак кичрайтириш-эркалаш шаклининг қўшилишидан ҳосил бўлган бўлиб, қушча, полапон маъносини ифодалайди.

Ўзбек тилида ҳам *мурғак* сўзи истеъфода этилади ва у қўидаги маъноларни ифодалайди: 1) янги униб чиққан, ҳали қувватга кирмаган, нозик-ниҳол (ўсимлик, новда, барг ва шу кабилар ҳақида). *Мурғак* ғўза, *мурғак* новда, *мурғак* барг; 2) ҳали суяги қотмаган, ўзини тутиб олмаган, нимжон (одам ва жониворлар боласи ҳақида). *Мурғак* жонивор, *мурғак* чақалоқ; 3) ҳали етилмаган, энди юзага келган [5]. *Мурғак* севги, *мурғак* туйғу. Хоразм шеvasида энди униб чиққан майса ва ўсимликни *мурға ўт* дейилиши ҳам *мурғак* сўзининг ўзбек тилидаги дастлабки маъносидан келиб чиққанлиги юқоридаги фикрлардан англашилиб турибди. Ушбу ўринда “Авесто”да қўлланган *marəghâ* сўзи чаман, гулбоғ, гулзор маъноларини ҳам ифодалаганлигини таъкидлаш лозим. Арман тилида *marg*, сурёнийда  чаман маъносида, курд тилида *mergha*, *mirk* чаман, гулзор маъноларида қўлланади. Агар чаман, гулзор сўзлари рамзий маънода жаннат маъносини ифодалаши назарда тутилса, кейинги даврларда Семурғ *жаннатий қуш* маъносини ифодалаши ажабланарли ҳолат эмас. Кейинги даврларда *mərəghô saênô* турли вариантларда қўллана бошланган. Чунончи, у пахлавийда *sên* – *murv* шаклида қўлланган [6], пахлавийнинг сўнги даврларига оид “Ёдгори зарирон”да бу сўз *sênê murûk* тарзида учрайди, қадимги ҳиндий тилида бу сўз *ṣuṇá* тарзида мавжуд бўлиб, лочин маъносида қўлланган. Арман тилида ҳам *çin* сўзи лочин маъносида қўлланади. (Аслида ўзбек тилидаги лочин сўзининг генезиси айнан авестовий *mərəghô saênô* сўзи билан боғланади. Чунончи, *Ло* баланд, юқори, тепа, катта маъноларини англатади. Бу компонент *лобар* сўзида ҳам учрайди. *Бар* кўкрак маъносини ифодалайди ва *лобар* кўкраги баланд демақдир. *Чин* қисми айна авестовий *saênô*нинг фонетик ўзгариш асосида етиб келган шаклидир). Ҳозирги форс тилида *سيمرغ*, тожик тилида *Симурғ*, ўзбек тилида *Semurg* шаклида қўлланади. Бу афсонавий қуш номи Марказий Осиё ва Волгабўйи туркий халқлари мифологиясида барча қушларнинг подшоҳи ва инсонларнинг химоячиси сифатида тилга олинади.

Ўрта Осиёдаги туркий халқларга, қолаверса, бошқирд ва татарларга оид эртак ва афсоналарда ҳам семурғ образи кўп учрайди. Бу зооним қозоқ тилида *Самұрық*, казак тилида *Самурык*, татар тилида *Семруг*, бошқирд тилида *Самрау* тарзида учрайди. Скиф ва сарматларнинг афсоналарида учровчи *Семаргл* (Семурғ) қадимги Русияда хануз функцияси маълум бўлмаган *Семаргл* илоҳаси номининг пайдо бўлишига асос бўлган. “Муваққат йиллар қиссалари”да таъкидланишича, *Семаргл* илоҳасининг ҳайкали Перун ва бошқа илоҳаларнинг ҳайкаллари қаторида Владимир Святославичнинг буйруғига асосан Русияга христиан дини кириб келмасидан аввал, “тил ислоҳоти” амалга оширилган даврда Киевга ўрнатилган [7]. Бундан ташқари кўпгина туркий халқларнинг меъморий ёдгорликларида, рамзий тамгалари, гербларида ҳам семурғ билан боғлиқ лавҳалар, суратлар, ҳайкалларни учратишимиз мумкин. Чунончи, Қозоғистоннинг Астана шаҳри рамзий меъморий ёдгорлиги бўлган “Байтерек” қозоқ тилида “хаёт дарахти” маъносини англатади ва у семурғ инини курган дарахтнинг рамзий ифодасидир. Семурғ — ўзбек халқ оғзаки поэтик ижодида ҳам кўп учрайди. Бир қанча эртак ва афсоналарда бу қушни осмонда учиш, узоқ манзилни яқин қилиш ҳақидаги асрий орзу-умидларнинг рамзий ифодаси сифатида тасвирланганини кўрамиз. Семурғ ўзбек халқ эртак ва афсоналарида ижобий қаҳрамоннинг дўсти, химоячиси,

хамроҳи, уни «етти зулмат ичи»дан олиб чиқувчи фантастик куш сифатида гавдаланади. Туркий халқларда Семурғнинг *Хумо, Анқо, Давлат қуши, Бахт қуши, Марқумо, Қунтубулгон, Булбулигўё* ва бошқа вариантлари бор [8]. Семурғ образи «Қаҳрамон», «Ойнаи жаҳоннамо», «Рустам», «Кенжа ботир» каби эртақларда кенг тасвирланган. Бу образ замонавий ёзма адабиётимизда ҳам учрайди. Чунончи, Семурғ ҳақидаги афсоналар асосида Ҳамид Олимжон «Семурғ ёки Паризод ва Бунёд» асарини ёзган. Семурғнинг Тошкентдаги «Туркистон» саройи олдида рамзий монументи ўрнатилган.

Баъзи афсоналарда таъкидланишича, семурғнинг ини Элбурс чўққисида жойлашган бўлиб, 700 йил яшар экан ва унинг боласи (афсоналарда ўғли) катта бўлганидан сўнг ўзини оловга ташлар экан (унинг айнаи шу хислати кейинги даврларда қаннус афсонавий қушининг пайдо бўлишида асос вазифасини ўтаган). 35- “Яшт”да, шунингдек, баъзи эртақ ва афсоналарда семурғнинг патлари сеҳрли бўлиб, улар кўзга кўринмаслик имконини берувчи, тирилтирувчи пат сифатида тасвирланган. Умуман олганда турли афсоналарда семурғ бахт ва адолат қуши ёки баланд тоғ чўққисида туриб “нариги” дунёни қўриқловчи куш сифатида гавдаланади. Алишер Навоий эса унинг уйини Қоф тоғида дея таъкидлайди.

Ҳам нишиман Қофи истиғно анго,
Ҳам лақаб ул Қоф уза Анқо анго.
Шухрати Симурғ ила офоқ аро,
Зоти мамлу чарх олий тоқ аро [9].

Ушбу мисралардан Семурғнинг яна бир лақаби Анқо эканлиги англашилади. Навоийнинг бу фикрига монанд маълумот “Ўзбекистон миллий энциклопедияси”да ҳам учрайди.

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СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ В ПРОЦЕССЕ ОБУЧЕНИЯ

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Annotatsiya. Ushbu maqolada oliy ta'lim tizimida zamonaviy pedagogik texnologiyalarni qo'llash yoritilgan.

Kalit so'zlar: innovatsiya, pedagogik texnologiya, ta'lim.

Аннотация. В данной статье освещено использование современных педагогических технологий в ВУЗе.

Ключевая слова: инновация, педагогическая технология, образования.

Abstract. This article covers using modern pedagogical technologies in higher education system.

Keywords: innovation, pedagogical technology, education.

На сегодняшний день всесторонняя теоретическая разработка проблемы использования современных педагогических технологий в профессиональной подготовке специалиста, в условиях высшей школы, приобретает особую остроту и значимость.

«Педагогическая технология» — это такое построение деятельности учителя, в котором входящие в него действия представлены в определенной последовательности и предполагают достижения прогнозируемого результата. Сегодня основные тенденции совершенствования образовательных технологий характеризуются переходом:

- от учения как функции запоминания к учению как процессу умственного развития, позволяющему использовать усвоенное;
 - от чисто ассоциативной, статической модели знаний к динамически структурированным системам умственных действий;
 - от ориентации на усредненного ученика к дифференцированным и индивидуализированным программам обучения;
 - от внешней мотивации учения к внутренней нравственно-волевой регуляции.
- Каждому учителю необходимо ориентироваться в широком спектре современных инновационных технологий, идей школ, направлений, не тратить время на открытие уже известного. Сегодня быть педагогически грамотным специалистом нельзя без изучения всего обширного арсенала образовательных технологий. Тем более это нашло отражение в должностных инструкциях, в аттестационных материалах.

Прием "Кластеры".

Понятие «кластер» переводится как «гроздь, пучок». Кластер – это способ графической организации материала, позволяющий сделать наглядными те мыслительные процессы, которые происходят при погружении в ту или иную тему (после прослушивания рассказа учителя, прочтения учебного текста, при подготовке к написанию сочинения и т.д.).

Кластер является отражением нелинейной формы мышления. Иногда такой способ называют «наглядным мозговым штурмом».

Каковы этапы работы при составлении кластера?

1 этап - посередине чистого листа (классной доски) пишется ключевое слово или словосочетание, которое является «сердцем» идеи, темы.

2 этап - учащиеся записывают все то, что вспомнилось им по поводу данной темы. В результате вокруг «разбрасываются» слова или словосочетания, выражающие идеи, факты, образы, подходящие для данной темы (модель «хаос»).

3 этап - осуществляется систематизация. Хаотичные записи объединяются в группы, в зависимости от того, какую сторону содержания отражает то или иное записанное понятие, факт (модель «планета и ее спутники»).

4 этап - по мере записи появившиеся слова соединяются прямыми линиями с ключевым понятием. У каждого из «спутников» в свою очередь тоже появляются «спутники», устанавливаются новые логические связи. В итоге получается структура, которая графически отображает наши размышления, определяет информационное поле данной темы.

В работе над кластерами необходимо соблюдать следующие правила:

1. Не бояться записывать все, что приходит на ум. Дать волю воображению и интуиции.
2. Продолжать работу, пока не кончится время или идеи не иссякнут.
3. Постараться построить как можно больше связей. Не следовать по заранее определенному плану.

Прием "Кластеры" используется как на стадии «Вызов», так и на стадии «Рефлексия», т.е. может быть способом мотивации к размышлению до изучения темы или формой систематизирования информации при подведении итогов. В зависимости от цели учитель организует индивидуальную самостоятельную работу учащихся или коллективную – в виде общего совместного обсуждения.

Предметная область не ограничена, использование кластеров возможно при изучении самых разнообразных тем.

Какую бы педтехнологию мы не применяли в учебном процессе, все же реализуется она через систему учебных занятий, поэтому задача педагога состоит в том, чтобы обеспечить включение каждого ребенка в разные виды деятельности. Вспомним, что говорил король одной планеты в сказке Антуана де Сент-Экзюпери «Маленький принц»: «Если я повелю своему генералу обернуться морской чайкой, и если генерал не выполнит приказа, это будет не его вина, а моя». Что могут означать для нас эти слова?

По существу, в них заключено одно из важнейших правил успешного учения: ставьте перед собой и перед теми, кого вы учите, реальные цели. К сожалению, это правило, мы часто игнорируем. Мы читаем длинные лекции, эмоционально рассказываем интересные вещи (на наш взгляд), можем давать детям задание прочитать огромный отрывок из учебника, пересказать его, можем показать фильм или играть целый урок. Но проходит некоторое время, и в памяти у детей остаются лишь отрывки тех знаний, которыми, как полагалось, они должны овладеть. Это происходит потому, что у ребят нет возможности, времени и достаточных навыков, чтобы поразмышлять над изучаемым материалом.

Здесь было бы уместным напомнить о процентном усвоении информации:

- лекция – не более 20-30%;
- самостоятельная работа с литературой – до 50%;
- проговаривание – до 70%;
- личное участие в изучаемой деятельности (деловая игра и др) – до 90%.

Поэтому важнейшей составляющей педагогического процесса должно стать лично ориентированное взаимодействие учителя с учениками, где бы обеспечивалось комфортное психологическое самочувствие обучающихся и обучающихся, резкое снижение конфликтных ситуаций на уроках и во время воспитательной деятельности, где бы создавались благоприятные предпосылки для повышения уровня общекультурной подготовки; создавался благоприятный микроклимат в группе.

Использование современных педагогических технологий — одно из самых перспективных направлений развития высшего образования, способствующих большей индивидуализации учебного процесса, интенсификации обучения и воспитания, формированию и самоактуализации личности будущего специалиста. Предметом любой новой педагогической технологии являются конкретные взаимодействия студентов и преподавателей в разных видах деятельности, организованные на базе точного структурирования, систематизации, программирования, алгоритмизации, стандартизации способов и приемов обучения либо воспитания, с внедрением компьютеризации и технических средств.

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ИНГЛИЗ ВА ЎЗБЕК ХАЛҚ ОЛҚИШЛАРИНИНГ АЙРИМ МУШТАРАК ХУСУСИЯТЛАРИ

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Аннотация. Мақолада инглиз ва ўзбек халқ олқишларининг айрим муштарак хусусиятлари ҳақида фикр юритилган. Бунда аввало олқиш сўзининг инглиз ва ўзбек тилидаги генезиси масаласига муносабат билдирилади. Шу билан бирга уларнинг халқ оғзаки ижодидаги ўрни, ёзма адабиётга кириб келиши қиёсий типологик аспектда таҳлил этилган.

Таянч сўзлар: олқишлар, фольклор, яхши тилак, инглиз адабиёти, ўзбек адабиёти.

Аннотация. В статье рассматриваются некоторые общие черты английских и узбекских народных пожеланий. Прежде всего, это касается вопроса о происхождении слова пожелание на английском и узбекском языках. В то же время анализируется их место в фольклоре и вхождение в письменную литературу в сравнительно-типологическом аспекте.

Ключевые слова: пожелания, фольклор, добрые пожелания, английская литература, узбекская литература.

Abstract. The article dealt with some common features of English and Uzbek folk applause. First of all, it addresses the issue of the genesis of the word applause in English and Uzbek literature. At the same time, analyzed comparatively the similarities and differences of their place in folklore and entry into the written literature.

Key words: applause, folklore, good wishes, English literature, Uzbek literature.

Дунё халқлари фольклорида алоҳида ўринга эга бўлган олқишлар қадимийлиги ва анъанавийлиги, умумфольклор жанри эканлиги билан диққатни тортади. Олқишларнинг бадиий ижоддаги ўрнини, эстетик аҳамиятини очиб бериш поэтик тафаккур тарихий тараққиётини ўрганишда муҳим аҳамиятга эга. Олқишлар қадимги инсонларнинг сўз сеҳрига ишончи, ўзга дунё, руҳлар олами, ҳомий культлар билан боғлиқ мифологик тасаввур-тушунчалари, диний-этикодий қарашлари асосида келиб чиққан бўлиб, халқ ижодкорлигининг муҳим бадиий шакллари билан бири сифатида то ҳозиргача яшаб келмоқда. Аниқ маиший эҳтиёж, кундалик турмуш, инсон фаолияти билан боғлиқ муайян ҳиссий шароит ёки бирор-бир маросим жараёнида айтиладиган олқишлар барча халқлар ҳаётида мавжуд.

Мазмуний асосида инсонга яхши истак, эзгу тилак мақсади ётадиган олқишлар барча халқлар фольклоридаги мустақил жанрлардан бири ҳисобланади. Улар инсон руҳиятини кўтаришга хизмат қилади.

Ўзбекларда жанр номи қадимги олтой турклари тилидаги “ал” – шарафламоқ, юксакликка кўтармоқ, мақтамоқ феъли ўзагидан ясалган. “Олқиш” атамаси мана шу “ал” феъли ўзагига – “қы” буйруқ майли ҳамда –“а (ш)” ҳаракат номи ясовчи кўшимчаларнинг қўшилишидан ҳосил бўлган. Аммо олқишлар халқ орасида кўпинча “дуо”, “фотиҳа”, “яхши ният”, “тилак” деб юритилади [1,156]. Масалан, оила шароитида кўпинча овқатланиб бўлингандан сўнг кекса ёшли кишиларга ё оила бошлиғига: “Қани энди дастурхонга дуо қилиб берсангиз, йиғиштириб олсак”, – дея мурожаат қилинади. Шунда дастурхон атрофида ўтирган кекса ёки обрўси юқори кишилардан бири дуога қўл очиб, ейилган нарсалар, озиқ-овқатлар, уни тайёрлаганлар ва тановул қилганлар шаънига олқиш – яхши тилак билдиради [1,157]. Халқ ҳамиша ёшларни яхши ишлар қилиб, олқиш олиб юришга ундайди. Бунга даъват халқ мақолларида ҳам кузатилади. Жумладан, мақолларда “Олтин олма, дуо ол. Дуо олтин эмасми?!”. Бу билан дуо-олқишнинг олтидан ҳам фойдали ва қимматли эканлиги уқтирилади. Чунки олқиш инсонга руҳий қувват, маънавий мадад бахш этади. Инсон руҳи кўтарилса, кўп ишларни бажара олади.

Олқишнинг табиатини, маънавий кучини ўзида ифода этувчи бу каби ўзбек халқ мақоллари бир талай. Масалан: “Баракалла”га қул меҳнат қилиб ўлар”, “Дуо билан эл кўқарар, Ёмғир билан ер кўқарар”, “Дуо олган омондир, Қарғиш олган ёмондир”, “Сабр қилган мой ошар, Олқиш олган кўп яшар”, “Оқ дегани – олқиш, Қора дегани – қарғиш”, “Яхши сўз – юрак ёғи, Ёмон сўз юрак доғи”, “Яхши ният – ярим давлат” каби ахлоқий-дидактик мақоллар шулар жумласидандир [2,3].

Ибтидоий инсонлар олқишнинг, яъни яхши сўзнинг, яхши тилакнинг киши фаолиятига кўрсатувчи мана шундай ижобий таъсирини инсондаги эзгу тилақдан, хайрихоҳлик туйғусининг таъсиридан эмас, балки бевосита сўз таркибидаги ғайритабиий сеҳр кудратидан деб билганлар.

Баъзи кишилар олқиш атамаси ўрнида “фотиҳа” (шевада “потийа, потя”) атамаларини қўллайдилар. Бунда ҳам кишилар дуога қўл очиб, бир-бирлари шаънига ёки дунёга, унинг тинчлиги ва осойишталигини тилаб, ёки еган-ичган озиқ-овқатлари шарафига дуо-олқиш айтадилар [3,63].

Б.Саримсоқов ҳақли равишда таъкидлаганидек, халқ ўртасида олқиш жанри асосан фотиҳа, дуо каби атамалар билан юритилганлиги сабабли кўпчилик тасаввурида бу жанр фақат диний эътиқодлар, хусусан, ислом ақидалари билан боғлиқ ҳодисадай бўлиб туюлади. Дарҳақиқат, халқимиз ўртасида ҳозир истеъмолда бўлган олқишларда исломга оид диний унсурлар (элементлар) кўп учрайди. Бу элементлар эса халқ олқишларида бевосита араб истилосидан кейин пайдо бўлган ва уларнинг мазмунида мустаҳкамлаб сақланиб қолган. Олқиш жанри инглиз фольклорида ҳам учрайди. Инглизларда “blessing”, “good wishes”, “praise” каби атамалар унга нисбатан қўлланиши кузатилади. Лекин уларнинг бир-бирдан фарқлигини ҳам инкор қилиб бўлмайди. Жумладан, “blessing”, яъни “to bless” – дуо қилмоқ, фотиҳа бермоқ маъносини ифодалайди. Джон Тведдал ўзининг “Blessing” номли мақоласида унга шундай таъриф берган: “Blessing” сўзи “Инжил”даги “berakah” сўзидан келиб чиққан бўлиб, кўпинча Худо аҳдининг марҳамати ва яхшилигини етказиш учун ишлатилади. Шунга ўхшаш “баорак” (дуо қилиш) феълининг асл маъноси “тиз чўкиш” дегани бўлиб, у ибодат ва мақтов нуқтаи назаридан кўпинча Аллоҳнинг аҳд аҳлига сиғинадиган ибодатини тасвирлаш учун ишлатилади.

Луғат ва энциклопедияларда “blessing” сўзи дуо қилиш, Оллоҳга сиғиниш деб берилган. Демак, “blessing” сўзи кўпроқ диний моҳият касб этади. Инглиз адабиётида “Good wishes” сўзи “олқиш” сўзига яқин яна бир сўз ҳисобланади. Луғат ва энциклопедияларда унинг немис тилидаги “wunschen”, яъни “wun” – тилак, “schen” – тиламоқ маъносини билдирувчи сўздан келиб чиққани айтилади.

Қадимги француз тилидан олинган “presier” – мукофот, макташ, тасаннолар айтиш деган маънодаги “Praise” сўзи ҳам “олқиш” моҳиятини ўзида ифодалаб келади.

Маълумки, олқишлар ижтимоий ҳаёт воқеликларида ҳамоҳанг тарзда яратилиб, уларга ҳамоҳанг тарзда ижро этилади. Бирор ҳаётини воқелик йўқки, инсон у билан боғлиқ тарзда олқиш айтмаса. Шунга кўра, инглиз ва ўзбек халқ олқишлари ўз ижро ўрни ва вазифасига кўра бир неча мавзуй гуруҳларга бўлинади. Масалан, ўзбекларда ўғил уйлантирилаётганда ёки қиз турмушга чиқарилаётганда янги оила қутлуғ бўлсин деб, ўртага чиқиб кекса ва бир никоҳли киши келин-куёвни ҳамда уларнинг ота-оналарини қариндош-уруғини муборакбод қилар экан, уларга: “Илоҳо икки ёшнинг бахти икболини берсин, қўшгани билан қўша қарисин, ували-жували бўлишсин, тупроқ олишса, олтин бўлсин” каби яхши ниятлар билдиради.

Ўзбек олқишларнинг яна бир тури сафарга ёки саёҳатга, ҳажга, хизматга отлангаётган кишиларга бағишлаб айтилади. Бунда кекса мўйсафидлар, тажрибали кишилар ёки ота-оналар сафарга отланаётган кишининг (фарзандининг) рўпарасига келиб, унга қарата қўлини дуога очганча: “Сафарингиз беҳатар бўлсин, эсон-омон яна дийдор кўришайлик, худо ёр, пирлар мадакдор бўлсин, худо ўз паноҳида асрасин, чор-ёрлар ҳамдам бўлсин, ой бориб, омон қайтинг. Омад ёр бўлсин, олинглару олдирманглар, тўрт мучаларингиз соғ бўлсин,” дея яхши тилак билдиришади. Сафарга узатиш олқишларидан ташқари сафардан қайтганларни кутиб олиш олқишлари ҳам бор. Масалан, бирор жойдан, шаҳар, қишлоқ, давлат, сафар ва зиёратдан қайтган кишиларга “Зиёратлар қабул бўлсин!, деган ният билдирилади. Бунга жавобан сафардан ёки зиёратдан қайтган киши “Муродингиз ҳосил бўлсин” дейишади.

Остона ҳатлаб, бирор кишининг хонадонига қадам ранжида қилинганда, одатда, юзга фотиҳа тортилиб, “Илоҳо тинчлик-хотиржамлик, омонлик бўлсин. Қадам етди, бало етмасин” ибораси айтилади.

Бирор киши янги кийим кийганини кўрганда “Ярашибди, буюрсин”, “Қутлуғ бўлсин, муборак бўлсин, насиб этсин, тепкилаб-тепкилаб кийинг, эгнингизда тўзисин, кўз тегмасин” дейилади.

Касал-бемор кўргани борганда, одатда, “Тузалиб қолдингизми, хайрият, ранг-рўйингиз бинойидай” дейилади. Қайтаётганда эса бемор билан хайрлаша туриб, “Дард берган Худо дармони бериб” ёки “Худо шифо бериб”, “Дардни берган Худо давосини ҳам беради, кенг бўлинг, сабр қилинг, кўпи кетиб, ози қолди, кўрмагандек бўлиб кетасиз” дея юзга фотиҳа тортилади.

Умуман айтганда, ўзбекларда ўғил уйлантирилади ҳам, қиз турмушга чиқарилади ҳам, янги фарзанд дунёга келгандаю, у бешикка боғланганда, исм кўйилганда, илк бор сочи ёки тирноғи олинганда, биринчи бор қадам ташлаганини кўрганда, янги кийим кийилганда, янги иш бошлаганда, янги ой чиққанини кўрганда – ҳамма-ҳаммасида, албатта, олқиш айтилиб, яхши ният қилинади. Шунга кўра, олқишлар ранг-баранглик, мавзуй кўламдорлик ҳосил қилади.

Инглиз халқ олқишларини ҳам худди шундай бир неча мавзуй гуруҳларга бўлиб ўрганиш мумкин: 1. Blessing Of A Married Couple, яъни ёш келин-куёвларни олқишлаш. 2. Blessing Of Children – болаларни олқишлаш. 3. Blessing On The Occasion Of A Birthday – туғилган кун эгасини олқишлаш. 4. Blessing Of The Sick – беморларга соғлик тилаш. 5. Blessing Of Travelers – узоқ йўлга чиққан, сафарга кетаётгани олқишлаш. 6. Appearing new moon – Янги ой чиққанда айтиладиган олқиш. 7. Before the table – дастурхон олқиши. 8. Wishing good health – соғлик тилаш олқиши. 9. Moving in a new house – янги уйга кўчганда айтиладиган олқиш. 10. Before an exam – имтиҳон синовидан олдин айтиладиган тилак. 11. In the cemetery – жанозада айтиладиган олқиш. 12. Wishing good weather – об-ҳаво яхши келиши учун айтиладиган олқиш. 13. Before starting a new job – янги ишга кирганда яхши тилак тилаш. 14. Waiting a new child – фарзанд кутаётган ҳомиладор аёлга тилак тилаш.

Олқишлар муайян вазиятдан келиб чиқиб айтилади. Шунга кўра улар юқоридаги каби бир неча мавзуй йўналишларга ажралади.

Этиборли томони шундаки, инглиз ҳамда ўзбек олқишлари маъно жиҳатдан ўзаро қиёслаганда, уларнинг кўпчилиги мазмунан яқинлиги кузатилади. Масалан, учрашув олқишлари ўзбекларда ҳам, инглизларда ҳам учрайди. Жумладан, учрашувдан хурсандман, кунингиз хайрли ўтсин мазмунидаги “Good to meet you”, “Wish you a good day” олқишини бунга мисол қилиб кўрсатиш мумкин.

Ўзбек фольклорига дастурхон олқишлари алоҳида мавқега эга. Улар уч ҳолатда: а) дастурхон атрофига тановул қилиш учун тўпланганда; б) овқатланиб бўлгач; в) дастурхонда қолган қолдиқларни, нон ушоқларини қоқайтганда айтилиши ўзига хос одат тусига кирган. Инглиз халқи орасида ҳам дастурхон дуоси айтилади. Бироқ уларнинг ўзбек дастурхон олқишларидан фарқли жиҳати шундаки, инглизлар дастурхон дуосини овқатдан олдин айтадилар. “Giving thanks, for food in a world where many walk-in hunger”, – дея Оллоҳга ризқ етказгани учун шукроналик билдирадилар.

Ўзбек халқи орасида қовун егандан кейин айтиладиган олқишлар борлиги ҳам маълум. “Ширин шарбат ёки озод, манзил обод, пайғамбарлару Худога саловот, экканнинг, тикканнинг отасига раҳмат, Оллоҳу акбар” каби дуоларни учратамиз. Худди шундай олқишларни инглизларда ҳам учратамиз. Масалан: “Blessing of gardens and Gardeners sevice”.

Кишилар бирор ёққа сафарга чиқишдан олдин кекса отахон ва онахонларнинг оқ фотиҳасини олишга ҳаракат қиладилар. Сафар олқишлари ҳозиргача яхши сақланиб қолган. Сафарга чиқишдан олдин омад тилаш, манзилига эсон-омон етиб, яна ўз жигарларининг олдига соғ-омон қайтиб келиши тиланади. Инглизларда ҳам сафар олқишлари учрайди, масалан: “I wish you safereturn!”, “Bonvoyage!”, (яъни эсон-омон етиб келинг, саёҳатингиз беҳатар бўлсин) каби тилаклар билдирилади.

Қабристон ёнидан ўтаётган киши, албатта, дафн қилинган марҳумлар руҳига олқиш айтиб ўтади. Бу ҳам халқимиз орасида ахлоқий нормага айланган хатти-ҳаракатлардан биридир. Бундай вазиятда “Ўтганларнинг арвоҳи шод, ётган ери яхти бўлсин” айтими айтилади. Инглиз халқи ҳам “May your estinpeace”, яъни “ётган жойингда тинч ва хотиржам ётгин” каби тилакларни тилашади.

Хуллас, ўзбек ва инглиз халқ олқишлари орасида айрим мавзуйий яқинликлар мавжуд. Сўз магиясига алоқадор олқиш жанри намуналари асрлар оша барҳаёт бадиий-эстетик тафаккур ва халқ ижодкорлигининг туганмас манбаи сифатида ханузгача яшаб келмоқда.

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ЎЗБЕК ТИЛИДАГИ СОБИҚ СОВЕТ ИТТИФОҚИ ДАВРИГА ОИД ЎЗЛАШМА СЎЗЛАР ҲАҚИДА

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Аннотация. Мақолада собиқ Совет иттифоқи даврида ўзбек тили томонидан рус тили ёки ушбу тил орқали бошқа тиллардан лугавий бирликларнинг ўзлаштирилиши масаласи ўрганилади. Ўзбек тилига ушбу ўзлашмаларнинг кириб келиши ўша пайтдаги янги ҳодиса ва тушунчаларни ифодалаш учун лексик бирликлар танқислиги билан боғлиқлиги таъкидланади.

Калим сўзлар: советизм, ўзлашма, мослашув, кекса авлод вакили, арабий сўз, воситачилик, ном танқислиги.

Аннотация. В статье рассматривается вопрос о заимствовании узбекским языком лексических единиц из русского или через его посредничество из других языков в годы советской власти. Отмечается, что проникновение подобных заимствований обусловлено дефицитом наименований для обозначения новых явлений и понятий.

Ключевые слова: советизм, заимствование, адаптация, представитель старшего поколения, арабизм, посредничество, дефицит наименований.

Abstract. The article deals with the issue of borrowing Uzbek language lexical units from the Russian or through his mediation from other languages during the Soviet era. It is noted that the penetration of such borrowings is due to a shortage of names for designating new phenomena and concepts.

Keywords: sovietism, borrowing, adaptation, the representative of the older generation, arabism, mediation, shortage of titles.

Бир тилдан иккинчи тилга бирор элемент, сўз ёки сўз бирикмаларининг кўчиши тилшуносликнинг долзарб масалаларидан бири ҳисобланади. Лексик бирликларнинг ўзлаштирилиши жараёнини кузатиб, тилнинг ривожланиши тўғрисида кўплаб қимматли маълумотларга эга бўлиш мумкин. Шунинг учун ҳам ушбу муаммо тилшуносларнинг диққат марказидадир.

И.Н.Геранинанинг таъкидлашича, тилларнинг ўзаро таъсири, ўзга тиллардан элементларнинг ўзлаштирилиши масалалари илк бор таниқли рус тилшуноси И.А.Бодуэн де Куртенэнинг илмий асарларида тадқиқ қилинган [2,101-102]. Ушбу масала ўзбек тилшунослигида анча кейин, XX асрнинг биринчи ярмидан бошлаб ўрганила бошланди. Ўзбек тилидаги ўзлашма сўзлар билан боғлиқ бўлган жараёнларни тадқиқ қилган олимлар сифатида А.Боровков, В.Решетов, К.Юдахин, Ф.Абдуллаев, М.Пўлатов, Э.Бегматов,

А.Усмонов, Х.Хоназаров, К.Ушаров, Р.Дониёров, И.Асфандиёров, А.Ғуломов, А.Мадвалиев, М.Мирзаев, Н.Ғуломова ва бошқа олимларни эътироф этишимиз мумкин.

Ҳар бир адабий тилнинг жорий ҳолатини тадқиқ қилишда тил тарихини чуқур билиш катта аҳамиятга эгадир [5, 75].

Ушбу мақола ўзбек тилида қўлланилиб келаётган советизмларни (Собиқ шўролар даврига оид сўзлар) семантик ва бошқа хусусиятларини ўрганишга бағишлангани боис, авваламбор, “советизм” атамасига аниқлик киритиб олишимиз лозим. Шунинг ҳам таъкидлаш жоизки, ушбу атама ўзбек тилшунослигида 2005-2006 йиллардан бошлаб қўлланила бошланган (Қаранг: Бегалиев Н. Самарқанд топонимиясининг янги даври хусусида. // Профессор-ўқитувчиларнинг XI илмий-назарий анжумани материаллари. – Самарқанд, 2005. – 8-10 бб.; Омонтурдиев А.Ж. Профессионал нутқ эвфемикаси (Сурхондарё ва Қашқадарё вилоятлари чорвадорлари нутқи асосида). – Тошкент: Фан, 2006. – 232 б.). Шундай қилиб, советизм деганда биз ўзбек тилига собиқ Совет иттифоқи даврида рус тилидан ёки ушбу тил орқали бошқа тиллардан кириб келган ва асосан эскирган тушунчаларни ва ўша пайтдаги ижтимоий-сиёсий ҳодисаларни ифодаловчи лексик бирликларни (сўзлар, сўз бирикмалари, иборалар) тушунамиз. Таъкидлаш жоизки, аксарият советизмлар фақат кекса авлод вакилларининг оғзақи нутқида сақланиб қолган. Мисол қилиб *валенки, дружина, заём, разряд* сўзларини келтиришимиз мумкин.

Ч.Юйпиннинг таъкидлашича, ҳеч бир халқ бошқа халқлардан айро яшай олмаганлиги сабабли ёт унсурлардан буткул холи бўлган тил йўқ [11, 87]. Буни таниқли рус тилшуноси А.А.Реформатскийнинг қуйидаги фикри ҳам исботлайди: “Луғати фақат туб сўзлардан ташкил топган тилни учратишни имкони йўқ: ҳар бир тилда ўзлашган сўзлар қатлами мавжуд” [6, 139]. Ушбу аксиомани қабул қилишни истамайдиган айрим сиёсатчилар баъзида ўзлашмаларни тилдан қонун ёрдамида “сикиб чиқаришга” ҳаракат қилишади. Масалан, Исландияда ўзга тилга оид сўзлардан мулоқотда фойдаланиш қонунан тақиқланган.

Сўзларни ўзлаштириш жараёнининг моҳияти тадқиқотчилар томонидан турлича талқин қилинади. Улардан айримларини кўриб чиқамиз. Шундай қилиб, аксарият тилшунослар ўзлашиш жараёни деганда лексик бирликларнинг бир тилдан иккинчи тилга “кўчишини” (Л.П.Крисин, А.П.Майоров ва бошқ.), бошқалари – ўзга тилдан кириб келган сўзларнинг иккинчи тилнинг график, фонетик, морфологик ва бошқа қонуниятларига бўйсуниб “мослашиши” жараёнини тушунадилар (О.С.Ахманова, Е.В.Маринова ва бошқ.). Д.Э.Розенталь эса ўзлашиш жараёнини кенг, яъни “давлатларнинг ўзаро иқтисодий, сиёсий ва маданий алоқалари натижасида бир тилдан иккинчи тилга кириб келган луғавий бирликлар” деб шарҳлайди [7, 69].

Ўзбек тилининг луғат таркиби ҳам мураккаб ривожланиш босқичларини бошидан кечирган. Илк ривожланиш босқичларида унга туркий қабила тилларидан сўзлар кириб келган бўлса, кейинги даврларда у форс-тожик, араб, мўғул ва хитой тилларидан кириб келган сўзлар ҳисобига бойиган [8, 18]. Шунинг айтиб ўтиш жоизки, собиқ Совет иттифоқи даврида кечган ўзбек тилининг ривожланиш босқичи ҳам жуда сермахсул бўлган: бу даврда тилимиз ижтимоий-маданий ҳаётдаги кўплаб янги ҳодисаларни ифодаловчи сўзлар билан бойиди. Бу каби ўзлашмаларни мослашганлик даражасига кўра тўлиқ ва қисман мослашган бирликларга ажратиш мумкин. Тўлиқ мослашган бирликка мисол сифатида янги сўзни яшаш учун асос бўладиган бирликларни келтиришимиз мумкин. Масалан, *дружина (дружиначи), заправка (заправкачи, заправкасиз), пулемёт (пулемётчи)*. Е.А.Земскаянинг таъкидлашича, янги сўз яшаш учун хизмат қиладиган ўзлашган бирликни туб сўз деб айтиш асослидир [3, 14]. Шундан келиб чиққан ҳолда, *дружиначи, заправкачи, заправкасиз, пулемётчи* бирликларини деривацион нуктаи назардан туб ўзбек сўзлари деб ҳисоблашимиз мумкин. Қисман мослашган советизмлар ҳам ўзбек тилида сўзлашувчилар учун тушунарли бўлиб, улар деривацион салоҳиятга эга эмасдирлар. Буларга мисол сифатида *извош (извозчик), керосинка, чекист* сўзларини келтиришимиз мумкин.

Агар ўзлашмаларни иқтисодий, сиёсий, маданий ва бошқа алоқалар натижаси деб ҳисоблайдиган бўлсак, тилнинг ривожланиши учун уларнинг кириб келиши зарурий шартлардан биридир. Шунга қарамасдан, аксарият халқларда тилни ёт унсурлардан тозалаш бўйича кўп ишлар қилинган. Тарихга назар ташлайдиган бўлсак, XX асрнинг 40-йилларида бу каби сўзлар мафкуравий нуқтаи назардан “хавфли” деб баҳоланиб, улардан нутқда кўп фойдаланиш жамият манфаатларига қарши хатти-ҳаракатга тенглаштирилган [1]. Айнан шунинг учун ҳам собиқ Совет иттифоқи даврида ўзбек тилидаги арабий сўзларга феодал ўтмиш саркити [4, 3] сифатида қаралган. Ўз навбатида, мустақиллик даврига келиб, советизмлар ҳам ана шундай сиёсий тўсиқларга дуч келди ва асосан араб-форс сўзлари билан алмаштирилди (*взнос – бадал, разведчик – жосус, тупик – берк кўча, устав – низом*).

Юқорида тилга олинган сабаблар туфайли XX асрда тақиқланган арабий сўзлар ўрнини ўзбек тили юзлаб янги лексик бирликлар билан тўлдириб олди. Бу сўзлар асосан рус тилидан ёки у орқали қардош бўлмаган бошқа тиллардан (инглиз, француз, юнон, лотин, итальян, голланд ва бошқ.) кириб келганлиги билан аҳамиятлидир [10, 4-5]. Ушбу сўзларнинг кекса авлод вакиллари нутқда сақланиб қолиши ижтимоий-тарихий зарурат, яъни ўз тенгдошлари билан мулоқот қилиш жараёнида қўллаш эҳтиёжи ёки шахснинг консерватик позицияси билан боғлиқдир. Мисол сифатида *аэродром* (аэропорт), *аэроплан* (самолёт), *буржуйка* (биноларни қиздириш учун фойдаланиладиган темир печь) каби сўзларни келтиришимиз мумкин.

Ўзбек адабий тилининг XX асрнинг 40-йилларидаги ҳолатини тадқиқ қилган К.Ушаровнинг ёзишича, “бу даврда ўзбек тили гуркираб ривожланиш босқичини бошдан кечирган”: мамлакатнинг иқтисодиёти жадал ривожланган, юқори суъатларда қишлоқ ва овуллар коллективлаштирилган ва бу, албатта, тилда ҳам ўз аксини топган. Янги ҳодиса ва шахслараро муносабатларни ифодалаш учун янги сўзларга эҳтиёж пайдо бўлган [9, 5-6]. Ушбу даврда ўзбек тилига рус тили орқали куйидаги советизмлар кириб келиб, унинг фаол лексикасидан жой олди: *исполком, разряд, коллективизация, обком, партбилет, райком* ва бошқа ижтимоий-сиёсий атамалар. Таъкидлаш жоизки, ушбу сўзлар ҳам, улар ифодалайдиган тушунчалар (предмет, ҳодиса) ҳам эскирган. Бу сўзлар асосан кекса авлод вакилларига тўлиқ тушунарли бўлиб, ёшлар томонидан тушунилиши жараёнида мураккаблик туғдириши мумкин.

XX асрда ўзбек тилидаги юқорида назарда тутилган номлар танқислиги натижасида рус ва бошқа тиллардан *китель* (нем. Kittel), *линейка* (лат. lineare), *партия* (франц. parti) ва бошқа сўзлар кириб келган. Бундан ташқари, ўзбек тили *гражданин, комхоз, райОНО, совет, съезд* каби юзлаб рус тилига оид сўзларни ўзлаштириб олган. Ушбу сўзлар, ўз навбатида, собиқ Совет иттифоқи даврида телевидениеда ва босма нашрларда энг кўп ишлатиладиган сўзлар сирасига кирган.

Ўзга тилга оид сўзлар ўзбек тилининг лексик қуршовига тушиб, унинг қоидаларига бўйсунуши зарур бўлганлиги сабабли, улар дастлаб фонетик мослашув босқичидан ўтганлар: *вазик* [ва'з'ик'] (“Волга автомобил заводи” томонидан ишлаб чиқарилган автомобиллар), *горелка* [г'ар'и'л'к'а'], *открытка* [аткр'и'тк'а] ва бошқ.

Хулоса қилиб айтганда, собиқ Совет иттифоқи даврида ўзбек тили рус ва бошқа тилларга оид сўзлар ҳисобига бойиган бўлиб, ушбу жараёнда “воситачи” вазифасини рус тили бажарган. Собиқ Совет иттифоқи даврида кириб келган кўплаб эскирган сўзлар ҳозиргача кекса авлод вакиллари нутқда сақланиб қолган. Тушунилиши нуқтаи назаридан олиб қараганда, ушбу луғавий бирликларни куйидаги гуруҳларга ажратиш мумкин:

1) барча ёш вакилларига тушунарли бўлган сўзлар (*завхоз, заправка, колхоз*);

2) фақат кекса авлод вакилларига маълум бўлган сўзлар (*пластинка* (Патефонга қўйиб эшитиш учун овоз ёзилган, пластмассадан ясаладиган доира шаклидаги юпқа диск), *подстанция* (ёрдамчи кичик электр станцияси), *телогрейка* (иссиқ пахталик уст кийим)).

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РУС ТИЛШУНОСЛИГИДА ПАРОНИМЛАРНИНГ ЎРГАНИЛИШИ Н.К. Сабирова, докторант, Ўзбекистон Миллий Университети, Тошкент

Аннотация. Мақола рус тилшунослигидаги илмий матн паронимларининг лексик ва грамматик хусусиятларини ўрганишга бағишланган бўлиб, илмий матнда паронимияни амалга ошириши омили, сабаблари ва хусусиятлари муҳокама қилинади. Паронимик жуфтликни ташиқил этувчи бирликларнинг лексик ва грамматик хусусиятлари ўрганилади.

Калим сўзлар: илмий матн, паронимия, паронимик модель, омонимия, синонимия, сифатлар, сифатлар таркибий вариантлари.

Аннотация. Статья посвящена исследованию лексико-грамматических ошибок паронимов в научном тексте в русском языкознании, а также обсуждаются факторы, причины и заблуждения реализации паронимов в научном тексте. Изучаются лексико-грамматические свойства единиц, составляющих паронимическую пару.

Ключевые слова: научный текст, паронимия, паронимическая модель, омонимия, синонимия, прилагательные, структурные варианты прилагательных.

Abstract. The article is devoted to the study of lexical and grammatical errors of paronyms in the scientific text in Russian linguistics, and also discusses the factors, causes, and errors in the implementation of paronyms in the scientific text. The lexical and grammatical properties of the units that make up a paronymic pair are studied.

Key words: scientific text, paronymy, paronymic model, homonymy, synonymy, adjectives, structural variants of adjectives.

Рус тилшунослигида паронимия бўйича фундаментал илмий ишлар XX асрнинг 60-90 йилларига бориб тақалади. О.В.Вишнякова (1974, 1981, 1984), Ю.А.Бельчикова(1968) ва М.С.Панюшева (1968) асарлари асосида замонавий тадқиқотчилар умумий тилда паронимларнинг турли томонларини ўрганишни давом эттирмоқдалар. Т.И.Веракша (2000) ва О.В. Вишнякова (1984) асарларида паронимия синонимия, омонимия ва ўзгарувчанлик билан бирга тизимли лингвистик ҳодиса сифатида кўриб чиқилгани алоҳида эътиборга лойиқдир.

Агар умумий тилшуносликда паронимия етарлича ўрганилган ҳодиса бўлса, унда илмий нутқда паронимик алмаштиришларнинг сабаблари ва хусусиятлари кам ўрганилган. Шу билан бирга бир қатор олимлар С.В.Гринева (1993), И.С.Куликова ва О.В.Вишнякова (2002) ларнинг фикрига кўра ўхшаш соҳадаги морфемик таркибга эга сўз бойлиги ва фан соҳасидаги турли семантика ўртасидаги фарқланмаслик тилшуносларнинг диққат-эътиборини талаб қилади [1]. Илмий нутқда паронимияни ўрганиш нафақат назарий нуқтаи

назардан, балки амалий жиҳатдан ҳам паронимик қатор аъзоларининг нотўғри ишлатилиш ҳолатларини бартараф этиш учун муҳимдир.

Аввало илмий матнга нисбатан паронимия тушунчасини аниқлаштириш лозим. Тилшуносликда исм паронимлари анъанавий равишда кенг ва тор маънода ишлатилади: биринчи ҳолда паронимлар турли хил ўхшаш жарангли сўзлар дейилади, иккинчи ҳолда фақат семантик жиҳатдан яқин бир илдиз сўзлар ишлатилади [2]. Паронимлар ҳақида кенг тушунча бизнингча, умумий тилга нисбатан асослидир. Илмий нутқни ўрганишда бу ҳодисани тор маънода тушуниш энг мақбулдир. Бундан ташқари, илмий матнда паронимия ҳодисаси одатда оддий нутқда тўла пароним бўлмаган лексемалар билан боғлиқ.

Қўлёзмалар сифатида ёки муаллиф нашрларида чоп этилган илмий матнларда паронимик алмаштиришларни (яъни, профессионал таҳририят таҳририсиз) ўрганишимиз шуни кўрсатдики ушбу ҳодиса кўпинча табиий тилдаги маънолар ҳажмининг семантик бўлиниши тўлиқ тугалланмаган сўзларни ишлатиш билан боғлиқлигини кўрсатди (бу эҳтимол муаллифлар онгида уларнинг яқинлашувига олиб келади).

Илмий матн сўз ишлатилишининг аниқлигига (уни декодлашнинг адекватлиги шунга боғлиқ) талаб ортиб бориши билан характерланар экан, бу ерда паронимик қатор аъзолари ўртасида эркин ўрин алмаштириш номақбулдир. Терминологик бирикмаларда бундай алмаштиришнинг мумкин эмаслигини Л.К.Граудина ва В.А.Ицкович, шунингдек “Рус тили паронимлар луғати” муаллифлари Ю.А.Бельчиков ва М.С.Панюшевлар ҳам таъкидлаб ўтишган.

Ҳар бир жуфт сўзларнинг маъносидаги фарқ уларнинг морфемик таркиби ва грамматик хусусиятлари билан белгиланганлигига асосланиб, филология бўйича илмий матнларда фаолият кўрсатаётган паронимларнинг лексик ва грамматик хусусиятларини кўриб чиқамиз.

Умумий тилдаги каби илмий матнларда ҳам паронимларнинг энг кўп ҳолатлари сифатларнинг ишлатилиши билан боғлиқ. Уларнинг аксарияти илмий нутқ соҳасида самарали бўлган қўшимчалар ёрдамида хорижий тил асосларидан ташкил топган: -ическ-/и- (синхронический-синхронный), ическ-/и-и- (антонимический-антонимичный), -и-/и-и- (дискурсный-дискурсивный), -ев-/и- (однокорневой-однокоренной), -и-/и-уальн-(концептный-концептуальный) ва бошқалар.

-ция қўшимчали отлардан ҳосил бўлган –и-и-/и-и қўшимчали сифатларнинг паронимик моделларини (информативный-информационный, декларативный-декларационный в.б.) кўриб чиқамиз. Бу гуруҳдаги сўзларнинг аксарияти она тили билан аниқ ажралиб турадиган синонимлар ёки ҳатто вариантлар сифатида ҳаракат қилади, улар орасида паронимлар кўп эмас. Бироқ вариант ва синонимлар паронимиянинг асосий манбалари ҳисобланади. Шундай қилиб рус тилида бир хил илдизлардан ҳосил бўлган –ический-/и-и сифатларининг кўпи XIX-XX асрларда вариант сифатида ишлатилган, аммо ҳозирги кунда уларни шу контекстда ишлатиб бўлмайди: технический-технический, симпатический-симпатичный ва бошқалар.

Паронимлар томонидан “этироф этилган”, яъни махсус луғатларда қайд этилган атиги 4 жуфт сифатлар мавжуд: декоративный-декорационный, демонстративный-демонстрационный, информативный-информационный, адаптивный-адаптационный, аммо илмий матнларда уларнинг сони анча катта. Мисол: интегративный-интеграционный, перцептивный-перцепционный, коррелятивный-корреляционный, детерминативный-детерминационный, диссимильативный-диссимильационный ва бошқалар.

Аввалги вариантларда қўшимча маъноларнинг ривожланишига ёрдам берувчи омиллардан бири лексемалар фанларнинг юқори ихтисослашган бўлимларида ёки турли фанларда ишлатилишидир. Муайян фаннинг тор қисмига кирадиган ва фақат ўз соҳаси ичида ишлатиладиган сўзлар гуруҳи узок вақт давомида ҳар қандай контекстда эркин алмашиш қобилиятини сақлаб қолади. Масалан, О.С.Ахманованинг “Лингвистик атамалар луғати”га кўра сифатдош атамалар ўзаро боғлиқдир: аппозитивный-аппозиционный, демаркационная(функция)-демаркативная(функция), ситуативный-ситуационный [3]. Турли

соҳаларда қўлланиладиган терминлар кўпинча иккиламчи маъноларни ривожлантиради ва эркин ўрин алмаштиришлар чиқариб ташланадиган маълум контекстларга берилади. Масалан, бу журналистика, коммуникацион тадқиқотлар, тилшунослик ва бошқаларга оид илмий ишларда кенг қўлланиладиган коммуникативный-коммуникационный атамалари билан содир бўлди. Юқорида қайд этилган мисоллар “Лингвистик терминлар луғати” га кўра вариантлардир. Шу билан бирга Н.В.Муравьева “коммуникатив” сифати инглиз тилидаги communicative сифати, яъни: 1) общительный, разговорчивый; 2) коммуникационный каби маъноларни ифодаладиган сифатдан келиб чиққанини таъкидлаб ўтган [4]. Шубҳасиз, бу маънолар “коммуникация” сўзининг турли маъноларига эга: иккинчи маъно асосан мулоқотни умуман жараён сифатида, биринчиси эса мулоқотни тор маънода, ҳақиқий алоқа сифатида, яна ҳам кўпроқ мулоқотнинг бир тури сифатида ифодалайди. Шунинг учун қатъий қилиб айтганда, рус тилига таржима қилинганда икки сўзни - “коммуникационный” (кенг маънода) ва “коммуникативный” (тор маънода) ишлатиш керак эди.

Вариантлар ҳисобланган сўзларнинг маъноларидаги фарқларга ёрдам берувчи омиллардан яна бири лексемаларнинг лексик ва грамматик хусусиятларига таъсир этувчи ўзгаришлардир. Масалан -ивн қўшимчаси билан айрим нисбий сифатлар сифат маъносини ривожлантиради, яъни улар катта ёки кичик даражада намоён бўладиган хусусиятни белгилашга қодир масалан, *информативный текст* –маълумотларга бой матн (кўпроқ ёки камроқ ахборотли матн). Бундан ташқари, бундай сифатлар объект ёки ҳодисанинг ички хусусиятларини ифодалаб, уни маълум мазмун хусусиятлари билан ажратиш туради.

-онн қўшимчали сифатлар нисбий сифат бўлиб қолишда давом этади ва анча кенг маънога эга масалан: “қайси сўзга хосланган бўлса, шунга доир мазмунга эга”, яъни ахборотга хос нимадир ҳақида маълумот берувчи ахборотга боғлиқ. Бундай сифатлар кўп ҳолларда бирор объектни, бирор ҳодисани бирор ташқи томондан (объектларнинг фазодаги алоқаси, уларнинг бир хил категория, синф ва шу кабиларга алоқадорлигини) тавсифлайди. Солиштиришга мисол:

Декларативный//Декларационный:

Декларативный. 1. Имеющий форму декларации (во 2 знач.), торжественный. *Д.тон.*

2. Чисто словесный, внешний. *Обещания носят д. характер.*

Декларационный. 1. Соотносящийся по знач. с.сущ.: декларация (1,2), связанный с ним.

2.Свойственный декларации (1,2), характерный для нее.

Демонстративный // Демонстрационный

Демонстративный. 1. Вызывающий, подчеркнуто выраженный. 2. Основанный на демонстрации, публичном показе чего-л.; сопровождаемый демонстрацией чего-л.

Демонстрационный. Предназначенный, служащий для демонстрации, публичного показа чего-л.

Биринчи ҳолда уни маълум бир перспективада кўриб чиқишга имкон берувчи ҳодисаларнинг мазмун хусусиятларига эътибор берилади, лекин объектларнинг мустақил синфига мурожаат қилиш шарт эмас. Бу хусусиятлар кўриб чиқиладиган ҳодисага иккинчи даражали, унчалик аҳамиятли эмас. Иккинчи ҳолда объект ёки ҳодиса муайян объект ёки ҳодиса (яъни декларация, намоёиш ва ҳ.к.) билан боғлиқ эканлиги таъкидланади.

Шундай қилиб, замонавий илмий матнларда структур вариантлар аста-секин турли маъноларга эга бўлган сўзларга айланадиган ўхшаш семантикага эга сифатлар вазифасини ўтайди. Баъзи ҳолларда бу ўзгаришлар луғатлар томонидан қайд этилади, яъни улар одатда тан олинади ва бундай сўзларни нотўғри ишлатиш ҳоллари камдан-кам учрайди. Бироқ кўпинча нисбий бирликлар маъносига ўзгаришлар кам тушунилади ва бу сўзлар маълум контекстларда қўлланилгандагина улар ўртасидаги фарқ яққол кўринади. Шу билан бирга луғат изоҳларининг камлиги ёки уларнинг тушунарсизлиги туфайли нотўғри ўзаро алмашилиш ҳолатлари кўп учраб туради. Ҳозирги вақтда мавжуд бўлган нисбий сифатлар

ўртасида фарқловчи маъноларни ишлаб чиқиш мумкин. Ва шуни унутмаслик керакки, бундай бирликлар табиий равишда паронимларга айлантирилиши мумкин.

Кўпинча баъзи контекстларда ўзаро алмашувчанликнинг мавжудлигига қарамасдан уларнинг семантикасида ва мослашувни чеклашда акс этадиган сифат ва нисбий сифатлар каби лексик ва грамматик хусусиятлар билан бир-биридан фарқ қиладиган сўзларга нисбатан келишмовчиликлар ва шубҳалар пайдо бўлади.

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СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

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Annotatsiya. Ushbu maqolada ta'lim jarayonida qo'llaniladigan zamonaviy pedagogik texnologiyalar yoritilgan.

Kalit so'zlar: ta'lim, innovatsion faoliyat, o'quv jarayoni, pedagogik texnologiya.

Аннотация. В данной статье освещены современные педагогические технологии в образовательном процессе.

Ключевые слова: образование, инновационная деятельность, учебный процесс, педагогическая технология.

Abstract. This article highlights modern pedagogical technologies in the educational process.

Keywords: education, innovative activity, educational process, pedagogical technology.

Инновационная педагогическая технология - это проект определенной педагогической деятельности, последовательно реализуемой на практике, главным показателем которой является прогрессивное начало по сравнению со сложившимися традициями и массовой практикой. Одной из главных особенностей инновационной технологии является то, что ее разработка и применение требуют высокой активности преподавателя и студента. Активность первого проявляется в том, что он хорошо знает психологические и личностные особенности своих студентов и на этом основании вносит индивидуальные коррективы в технологический процесс. Активность же студентов проявляется в возрастающей самостоятельности, то есть в технологизированном процессе взаимодействия.

Следовательно, инновационная педагогическая технология может быть рассмотрена как технология частного типа, где подразумеваются упорядоченные, спланированные по определенному проекту и последовательно реализуемые действия, операции и процедуры, инструментально обеспечивающие достижение прогнозируемой цели в работе с человеком или группой в определенных условиях среды. Таким образом, новые современные педагогические технологии включают в себя личностный подход, фундаментальность образования, творческое начало, акмеологический подход, профессионализм.

В профессиональной подготовке студентов нами используются различные инновационные технологии, остановимся на некоторых из них, а именно: технология портфолио; технология проектов; технология развития критического мышления и письма.

Рассмотрим алгоритм и процессуально-действенное осуществление каждой из выше обозначенных технологий. В зарубежной традиции портфолио определяется как коллекция работ и результатов обучаемого, которая демонстрирует его усилия, прогресс и достижения в различных областях. Данная технология дополняет традиционные контрольно-оценочные средства, направленные, как правило, на проверку репродуктивного уровня усвоения информации, фактологических и алгоритмических знаний и умений. Смешанное обучение: причины нежелания преподавателей использовать современные технологии в образовательном процессе. Основными требованиями к использованию технологии проектов являются: наличие значимой в исследовательском, творческом плане проблемы или задачи, требующей интегрированного знания, исследовательского поиска для ее решения; практическая, теоретическая, познавательная значимость предполагаемых результатов; самостоятельная (индивидуальная, парная, групповая) деятельность учащихся; структурирование содержательной части проекта (с указанием поэтапных результатов); использование исследовательских методов (определение проблемы, вытекающих из нее задач исследования и выдвижение гипотезы их решения; обсуждение методов исследования; оформление конечных результатов; анализ полученных данных; подведение итогов, корректировка, выводы).

Необходимо строить обучение на активной основе, через целесообразную деятельность студента, сообразуясь с его личным интересом именно в этом знании. Отсюда чрезвычайно важно показать обучаемым их собственную заинтересованность в приобретаемых знаниях, которые могут и должны пригодиться им в дальнейшей профессиональной деятельности. В связи с этим необходимо выбирать проблему, значимую для будущего специалиста, для решения которой ему необходимо приложить полученные знания и новые, которые еще предстоит приобрести. Задача педагога при этом - подсказать новые источники информации или просто направить мысль студентов в нужную сторону для самостоятельного поиска. Выбор тематики проектов определяется преподавателем с учетом учебной ситуации по изучаемой дисциплине, либо самими студентами, если проект предназначен для внеаудиторной деятельности.

Работа над проектом обычно состоит из нескольких этапов:

Поисковый этап (определение целей проекта, проведение организационной работы; формулировка проблемы исследования; определение объекта и предмета исследования; выдвижение гипотезы)

Конструкторский этап (определение направлений работы, непосредственных задач; определение способов поиска источников информации по направлениям; определение методов исследования; организация групп; распределение задач по группам).

Технологический этап - самостоятельная работа по группам, обмен информацией; выполнение запланированных технологических операций; текущий контроль качества; анализ собранной группами информации, составление сценария защиты проекта, который строится следующим образом: обозначение проекта; защита своей гипотезы; выводы, объяснение в виде таблиц, схем, рисунков и т. д.; ответы на вопросы.

Заключительный этап - коллективное обсуждение, экспертиза проекта, анализ результатов выполнения проекта, выводы.

В результате студенты должны самостоятельно и совместными усилиями решить проблему, применив необходимые знания подчас из разных областей, получить реальный и осязаемый результат. Результаты выполненных проектов должны быть материальными, то есть надлежащим образом оформлены (альбом, музыкальный анализ, реферат и др.)

Таким образом, в основе технологии проектов лежит развитие познавательных навыков обучаемых, умений самостоятельно конструировать свои знания и ориентироваться в информационном пространстве, развитие критического мышления. Критическое мышление - это способность ставить новые вопросы, вырабатывать разнообразные аргументы, принимать независимые продуманные решения. Развитие данного вида мышления посредством

интерактивного включения студентов в образовательный процесс и является целью следующей рассматриваемой технологии. Технология развития критического мышления имеет свои особенности, а именно: акцент на самостоятельность студентов в учебном процессе; поиск аргументов для решения проблемы; не принятие сведений на веру; поиск аргументированных ответов происходит на основе рефлексии, выявления неизвестного; необходимо создание условий для сотрудничества и партнерства в процессе целенаправленной деятельности. Это быстрый способ подведения итога по теме, рефлексия, способ резюмирования полученной информации и изложения сложных идей, чувств и представлений в нескольких словах. Технология развития критического мышления является фундаментом для освоения новых видов деятельности.

Итак, современные педагогические технологии по-новому реализуют содержание обучения и обеспечивают достижение поставленных дидактических целей, подразумевая научные подходы к организации учебно-воспитательного процесса в ВУЗе, расширяют диапазон предоставляемых студентам образовательных услуг, изменяют и предоставляют новые формы, методы и средства обучения.

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР АКАДЕМИЯСИ
МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

**МАХСУС СОН
2020 й., июнь**

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