



**Tadqiqot uz**

# ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР МАВЗУСИДАГИ КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

# 2020

- » Ҳуқуқий тадқиқотлар
- » Фалсафа ва ҳаёт соҳасидаги қарашлар
- » Тарих саҳифаларидаги изланишлар
- » Социология ва политологиянинг жамиятимизда тутган ўрни
- » Иқтисодиётда инновацияларнинг тутган ўрни
- » Филология фанларини ривожлантириш йўлидаги тадқиқотлар
- » Педагогика ва психология соҳаларидаги инновациялар
- » Маданият ва санъат соҳаларини ривожланиши
- » Архитектура ва дизайн йўналиши ривожланиши
- » Техника ва технология соҳасидаги инновациялар
- » Физика-математика фанлари ютуқлари
- » Биомедицина ва амалиёт соҳасидаги илмий изланишлар
- » Кимё фанлари ютуқлари
- » Биология ва экология соҳасидаги инновациялар
- » Агропроцессинг ривожланиш йўналишлари
- » Геология-минерология соҳасидаги инновациялар



# №22

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**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"  
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**МАТЕРИАЛЫ РЕСПУБЛИКАНСКОЙ  
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ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ В УЗБЕКИСТАНЕ"  
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## **"Ўзбекистонда илмий-амалий тадқиқотлар" [Тошкент; 2020]**

**"Ўзбекистонда илмий-амалий тадқиқотлар"** мавзусидаги республика 22-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 30 ноябрь 2020 йил. - Тошкент: Tadqiqot, 2020. - 104 б.

Ушбу Республика-илмий онлайн конференция 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналишлари бўйича Ҳаракатлар стратегиясида кўзда тутилган вазифа - илмий изланиш ютуқларини амалиётга жорий этиш йўли билан фан соҳаларини ривожлантиришга бағишланган.

Ушбу Республика илмий конференцияси таълим соҳасида меҳнат қилиб келаётган профессор - ўқитувчи ва талаба-ўқувчилар томонидан тайёрланган илмий тезислар киритилган бўлиб, унда таълим тизимида илғор замонавий ютуқлар, натижалар, муаммолар, ечимини кутаётган вазифалар ва илм-фан тараққиётининг истиқболдаги режалари таҳлил қилинган конференцияси.

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ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ  
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## ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ ТАДҚИҚОТЛАР

### ТА'ЛИМ ТИЗИМИДА MUSTAQIL TA'LIMNING AHAMIYATI

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**Annotatsiya:** Ushbu maqolada ta'lim tizimida mustaqil ta'limning ahamiyati va roli xususida fikr yuritilgan bo'lib, unda o'qituvchining vazifalari ishlab chiqilgan.

**Kalit so'zlar:** ta'lim tizimi, mustaqil ta'lim, mustaqil ish, o'qituvchi mahorati, o'quvchi izlanuvchanligi.

Ta'lim sohasida bo'layotgan har bir o'zgarish jamiyatimiz ravnaqiga ijobiy ta'sir qilishiga shubha yo'q. Mamlakatning intellektual salohiyatini oshirish, davlat ta'lim standarti talablariga javob bera oladigan, yetuk, raqobatbardosh kadrlar tayyorlashda muhim omil hisoblanadi. Davlat ta'lim standarti talabiga binoan bilimlarni mustaqil ravishda izlanib o'rganish vazifasi hozirgi kunda eng dolzarb muommolardan biridir. Shu sababli fanlarning nazariy asoslarini amaliy ko'nikma darajasida o'zlashtirib olishda mustaqil ta'limning roli beqiyosdir. Qaysi sohada bo'lmasin bilimlarni mustaqil ravishda egallashga intilish – o'quvchi faoliyatining ta'lim muassasasidagi eng ajralib turadigan xususiyati, mustaqil o'qib, bilim orttirish asosi hisoblanadi. Ta'limning barcha bosqichlarida mustaqil bilim olish, nazorat qilish mustaqil ta'lim olishning asosiy omillaridan biri hisoblanadi. Mustaqil bilim olishda avvalo, o'quvchilarda mustaqil ishlashga, erkin, ijodiy faoliyat yuritishga va eng asosiysi mustaqil fikrlashga ehtiyojni shakllantirish lozim.

Barchamizga ma'lumki, mustaqil ishlarni tashkil qilish jarayoni o'quvchilarning mustaqil bilim olish ko'nikma va malakalarini egallash, ularning ilmiy dunyoqarashi, ma'naviy-axloqiy fazilatlarini, ijodiy izlanishlarini rivojlantirish maqsadiga yo'g'rilgan o'qituvchi va o'quvchilarning o'zaro hamkorlik birligi sanaladi.

Mustaqil ishlarni tashkil qilish jarayoni ustoz va bilim oluvchi o'rtasida o'zaro tarkib toptirish uchun, avvalo o'sha jarayonni insonparvarlashtirish, do'stona muhitni yaratishni taqazo etadi. Mustaqil ishlarni tashkil qilish jarayonida o'qituvchi va o'quvchilar o'rtasida hamkorlikni vujudga keltirish, do'stona muhitni yaratish muammosini muvaffaqiyatli hal etish fan o'qituvchilarining egallagan bilim, ko'nikma, malaka va shaxsiy fazilatlarini egallaganlik darajasiga bog'liq bo'ladi.

Har qanday fan sohasida o'quvchilar mustaqil ishning ikki turini bajaradilar:

- sinf xonasi;
- sinfdan tashqari.

Sinfdan mustaqil dars mashg'ulotlarda o'qituvchining bevosita rahbarligi ostida va uning topshirig'iga binoan olib boriladi. Bunday holda o'quvchilar o'qituvchiga zarur o'quv adabiyotlari, didaktik materiallar, shu jumladan o'quv qo'llanmalari va uslubiy ishlanmalar bilan ta'minlanadilar.

Sinfdan tashqari mustaqil ish o'quvchi tomonidan o'qituvchining ko'rsatmasi bilan, lekin uning bevosita ishtirokisiz amalga oshiriladi.

Sinfdan tashqari mustaqil ish uchun vazifalar turlari quyidagicha bo'lishi mumkin.

- bilimlarni o'zlashtirish uchun: matnni o'qish (darslik, uslubiy adabiyotlar); matnni rejalashtirish; matn tuzilishini grafik tasvirlash, grafik ishlarni bajarish, grafik ishlarni bajarish ketma-ketligini



grafik tasvirlash; matnni yozib olish; matndan parchalar; lugʻatlar va maʼlumotnomalar bilan ishlash; normativ hujjatlar bilan tanishish; kompyuter texnikasidan, Internetdan foydalanish.

- bilimlarni tizimlashtirish: matnlari bilan ishlash (matnni qayta ishlash); oʻquv materiallari boʻyicha takroran ishlash (darslik, boshlangʻich manba, qoʻshimcha adabiyotlar); oʻqituvchi tomonidan taklif qilingan rejaga muvofiq ishlarni bajarish rejasini tuzish; xavfsizlik savollariga javoblar; sinov, mashqlar va grafik ishlarni bajarish.

- koʻnikmalarni shakllantirish uchun: muammolar va mashqlarni namunaga muvofiq hal qilish; turli xil vazifalar va mashqlarni hal qilish; chizmalar, diagrammalarni bajarish; hisob-kitob va grafik ishlari; situatsion ishlab chiqarish (professional) muammolarini hal qilish; biznes oʻyinlariga tayyorgarlik.

Sinfdan tashqari mustaqil ish uchun vazifalar turlarini taqdim etishda talabalarga differentsiatsiyalangan yondashuv qoʻllaniladi. Oʻquvchilar darsdan tashqari mustaqil ishlarni bajarishdan oldin, oʻqituvchi topshiriqning maqsadi, uning mazmuni, muddati, ishning taxminiy hajmi, ish natijalariga qoʻyiladigan asosiy talablar, baholash mezonlarini oʻz ichiga olgan topshiriq boʻyicha koʻrsatma beradi.

Mustaqil taʼlim jarayonida oʻqituvchi qaysi fan vakili boʻlishidan qatʼiy nazar, oʻqitish jarayoni negizi quyidagilarni tashkil qiladi:

- xalq faravonligi, komil insonni tarbiyalash;
- oʻquvchini mustaqil ijodiy fikrlay olishi;
- oʻquvchi izlanish, tahlil va xulosa qila olishi;

Xulosa qilib aytganda oʻqituvchining funksiyasi oʻzgaradi. Yaʼni:

- shaxsni shakllantirish va rivojlantirish;
- bilim olish va tarbiyalashga sharoit yaratish;
- boshqaruvchilik;
- yoʻnaltiruvchilik;

Shu bois oʻqituvchining faolligini belgilovchi mezonlar ham oʻzgaradi. Hozir zamon oʻqituvchisining halol inson, bilimdon va ijodkor, tadbirkor va shirinsoʻz, mehribon va talabchan, fidoyi va kitobxon boʻlishi davr talabidir.

Foydalanilgan adabiyotlar roʻyxati

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## INNOVATIVE EDUCATION IN FOREIGN LANGUAGE TEACHING USE OF TECHNOLOGIES

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**Annotation:** This article discusses effective ways to use innovative educational technologies in foreign language teaching. The competencies of language teaching in foreign languages, that is, the division into reading, writing, listening comprehension and speaking, are discussed separately.

**Keywords:** innovative pedagogical technologies, competencies, reading, writing, listening, speaking, multimedia.

In today's developing world, science and technology are also developing rapidly. Every field is being renewed. In particular, the education system is undergoing significant changes and significant achievements. Delivering each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education.

The use of advanced pedagogical technologies, interactive, innovative methods and information technologies in the teaching of foreign languages is a modern requirement. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology in every concept of foreign language learning includes reading, writing, listening comprehension and can help. For example, to listen and understand, of course, the computer, it is impossible to carry out this process without multimedia. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammar, vocabulary, and meanings at the same time.

An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies. It's hard to imagine our lives today without the internet.

One of the most effective ways to learn and teach a foreign language is to use it effectively. You will be able to communicate with foreign speakers via the Internet. Writing exercises can be improved by writing a letter via e-mail. The most important issue is the introduction of modern communication technologies in the educational process, their targeted and correct, effective use, through which the student's interest in a foreign language, to increase the effectiveness of teaching. This will enable the use of innovative educational technologies and increase demand. There are several different methods of innovative educational technologies available today. If they are used extensively and in a variety of ways to cover a topic in the classroom, the effectiveness of the lesson will be high and the students will be able to interest in the lesson will also increase. 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 can also increase interest in language learning in the classroom. From graphic organizers in the learning process use is one of the most important tools in covering a topic and delivering it to students. It is also possible to use several different graphic organizers to illuminate a theme. When teaching a foreign language, it is useful to use graphic organizers to explain new words and grammar rules. Given these through graphic organizers, it will also be easier to remember. 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. Education at a time when there is a great need to learn a foreign language.

The effective use of modern information technologies, innovative educational technologies in the process leads to the effectiveness of this process. The effectiveness of innovative educational technologies lies in their correct and effective use in the educational process.

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## FONETIKA BO‘LIMINING MAQSADI, FONETIK BIRLIKLARNING AKUSTIK, ANATOMIK FIZIOLOGIK VA FUNKSIONAL ASOSLARINI O‘RGANISH VA ULARNING TIL MEHANIZMIDAGI O‘RNI

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**Annotatsiya:** Ushbu maqolada fonetika bo‘limining maqsadi, nutq xususiyatlari, nutq tovushlarining akustik va artikulyatsion xususiyatlari haqida ma’lumot berildi.

**Kalit so‘zlar:** fonetika, tovushlar, nutq apparati, fonetik birliklar, qiyosiy fonetika, eksperimental fonetika, fizik, akustik artikulyatsion.

Fonetika bo‘limida tildagi tovushlar, ularning paydo bo‘lishi, turlari, nutq organlari, ularning tovush hosil qilishdagi harakat holati, nutq apparati, nutq tovushlarining akustik va artikulyatsion xususiyatlari, nutq jarayonida sodir bo‘ladigan turli hodisalar, nutqning fonetik bo‘linishi, tovushlarning kommunikativ roli ham prosodika kabi hodisalar o‘rganiladi. Demak, fonetika – ”grekcha Phone tovush ” tilning keng ma’nodagi tovush tuzilishini o‘rganuvchi tilshunoslikning bo‘limidir. Fonetik birliklarga nutq tovushlari, bo‘g‘in, fonetik so‘z, takt, fraza, urg‘u, ohang kabilar kiradi. Shuni ta’kidlash kerakki, fonetika bo‘limida tabiatdagi har qanday tovushlarni emas, balki inson nutq apparatida hosil bo‘luvchi, ijtimoiy qiymatga ega bo‘lgan nutq tovushlarini o‘rganadi. Tabiatdagi boshqa tovushlarni esa fizika fanining akustika bo‘limi tekshiradi. Fonetikaning maqsadi, fonetik birliklarning akustik, anatomik-fiziologik va funksional asoslarini o‘rganish va ularning til mehanizmidagi rolini aniqlashdan iborat. Hozirgi vaqtga kelib fonetika tilshunoslikning eng rivojlangan sohalaridan biri bo‘lib, ikki mustaqil qism fonetika va fonologiyadan tarkib topgandir. Fonetikada nutq tovushlari turli jihatdan o‘rganiladi. Shunga asosan, uning quyidagi bo‘limlari mavjud;

1. Umumiy fonetika - fonetikaning barcha tillariga xos umumnazariy masalalari haqida ma’lumot beruvchi turi.

2. Xususiy fonetika - fonetikaning muayyan bir xil tovushlarini , ularning turlari fizik-akustik va artikulyatsion xususiyatlari xususida bahs yurituvchi turi. U quyidagi ikki qismdan tashkil topgan.

A) Tavsiy fonetika - muayyan tilning fonetik tizimini statik ( o‘zgarishsiz) holatda (til taraqqiyotining oldingi bosqichida yuz bergan hodisalar bilan bog‘lamay) o‘rganadi.

B) Tarixiy fonetika – biror tilning tovush tizimini diaxron planda va dinamik holatda (tilning tarixiy taraqqiyoti bilan bog‘lab) o‘rganadi va shu asosida tilning fonetik va fonologik tizimida yuz bergan tarixiy o‘zgarishlar aniqlanadi.

3. Qiyosiy fonetika - qardosh yoki noqardosh tillarning tovush tizimlarini qiyoslab o‘rganadi.

4. Eksperimental fonetika - nutq tovushlari, urg‘u kabi birliklarning fizik- akustik va artikulyatsion xususiyatlarini maxsus asboblarda vositasida o‘rganadigan fonetikadir.

Tilning tovush tomoni murakkab hodisa bo‘lib, uni fonetika va fonologik jihatdan quyidagi 4 ta aspektda o‘rganiladi.

1. Fizik - akustik aspekt

2. Anatomik - fiziologik aspekt.

3. Perseptiv (eshitib his etish) aspekt.

4. Lingvistik - funksional aspekt.

Fizik hodisa sifatida tovushning qanday akustik belgilari mavjud bo‘lsa, nutq tovushlarining fizik akustik xususiyatlari ham ana shulardan iborat. Ya’ni nutq tovushlarining akustik xususiyatlari tovushning kuchi, balandligi, tembri, cho‘ziq – qisqaligi bilan izohlanadi.

Foydalanilgan adabiyotlar;

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## USE OF MODERN TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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**Annotation:** This article discusses the methodological recommendations and interactive methods in educating the younger generation in a mature and harmonious way, teaching foreign languages.

**Keywords:** methodology, interactive methods, emotional, creative, social, cognitive, linguistic, innovative methods, technologies, techniques, information and communication tools.

It is known that the study and teaching of foreign languages has become a modern requirement in our country, Uzbekistan, as well as in all developed and developing countries. It is no exaggeration to say that the conditions created for young people to learn foreign languages, as well as for all our compatriots, are proving their positive results.

It is serious not only in the example of foreign languages, but in all aspects of the world of science changes are being made.

Many parents today see learning a foreign language as an opportunity for their children. Learning foreign languages at an early age is carried out in kindergartens, schools and other educational institutions. In the process of teaching foreign languages at an early age, all resources are fully used to create the best opportunities for children to develop, including the emotional, creative, social, cognitive and linguistic units of measurement of a child's overall development.

In today's fast-paced world, science and technology are growing rapidly. Development in every field is moving forward. In particular, great changes are taking place in science. Delivering each subject to students using innovative pedagogical technologies is one of the main requirements of today's education. In particular, the attention to the teaching and learning of foreign languages in our country has increased. A new stage, a new era in the teaching of foreign languages has begun in our country. The teaching of foreign languages requires the use of advanced pedagogical technologies, interactive, innovative methods, communication and media. In our country, new methods and requirements have been developed in accordance with the recommendations of the Pan-European Framework for Assessment of Foreign Language Teaching and Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR or IELTS). According to textbooks have been created for students of secondary schools and vocational colleges.

The use of modern technologies in education is also an important factor for students to be familiar with and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways. In this process, including: when using computers, the student can also watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language;

- It is possible to listen to and watch radio and television programs in foreign languages;
- use of tape recorders and cassettes, which are more traditional methods;
- CD players can be used. This is the use of technical means making the process of learning a foreign language more interesting and effective ensures that

In short, learning a foreign language is very important. Because a foreign language plays an important role in the comprehensive development of students.

There is a saying among our people: "who knows more language, they know more countries". Indeed, who knows a foreign language will have many opportunities and advantages.

List of used literature:

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## USE OF MODERN METHODS IN TEACHING ENGLISH

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**Annotation:** The article discusses the problems associated with listening comprehension in English lessons in school education and ways to overcome them.

**Key words:** listening comprehension, text, speaking skills, communicative approach.

Younger students who start learning a foreign language will develop the ability to communicate in their mother tongue and will be able to express themselves in their mother tongue without difficulty. That is why school mother tongue education focuses on expanding and developing speaking skills. In foreign language teaching, the first step is to develop speaking skills here we are talking about the formation of the mechanism of speech in a foreign language and the development of speaking skills, that is, work aimed at this. But what is unique to both languages is the need for communication. It is well-known that speech is based on certain characters, words, phrases and speech constructions, which are different in different languages. In teaching English in the primary grades, the first speaking skills are formed mainly through a communicative approach, in which children's songs, poems, and rhymes play an important role. The role of active play in the lesson should also be emphasized, not to mention the active participation of students.

According to the principle of oral promotion of foreign language teaching, in the study of language material, speaking and reading are not carried out simultaneously. At this stage, the study of language material is carried out according to the following scheme: listening - speaking - reading - writing.

The methodological literature shows that foreign language teaching in secondary school is divided into three stages.

It consists of three stages, grades 5-10. But in recent years the teaching in the school education system has been converted to eleven years, and the study of foreign languages begins in the second and third grades, and even in the pre-school educational institution. Shows the need to include, because there is a significant difference between the worldview, physiological characteristics of students in grades 2-3-4 and students in grades 5-6. Which means that the lesson should be organized with this in mind. In general, the specifics of each stage and their differences from other stages should be taken into account in the selection of teaching materials and the organization of the lesson.

Listening comprehension is one of the most important criteria for learning English effectively. For those who are learning English as a second language, it takes a lot of effort and independent practice to master a foreign language. Below are some of the problems students have with listening comprehension in independent study

We will talk about the causes of their occurrence and measures to eliminate them.

Experts point out that the speed of pronunciation, the lack of vocabulary in the listener, and unfamiliar pronunciation are the main barriers to listening comprehension in the process of learning English.





Students were asked what problems they encountered while working on material that should be listened to and understood independently, and several alternative answer options were provided. About 40% of students said they had difficulty listening to material on unfamiliar topics and with different accents, and the remaining two-thirds had difficulty listening to material at high speed.

Reported that they had arrived. Listening comprehension of an English speaker - attention to accent and pronunciation, grammatical literacy and vocabulary

Requires. It is no secret that the speed of a speaker's speech is a problem for many students, and when the key information is heard, the speaker should emphasize the necessary information. It helps the English learner to gain a deeper understanding of the content of the text.

It was noted above that the unfamiliarity of the topic poses a number of challenges for learners, in particular, the material being listened to may consist of socio-political topics, business and entrepreneurship dialogues.

Therefore, a language learner is required to have a rich worldview on a variety of topics, the solution is to read, listen to, and increase the vocabulary of resources on a variety of topics as much as possible. In lower grades, it is recommended to use as many multimedia tools as possible, and to work more on students' speaking skills.

In short, listening comprehension is an important part of learning English. Using the above-mentioned methods to overcome several factors that hinder the comprehension of the material being listened to, the student will be required to be resourceful, attentive, hardworking, and experienced during the lesson.

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## METHODS OF TEACHING READING

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**Annotation:** In this article, I share my experience of teaching pupils to reading English effectively. Reading plays one of the most important roles in the process of learning a foreign language. To be able to read means, first of all, to be able to guess by letters the words that are indicated by them.

**Key words:** reading, spelling, mechanism of composing words, whole-language approach

Methods of whole words, phrases, sentences are echoes of the direct method that existed back in the 19th century. Pupils learn words without “boring spelling”, they immediately understand the meaning of the word and have the opportunity to analyze various texts from the first classes. However, reading aloud in this case turns into guessing the correct reading of the word. Pupils do not understand the mechanism of composing words, make a lot of mistakes when reading, and can only read familiar words. In England, there was a period of passion for learning the “whole-language approach”. This extended to learning to read whole words and even phrases: listened-remembered and learned/read. This long-term experiment has led to a decline in the literacy rate of pupils and school leavers. The decision of the British government ten years ago decided to teach schoolchildren sound-letter correspondences or the so-called “phonics” (“phonics”). Of course, the English language has a lot of words that need to be remembered, but even such cases are systematized and remembered as groups of special cases. The sound analytical-synthetic method is the most attractive against the background of all of the above. In this case, the teacher not only teaches children to pronounce sounds correctly, shows articulation, but also teaches them to analyze these words, supporting this process with the most common reading rules so that the pupil, when faced with an unfamiliar word, can guess for himself on the basis of his knowledge how it is read. It is advisable to focus on the most used methods of teaching reading techniques. In modern methods, the method of oral advance is also distinguished in parallel, when pupils first learn the main spoken phrases of a foreign language and only then proceed to the study of the rules for reading and writing letters and letter combinations. This does not prevent the use of all the methods listed above, since it is carried out before studying letters and sounds. This method eliminates two of the three difficulties: the assimilation of the sound image of the word and its meaning; the pupil can only link a graphic image with a sound image, but not everyone can do this, and it is especially difficult to switch to reading after a long oral introductory course. Approximately an oral introductory course should take no more than 2-3 months. In accordance with the proposed method, learning to read aloud is performed orally and is carried out using the following exercises:

- familiarity with the letters of the alphabet and their vocalization;
- reading the individual words of the keyword;
- reading grammatical structures with different lexical design;
- reading various structures organized in a logical sequence, etc.

This technique provides several more points of exercises, but we are interested in the very first ones. During the first quarter, only learning the rules of pronunciation of sounds is provided after the teacher, or after the speaker. Pupils learn the correct articulation of a particular sound, perform exercises for the tongue and lips, which later helps them cope with the pronunciation of difficult sounds of the English language. The study takes place in several stages: first, pupils listen to sounds, then repeat them after the teacher, then repeat after the teacher words whose meanings are not translated by the teacher. Whenever possible, the lessons use expressions that allow you to fix the sounds you have passed — these are commands, teacher requests, appropriate vocabulary and grammar. Learning the letters of the English alphabet and the rules for reading and writing them begins only at the end of the first quarter and goes through the second and third quarters. Pupils begin to get acquainted with vowels and the rules for reading them in open and closed syllables, learning is conducted using keywords. A card with a keyword is placed on the Board, where the letter that is being studied is highlighted in red, and the



unpronounceable e, if there is one, is highlighted in blue. The teacher explains the reading of the word, reads it, pupils read after him, and then by analogy to read words that are read the same way (e.g., plate, name, table, place, etc.). The words should be chosen so that they were known by this time to all pupils. Then pupils read special exercises from the textbook. Learning to read vowels is based on four different types of syllables. Each generation develops its own methods of teaching reading. In order to read fluently, you need to learn how to quickly recognize letters and relate them to certain sounds. So we can say that there is a general approach to learning to read in any language: you should start learning by understanding letters and sounds.

In the methodology of teaching a foreign language, they talk about the formation of language skills and speech skills. When teaching speech activity, the teacher develops not only skills, but also skills that were selected by a specific curriculum and meet the needs of education and the development of a modern personality. At the heart of any speech skill are skills (actions that are performed automatically, without thinking).

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## THE PLACE OF THE ORIGIN OF THE ENGLISH LANGUAGE TODAY, THE U.S.A AND UK OPTIONS

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**Annotation:** This article discusses the role of the English language and the American and British versions.

**Keywords:** USA, UK, grammar, common language, international English.

English is a Germanic language of the Indo - European family. It is the third most widely used language. The main language of the European Union is English. Interestingly , English is spoken by more than 400 million people around the world. It is used as an official language in the United Kingdom, Northern Ireland the United States, Canada, Australia, New Zealand, India, Africa, Nigeria, Ghana, Uganda and Kenya. English originated in the 5 - 6 centuries BC from the languages of the ancient Germanic tribes ( English, Saxon and Yut ). According to historical sources, Old English contains a large number of dialects. Ancient English (7<sup>th</sup> - 11<sup>th</sup> ) centuries was called the Anglo-Saxon language and had four dialects; literary English was formed on the basis of Northumbrian, Mercy, Ustek Kent dialects. This series of dialects brought to the east coast of Great Britain by the Anglo - Saxons, a Germanic tribe , the strong development of Great Britain between the 17<sup>th</sup> and 20<sup>th</sup> centuries and the secular influence of the United States in the 20<sup>th</sup> century increased the prestige of the international English language. English now has its own regional dialects. The difference between the American and British variants of English is reflected in the lexicon and to a certain extent, in the phonetics. The difference in grammar is insignificant . The United Kingdom and the United States were once described by author George Bernard Shaw as ” two countries divided by a common language ” is the horse. An interesting experiment was conducted at one of the Polish universities. One group of students are Americans, the other group is British . Tests at the end of the course revealed small differences in grammar and vocabulary, no change was felt . The conclusion is simple, it is necessary to learn the English language perfectly , not the English or American version, by adapting some elements of the components according to the learning objectives. Because in our advanced day , English a modern requirement .

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## LISTENING TEACHING TECHNIQUES IN ENGLISH LESSONS

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**Annotation:** This article provides information on listening skills and teaching techniques to increase the effectiveness of English lessons.

**Keywords:** school, foreign language, listening, ability, lesson effectiveness.

One of the most important factors today is the methodology of teaching foreign languages as the main task of secondary schools. There are all conditions for the education of secondary school students and their perfect knowledge of foreign languages. Specialists are doing a great job in teaching foreign languages. Knowledge, pedagogical technologies are being developed to demonstrate skills to students.

The process of teaching foreign languages requires specific specifications. Language learning material is a process that reflects a specific process. It requires students to develop the ability to apply knowledge and skills in independent practice.

Language is the most important means of communication, without which the development and progress of human society is impossible. The expansion and measurement of the nature of international relations of our state, the internationalization of all spheres of public life make foreign languages, especially English, very important for practical and intellectual human activity.

It is known that the method of teaching listening in school English classes is poorly developed. One of the main reasons teachers don't pay attention to listening is that until recently, listening was an easy skill. It was thought that if the teacher focused all his efforts on speaking in oral speech and ensured the thorough mastery of this ability, students would learn to understand speech on their own without special purpose training. Speaking and even if the ability to listen is in a certain relationship, their unique development can be achieved by using a system of exercises specifically designed to develop oral comprehension in a natural communication environment. Even people who are fluent in a foreign language find it difficult to listen to the natural speech of native speakers. Psychological data also show that the perception and comprehension of vocal speech is a very complex mental activity.

Thus, listening is one of the most difficult types of speech activity. The underdevelopment of this topic demonstrates the urgency of our learning process, as the use of video materials has been shown to bring the learning process closer to listening to real communication conditions in terms of information reception.

In order to use video effectively in teaching foreign languages, it is necessary to emphasize the advantages of this educational tool.

To learn to listen effectively in class, you must first use real material. Attention should be paid to the age-appropriate correspondence of students, their intellectual and physical development. In addition to texts and dialogues, poems, songs, and humorous stories can also be used to engage and engage students.

Listening in the middle of a lesson can serve as a transition from one type of activity to another, allowing students to put their grammatical and lexical skills into practice while also having an information load. And listening at the end of a lesson is, in my opinion, the most effective, because at the end of the lesson students are fully immersed in the work, many elements learned in the lesson are developed and repeated, and listening can become a form of understanding and mastering material completion and satisfaction.

Listening is closely related to other types of speaking activities and plays an important role in learning English, especially in the communicative field.

We need English teachers to focus on learning a foreign language through the ability to listen to texts, songs, or dialogues on topics that are more relevant to students during our lessons. High efficiency can also be achieved by using not only audio but also video. Conducting English lessons on the basis of such advanced technologies increases the interest of students in science and achieves high efficiency in the classroom.

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## THE ROLE OF PLOT TEXTS IN TEACHING READING

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**Annotation:** As you know, the activity in the assimilation of information in children is based on their own views and interests, which is the main means of motivating educational activities. At the same time, it is necessary to take into account the personal individualization of students, to correlate speech actions with their real feelings, thoughts and interests.

**Key words:** plot reading, discontinuous-plot, continuous-plot, author's assessments, synonymous words

According to the methods of orientation to the communicant, texts are divided into discontinuous-plot and continuous-plot. A plot is the material underlying the text, and a plot is what is made of this material and how it is reflected in the text. In continuous-plot texts, the development of the theme is not interrupted by author's digressions and is minimally provided with background information. In discontinuous plot texts, the development of the plot is interspersed with background information and author's digressions. Researchers distinguish three plans of discontinuous-plot text:

- background - turns the background of the event, different information and reference material, clarification;

- story-conveys the development of events,

- author-offers author's assessments, associations, and digressions.

When creating a translation text, the translator has to make a decision about choosing the functional and semantic type of text: description, narration, reasoning. Description answers the question: what?, narration – the question: what did you do?, reasoning-the question: why? The plot text allows you to apply the following control technique: describe the appearance of a particular character, the place where the action takes place, say a few phrases about the people who appear in the story, and so on. This technique is intended to clarify the extent to which students understand the facts stated in the text. If the text is fabled and not very long (20-25 lines), then students can convey its main content in a foreign language. In this case, however, there is a danger that the weaker students will not be able to retell the text, not because they did not understand it well, but because they do not have enough skills in expressive oral speech. Therefore, this technique should be used carefully. The main requirement for texts is that texts should be informative, entertaining, accessible, and reflect an adequate picture of the world. They must correspond to age characteristics; they must set a meaningful speech plan and ensure the implementation of practical, educational and developmental learning goals. On their basis, the analytical and synthetic phase of reading activity is carried out.

Exercises in working with the title of the text.

1. Read the title and tell us what (who) you think will be discussed in the text.

2. Read the title and tell us what you think is the main content of the text.

3. Translate the title and answer the following questions:

A) In what way the title can be established that we are talking about ...?

B) Which phrase suggests that ...?

C) In what way do you determine that this is information about ...?

4. Put the title with the dictionary and tell me which console gives it a negative value.

5. Read the titles of the texts. Imagine what specific facts can be discussed in the texts. View them.

6. tell us what, in your opinion, the goal was set by the author, including in the title words that are not repeated in the text.

7. Come up with a title that can combine the three named facts.

8. Read the title of the following text and think about what it is associated with in your view. If you are interested in the title, read on.

An approximate algorithm for students to work with the title before reading any text.

1. read the title carefully and select the keyword in it (most often it is expressed as a noun).



2. Review the text and note how often the dominant title word you selected appears in the text.
3. Find substitute words for the dominant word and the entire title in the text.
4. Rephrase the title using synonymous words from the text.
5. Find in the text of the sentence with varying repetition of the dominant word in the title.
6. Tell us whether the keywords you selected and their substitutes are the most informative elements in the text.
7. Re-read the title and tell us what will be discussed in this text.

Exercises for mastering the structural and compositional features of texts of various functional styles

Mastering the structure of newspapers and recognizing the genres of newspaper materials.

1. Find the main information message in this issue of the newspaper. Tell us what event it describes. Find other materials on this issue in the newspaper.
2. Find the second most important news item in the issue; tell us what event is covered in it and what other materials of the newspaper are dedicated to this event
3. find non-commented news articles in the newspaper (news articles with comment elements, commented news articles); tell us what issues they are dedicated to.
4. Find editorials in the newspaper (articles by specialists, regular columnists of the newspaper); tell us what issues they are devoted to.

Used literature:

1. Jill and Charles Hadfield. Simple Speaking Activities. Oxford. 1999
2. Cheryl Pertelet. Speaking. London. Collins. 2012



## BRITANIYA VA AMERIKA INGLIZ TILISI O`RTASIDA BIR QATOR LEKSIK VA GRAMATIK FARQLAR

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**Annotatsiya:** Chet tili hisoblangan ingliz tilini oʻrganish hozirda ilm oluvchilarining asosiy ozuqalari sirasiga kirib boʻlganini hech inkor etib boʻlmaydi. Biz oʻrganayotgan har qanady tilni oʻrganishning qoidalari ummon qadar cheksiz. Britaniya va Amerika ingliz tili oʻrtasidagi leksik va gramatik farqlar mavjudligini bizga ayon etadi.

**Kalit soʻzlar:** Britaniya ingliz tili, Amerika ingliz tili, soʻzlashuv tili, guruhni bildiruvchi otlar

Britaniya va Amerika hududlarida ingliz tili asosiy soʻzlashuv tili hisoblanib, ushbu ikki til markazining oʻziga xos farqli xususiyatlari borki, bu farq leksik jihatdan ancha gina boʻy choʻzib qoʻygan. Quyida ayni shunday leksik, gramatik va talaffuzga oid farqlarga misollar keltirib, zabonimiz ila aytilayotgan gaplarga isbot keltiraman:

*Will you play **football** at the weekend?* (Britaniya ingliz tilisi)

*Will you play **soccer** on the weekend?* (Amerika ingliz tilisi)

Yuqoridagi ‘Dam olish kunlari futbol oʻynaysizmi’ deya tarjima qilinadigan ikki gapning birinchisi Britaniya ingliz tilisiga oid, chunki ularda futbol oʻynamoqni ‘Play football’ brikmasi bilan ifodalasa, Amerika ingliz tilisida esa ‘Play soccer’ deb atashadi. Endi **‘Weekend’** yani shanba va yakshanba kunlarini oʻz ichiga olib, dam olish kunlari deya oʻzbek tiliga tarjima qilingan ushbu soʻz Amerika ingliz tilisida **‘On’** predlogi bilan Britaniya ingliz tilisida esa **‘At’** predlogi bilan ishlatilayotganiga eʼtibor bering. Quyidagi misolga ham nazaramizni tashlab oʻtaylik.

*Let’s sit **at** the front of the **cinema**.* (Britaniya)

*Let’s sit **in** the front of the **movie theatre**.* (Amerika)

Quyida yana bir misolni tahlil qilamiz va eʼtiborimizni imlo qoidalariga oid farqlarga qaratamiz:

*I have a **grey** pencil.* (or *I have got in BritainEnglish*)

*I have **got** a **gray** pencil.* (in American English)

Bizni eʼtiborimizni tortgan gramatik har xillik bu ‘Have va have got’ ning ishlatilishidir. Demak Britaniya ingliz tilisida ‘have’ yoki ‘have got’ ishlatilishi mumkin. Ammo Amerikan ingliz tilisida ‘Have got’ ishlatilishi kerak. ‘Grey’ kulrang hisoblanib, bu inglizcha soʻz hududlarda imlosiga qarab farq qilarkan. Yani Britaniyaliklar bu rangni ‘Grey’ deb yozsalar, Amerikaliklar esa ‘Gray’ deb. Demak quyida mana shunday misollardan lavhalar keltirib oʻtamiz.

Inglizcha soʻzlarning hududlararo imloviy yozilishi	
Britaniya	Amerika
Pyjamas	Pajamas
Yoghurt	Yogurt
Taravel - Travelling - travelled	Travel – traveling – traveled
Cancel – cancelling - cancelled	Cancel – canceling - canceled

**“-ise”** brikmasi bilan tugaydigan feʼllar

Apologise

Organise

Specialise

**“-ize”** brikmasi bilan tugaydigan feʼllar

Apologize

Organize

Specialize



Inglizcha soʻzlarning hududlararo leksik farqlari	
Britaniya	Amerika
<i>In the town – shahar ichida</i>	<i>In the town – shahar ichida</i>
Cinema	Movie theatre
Zebra crossing	Crosswalk
Pavement	Sidewalk
Chemist	Drugstore
Toyshop	Toy store
Petrol station	Gas station
Garden	Yard
Car park	Parking lot
Block of flats	Apartment building
<b>Jobs – kasblar</b>	<b>Jobs – kasblar</b>
Postman	Mail carrier
Vet	Veterinarian
Dustman	Garbage collector

Bunday soʻzlarni koʻplab topish mumkin. Navbat gramatik mutanosiblik haqida gap ketarkan, eng soddan murakkabga qarab yoʻl olamiz. Yanikim hududlararo leksik va gramatik farqlarni aniqlash va ularni tilda toʻgʻri qoʻllay olishlik bizni maqsaddir. Oddiygina xat yozish tartibidan misol keltirishdan boshlaymiz:

1. Predloqlarni ishlatishdagi har xillik.
  - *Please write **to** me soon.* (Britaniya ingliz tilisi)
  - *Please write (**to**) me soon* (Amerika ingliz tilisi) – Iltimos tez orada yozgin.

2. Frazalarni qoʻllashda:

Get on (progress)

- *How are you **getting on** in your new job?* (yangi kasbingdagi ishalar qalay ketyapti)
- \_\_\_\_\_? (Amerika ingliz tilisida bu fraza bunday manoda ishlatilmaydi).

*Get on (with somebody) = Get along (with somebody)*- kimdir bilan doʻstona aloqa oʻrnatib yaxshi chiqishib ketmoq.

- *Richard **gets on** well **with** his new neighbours.* (Britaniya ingliz tilisi)
- *Richard **gets along** well **with** his new neighbours.* (Amerika ingliz tilisi)

3. **Britaniya varianti:**

*have a bath*  
*have a break*  
*have a shower*  
*have a holiday*  
*have breakfast*  
*have lunch*

**Amerika varianti:**

*take a bath*  
*take a break*  
*take a shower*  
*take a holiday*  
*eat breakfast*  
*eat lunch*

4. **The artiklining ishlatilishiga oid:**

*To/in hospital (**the** ishlatilmaydi)*

- *Three people were injured and taken **to** hospital.*

*to/in the hospital (**the** ishlatiladi)*

- *three people were injured and taken **to the** hospital.*

5. **Otlar va feʼllarning moslashuvi.**

- *The **team is/are** playing well.*
- *The **team is** playing well.*

Bunday holatdagi gaplarda guruhni bildiruvchi otlar: Government (hukumat), team (komanda), family (oil) kabilar Britaniya ingliz tilisida ham **is** ham **are** to be feʼli bilan ishlatilishi mumkin, lekin bunday gaplarni farqlash usuli mavjud albatta. Agar bunday ot butun toʻdani umumiy ifodalayotgan boʻlsa, bu ot birlik feʼl bilan ishlatiladi, yoki bu ot shu toʻda ichiga kiruvchi azolarini nazarda tutayotgan boʻlsa, koʻplik feʼli bilan ishlatiladi.



Bunday soʻz va gramatik farqlarni ingliz tilini oʻrganish jarayonida oʻqib oʻrganib ketish mumkin, shuningdek har qanday qoidani qayerda va qanday vaziyatda ishlatishni bilish - bu til oʻrganishdagi asosiy qoida, qoidalarga amal qilmoqlik esa, intilgan manzil va izlangan bilim tomon toʻgʻri odim va toʻgʻri yoʻl.

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## MUMTOZ MATN VA LUG`ATLAR BILAN ISHLASH

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**Annotatsiya:** Maqolada mumtoz matnlar bilan ishlashda innovatsion g`oyalardan foydalanish, o`quvchilarning qiziqishlarini oshirish va dars jarayonlarida ularning faolligini kuchaytirish yuzasidan fikrlar bildirilgan.

**Kalit so`zlar:** „Lison ut-tayr“ asari, mumtoz matn, lug`at so`zlar.

Umumiy o`rta ta`lim muassasalarida ona tili mashg`ulotlarining muayyan qismini badiiy asarlar, asosan, mumtoz matnlarni o`qib-o`rganish, lug`at so`zlar bilan ishlash masalalari tashkil etadi. 8-sinf ona tili darsligida buyuk shoir, olim, she`riyat mulkinging sultoni Alisher Navoiyning „Lison ut-tayr“ asaridan berilgan qismlarni o`rganish uchun mashg`ulotlar ajratilgan.

Darslikdagi 29- dars „Mumtoz matn va lug`atlar bilan ishlash“ mavzusi bo`yicha mulohazalar va tavsiyalarni o`rganib chiqamiz. Ushbu mashg`ulotda dastlab o`quvchilar matn bilan tanishib chiqadilar. 26-darsda o`quvchilarga

„Lison ut-tayr“ dostoni haqida ma`lumotlar berilgan edi. Shu sababli o`quvchilar she`riy parchani ifodali o`qib, lug`at so`zlar bilan ishlashlari mumkin.

Darslikda „Lison ut-tayr“ asaridan „Talab vodiysi“ bobi berilgan. 36- topshiriqda matnni aruz vazni qoidalariga mos holda ifodali o`qiladi. 75-mashq topshirig`iga asosan matndagi ajratilgan so`zlarning ma`nolari aniqlanadi. Bunda „Kim tez aniqlaydi?“ ta`limiy o`yinidan foydalanamiz.

### Lug`at so`zlar

**Pili damon** – mast, quturgan fil

**palang** – yo`lbars

**mo`ri lang** – choloq chumoli

**mash`uf** – shod, xursand

**kufr** – kofirlik, dindan qaytganlik

**tama`** – istak, xohish

**rohravg`a** – yo`lovchi, maqsadga intilgan kishi

**bandi rohe** – yo`ldagi band, to`siq, monelik

76-mashq shartiga binoan she`riy parchaning har bir bandi mazmunini nasriy bayon qilishga harakat qilamiz.

Ollingga kelsa agar pili damon

Ko`rgosen pashsha hamon-u pil hamon.

(oldingi darsdagi band mazmunidan kelib chiqib, davom ettiramiz... „Visol

Quyoshi jamolini ko`rsatgach, shoming tongga ulanib ketadi...“)

Agar bu payt oldingga mast fil kelsa ham sen uni pashsha kabi pisand

Gar yo`lingni tutsa yuz sher-u palang,

Bo`lg`ay ollingda nechukkim mo`ri lang.

Agar yo`lingni yuz sher yoki arslon to`ssa, ularni sen cho`loq chumolidek ko`rasan.

Ajdahodin yetmagay ko`ngulda ranj,

O`yla bo`lmish bo`lg`ay ul mash`uf ganj.

U xazinaga erishib, shod, xursand bo`lsang, ko`nglingga ajdahodan xavf yetmaydi.

Kufr ila iymong`a urgaysen ilik,

Bu tama`din kim ochilg`ay bir eshik.

Kufr va imondan qo`l yuvasan, sening xohishing ila shundan so`ng oldingda bir eshik ochiladi.

Chun eshik ochildi ne kufr-u ne din,

Ichkari kirgach qutulding barchadin.

Eshik ochilib ichkari kirganingda, unda na kufr, na din qoladi, ularning barchasidan qutulasan.

Kufr-u iymon rohravg`a kesh emas,

Asl yo`lda bandi rohe, besh emas.

Chunki kufr yoki imon bu yo`lga kirgan kishi uchun maslak emas. Bular asl yo`ldagi to`siqdan



boshqa narsa emasdir.

37-topshiriqda matnni oldingi qismlari bilan taqqoslab, talab vodiysi haqida fikrlar o`rganiladi hamda xulosa chiqaramiz.

77-mashq shartiga asosan sinf o`quvchilari guruhlarga bo`linadi. Ularga topshiriq beriladi. „Talab vodiysi” parchasidan o`rganilgan yangi so`zlarni eslab, daftarga yoziladi. Bunda „Kim epchil-u, kim chaqqon” ta`limiy o`yinidan foydalanish maqsadga muvofiq bo`ladi. Mumtoz matndan eng ko`p so`zni eslagan o`quvchi va guruh aniqlanadi. G`oliblar rag`batlantiriladi.

Dars jarayonida ta`limiy o`yinlar va innovatsion metodlardan foydalanish o`quvchilar faolligini oshiradi. Mashg`ulot so`ngida „Aqliy hujum” metodidan foydalangan holda „Lison ut-tayr” dostoni bo`yicha o`quvchilar bilimi mustahkamlanishi ham mumkin.

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## TEACHING TO READ IN AN ENGLISH LESSON

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**Annotation:** The formation of reading skills is one of the most important components of the process of learning a foreign language at all its stages. Reading refers to receptive types of speech activity, is included in the sphere of communicative and social activities of people and provides a written form of communication in it.

**Key words:** receptive type, sound-letter, semantic groups, correct accent, intonation, psychological features

The initial stage of learning to read is aimed at developing students' reading techniques in a foreign language and, in particular, such abilities as:

- quick to establish sound-letter correspondences;
- correct voicing of the graphic image of the word and its correlation with the meaning, i.e. understanding / comprehension of what is being read;
- reading by syntagmas, combining words into certain semantic groups;
- reading texts based on familiar language material at a natural pace;
- expressive reading of texts by ear, with correct accent and intonation.
- quick to establish sound-letter correspondences;
- correct voicing of the graphic image of the word and its correlation with the meaning, i.e. understanding / comprehension of what is being read;
- reading by syntagmas, combining words into certain semantic groups;
- reading texts based on familiar language material at a natural pace;
- expressive reading of texts by ear, with correct accent and intonation.

You can effectively solve these tasks using modern educational technologies that take into account the needs of younger students, their psychological age capabilities in the organization of the learning process.

Let's look at some psychological features of primary school children.

Primary school age covers the period from 6 to 10 years. In psychological studies, it is noted that at this time the flow of mental processes of students changes dramatically. There is a change in the leading type of activity: the game is replaced by the educational one, although the game activity still continues to play an important role. A positive attitude to the teaching is formed, and the cognitive motives of the teaching are strengthened. Cognitive processes are developing. Perception becomes controlled, becomes more precise, dissected, deliberate, and the relationship between analysis and synthesis is clearly distributed. The proportion of voluntary attention increases, and it becomes more stable. There is a development of intellectual operations: comparison, generalization of orientation, classification, coding, the transition from visual-figurative to verbal, critical thinking. The share of productive thinking actions increases. MNEMIC activity becomes more perfect. Increases the amount of memory. Logical memory and productive ways of remembering are formed. Based on the above-mentioned features of the mental processes of primary school students, it is possible to formulate pedagogical requirements for the organization of the process of teaching reading in a foreign language in primary school.

1. Practical orientation of the learning process:

- the formulation of specific communicative-motivated tasks and questions aimed at solving practical problems and problems that allow not only to master new knowledge and skills, but also to understand the content and meaning of the read;
- mandatory allocation of the loud-speech stage of reading in the system of teaching reading techniques in a foreign language, contributing to the consolidation of skills of articulation and intonation, phonetically correct speech and "internal hearing".

2. Differentiated approach in teaching: taking into account the age-related psychological characteristics of students, individual styles of their cognitive activity when communicating new knowledge and forming skills and abilities;

the use of analytical and synthetic exercises, tasks differentiated by the degree of complexity,



depending on the individual abilities of students; the choice of adequate methods of teaching reading aloud and to oneself.

3. Integrated and functional approach to training:

construction of reading training based on oral anticipation, i.e. children read texts containing language material that they have already learned in oral speech; at the alphabetical stage, mastering new letters, letter combinations, and reading rules is carried out in accordance with the sequence of introducing new lexical units and speech patterns in oral speech.

4. Taking into account the peculiarities of the native language:

using a positive transfer of reading skills formed or already formed in the native language of students;

maximum reduction of the interfering influence of native language reading skills associated with the peculiarities of the Russian language (phonemic writing and syllabic reading), by explaining, comparing, demonstrating methods of action and extensive training in reading.

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## REQUIREMENTS FOR ENGLISH LESSONS

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**Annotation:** Lessons and types, stages, lesson organization, selection of lexical material for the lesson and the development of easy and effective ways to master it allows you to choose material for the organization of English lessons in schools.

**Keywords:** English, teacher, student, school, exercise, teaching, lesson, practice, speech.

The concept of the teaching process includes the activities of teachers and students, as well as, the organizational forms of this process. In education, this process is called an academic year, a term, or a course. A lesson is a part of a learning activity. The term exercise is synonymous with the word exercise. A foreign language lesson consists of a set of exercises.

Numerous books and articles have been written on the subject of general education and the methodology of teaching a foreign language, which is a private education, has contained chapters and articles in many scientific works, and large pamphlets have been published. A foreign language subject is taught in class and in extracurricular activities.

**The purpose of the lesson.** A foreign language course differs from other subjects by two definitions, namely the purpose and content of the course. Speech is taught in these subject classes. The student is engaged in preparation and speaking exercises in a foreign language. The main feature of a foreign language course is that it is practical, ie speech-oriented. The organization of the educational process is directly related to the purpose of the lesson depends the goal is the beacon of the performer. The ultimate practical goal is the factor that determines the goals and objectives of a foreign language course. Specific tasks are solved in the lesson based on the practical goal, the goal (tasks) can be from one to three in one lesson.

The goal is related to the outcome, the task is related to the operating environment. there may be different tasks for the same purpose. There may be different tasks for the same purpose. The difficulty / ease of the learning material, the ways in which the difficulties are overcome, the interaction between the student and the teacher, and the student's internal motivation to learn are some of the conditions for defining a lesson task. Difficult material is studied specifically, that is, exercises that are directly related to it are performed. It is understandable that the student and the teacher work together. Internal motivation is an issue that requires analysis.

Motivation is also important in completing course assignments.

each lesson can have a speaking skill (language material) or a speaking skill from a teaching / methodological event in the form of a task / goal, the skill and ability are the factors that determine the lesson / goal. For example, teaching a certain interrogative sentence in speech, teaching the use of a certain word (s), teaching understanding a certain grammatical event in a text, and so on.

From what has been said, it is clear that the purpose of the lesson is skill or focuses on shaping skills. There are several types of study courses available.

In determining the goal, the following should be taken into account: 1) the main part of the lesson (especially in the elementary and middle stages) is devoted to oral speech, practice speaking more;

2) Reading aloud to improve reading techniques, reading aloud in the upper grades is practiced from time to time; 3) learn to get information from a book / text while reading inside. The goal is to improve reading skills in addition to reading;

4) Writing exercises take relatively little time, except for written checking with writing techniques.

In order to achieve certain goals in a lesson, first of all, what the goal should be (this goal is defined in words) and its amount are determined. The goal is set taking into account the fact



that a foreign language has educational, pedagogical and developmental aspects, as well as other aspects.

Let's look at the educational aspect of the lesson. We develop students' communication skills. We teach speaking, reading, listening comprehension and writing skills as a means of communication.

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## THE ROLE AND IMPORTANCE OF ENGLISH IN OUR COUNTRY AND THE WORLD COMMUNITY TODAY

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*He who does not know foreign languages does not know his own language.*  
*Y.V.Fon Gyote.*

**Annotation:** This article provides information about the importance of the English language in our country and the world community, the stages of development of the English language.

**Key words:** United Nations, World Community, International Conferences, World Experience, Foreign Languages, Education System.

None of the languages invented by man has become a universal world language. Based on the actual distribution of languages in the world community, the United Nations has chosen the following six languages as official or working languages; English, French, Spanish, Russian, Arabic and Chinese. Today, English has a special place among them. English is the mother tongue of more than forty million people living in twelve countries, including the United States, Great Britain, Canada, Australia and New Zealand. Ranks first among foreign languages taught in universities, adult education clubs and courses. Attention to English varies from country. In particular the Chinese, who have a population of 300 million, more than the entire population of the United States, are learning English. It requires learning English of German for a year, with 85% of students choosing English. In Japan students are required to study English for six years before graduating from high school. In school 70% students with secondary and higher education study English. According to a survey conducted in Germany, 45% of respondents speak English. Special attention was paid to the teaching of foreign languages in Uzbekistan, multimedia textbooks on German languages, the organization of modern language classrooms in educational institutions is a clear proof of this. Today, about one billion people, one-fifth of the world's population, speak English fluently. In general, the political economic, scientific and sports life of the world is conducted in English. The United Nations has chosen English as its official and working language. All kinds of meetings of heads of state, signing of laws and decrees, negotiations and debates are all conducted in English. International conferences, study of world experience and exchange of scientific views are held only in English. Even the Olympic Games and all competitions between countries are conducted in English. In the modern world, the importance of the English language is so great that it has become the key to our present and future future.

Because in this age of digital technology, every person with higher education should be able to speak English, because a person who knows the language knows the people.



## ЎЗБЕК ТИЛИНИНГ RIVOJLANISH BOSQICHLARI

*Zikiryoieva Go'zal To'raqulovna  
Samarqand viloyati, Narpay tumani  
64-maktabda ona tili va adabiyot fani o'qituvchisi*

**Annotatsiya:** Ushbu maqola orqali o'zbek tilining, avvalo, milliy til ekanligini, bu tilning ko'pgina buyuk daholar tomonidan fonetik, morfologik, sintaktik va boshqa qoidalar orqali mukammal darajada o'rganilib, tasnif etilganini ko'rish mumkin. Shuningdek, o'zbek tilining rivojlanish bosqichlari haqida ma'lumot beriladi.

**Kalit so'z:** o'zbek tili tarixi, maqola, adabiy manba, telegram, instagram, facebook, snapchat, allomalar fikri.

Ma'lumki, hozirgi o'zbek adabiy tili ko'p asrlar tarixiga ega. Shunga ko'ra, bu til qadimiy til deyiladi. O'zbek, ya'ni turkiy tilga oid dastlabki qo'lyozma manba O'rxun-Enasoy yozuvlari VI - VII asrlarga oid bo'lsa, VIII asrda tilimizga arab tilining ta'siri istilo sabab kuchli bo'ldi. Ana shunday murakkab vaziyatda ham o'zbek tili o'z ichki imkoniyatlarini boyitsa-boyitdiki, yo'q bo'lib ketmadi. Aksincha, ijodkorlar tomonidan so'z boyligi o'rganilib, leksik, fonetik, grammatik qurilishi jihatidan tasnif etib, asoslab berildi.

X-XI asrlarda M.Koshg'ariy („Devonu lug'at at-turk"), Yusuf Xos Hojib („Qutadg'u bilig"), A.Yugnakiy („Hibat ul-haqoyiq") kabi buyuk allomalar til nazariyasi sohasida o'zlarining nechog'lik „bunyodkor" ekanliklarini namoyon etishdi. O'zbek (turkiy) tilining birliklari, qadri qimmatlari XI-XV asrlarda yanada yuksaldi desak mubolag'a bo'lmaydi. O'zbek mumtoz adabiyot vakillari sanalmish Lutfiy, Atoiy, Sakkokiy, Xorazmiy kabi shoirlar tomonidan yaratilgan go'zal asarlar buning yorqin namunasi. Chunki bu ijodkorlar o'zbek (turkiy) tilida ijod qilib, uni yanada boyitdilar.

O'zbek tili haqida gap ketar ekan, bu tilning „me'mori" bo'lmish A.Navoiy ijodiga to'xtalmaslikning iloji yo'q, albatta. A.Navoiyning „Xamsa", „Xazoyin ul-maoniy" asarlari bilan XV asrda ona tilimizning gullab-yashnashiga ulkan hissa qo'shgan bo'lsa, „Muhokamat ul-lug'atayn", „Majolis un-nafois" kabi asarlari bilan milliy tilning adabiy-badiiy jihatdan nozik-nafisligini ko'rsatib bergan bo'lsa, ilmiy-tanqidiy jihatdan yorqin asoslab bergan. O'zbek (turkiy) tilini fors-tojik tili bilan solishtirib, uning nihoyatda boyligini mazmun tahlillari va yasovchilarning ma'no bo'yondorligi orqali tahlil qilib bergan. Hatto bu til bilan faxrlanishini quyidagi satrlarda bayon etgan:

*Chun topdim ul kalom ichra kamol,  
Turk alfozi bila surdim maqol,  
Turk nazmida chu men tortib alam,  
Ayladim ul mamlakatni yakqalam .*

XX asrlarga kelib esa o'zbek tili muayyan me'yorga, qolipga solinib, o'zbek xalqining barcha madaniy ehtiyoji va talablariga xizmat qiladigan til shakliga keldi. Darsliklar, qo'llanmalar yaratila boshlandi. Hamza „Qiroat kitobi", „Yengil adabiyot", kabi darslik, majmualar yaratdi. Fitrat „Etimologiya", „Nahv: O'zbek tili qoidalari to'g'risida tajriba" kabi kitoblari bilan tilshunosligimiz merosini boyitdi. „Tilimiz" maqolasida esa o'zbek tilining ijtimoiy-siyosiy mavqei ko'tarish, soflashtirish, shuningdek, uni tashqi ta'sirdan muhofaza etish joizligi ta'kidlanadi.

Muxtasar qilib aytadigan bo'lsak, o'zbek tili Navoiy-yu Boburlar, Qodiriy-yu Cho'lponlar, Oybek-u Qahhorlar, Erkin-u Abdullolar tilidir. Buyuk mutafakkir bobomiz A.Avloniy yozganidek: „Har bir millatning dunyoda borlig'ini ko'rsatadigan oyinai hayoti til va adabiyotidir. Milliy tilni yo'qotmak millatning ruhini yo'qotmakdur".

Bugun dunyoda yetti mingga yaqin til bo'lsa, ulardan atigi ikki yuzga yaqini davlat tili maqomiga ega. Davlat maqomiga ega shu ikki yuzta tilning ichida o'zbek tilining borligi millatning faxri, g'ururidir. Dunyoda mavjud yetti mingga yaqin tildan bir ming to'rt yuztasining yo'qolib ketish xavfi borligini e'tiborga oladigan bo'lsak, Prezidentimiz Sh.Mirziyoyevning



nufuzli tashkilot BMTda sof o'zbek tilida so'zlagan nutqi milliy tilni dunyo tillari safidan joy olganligini ko'ramiz:

Onajon tilim bu-osmon tilim-bu,  
Har so'zi surati Rahmon tilim-bu.  
Navoiy she'r ichra sulton tilim-bu,  
BMTda yangrar Navoiy tilim.

(Zulfiya Mo'minova „BMTda yangrar Navoiy tili”she’ridan.)

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## TEACHING ENGLISH TO YOUNG LEARNERS

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**Annotation:** To explain effective ways of Teaching English to Young Learners.

**Key words:** realia, flexibility of young minds, gestures, follow-up activities.

It is the fact that Teaching English to Young Learners plays very significant role in our life. Teaching English to Young learners requires special attention to the study. Critical period 12 or 13 years old will build more proficient speakers of English. It is widely believed that proficiency does not seem only to be dependent on learning English but also it is more dependent on types of program, teaching techniques, curriculum, number of hours spent in English class. It is a fact that early start is not the real solution, teachers of young learners should take advantage of the flexibility of young minds and seeking effective ways of teaching. I would like to share with you some helpful ideas and ways of teaching which can make a great contribution to the learners development ranging from approximately 5 to 12 years old.

**1. Supplement activities with visuals, realia, and movement.** Young learners tend to have short attention spans and a lot of physical energy. As Scott and Ytreberg (1990, 2) describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times." One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the ones used in the stories that you tell or songs that you sing. These can also help make the language input comprehensible and can be used for follow-up activities, such as re-telling stories or guessing games. Included with the concept of visuals are gestures, which are effective for pupils to gain understanding of language. In addition, tapping into children's physical energy is always recommendable, so any time movement around the classroom or even outside can be used with a song, story, game, or activity, do it!

**2. Move from activity to activity.** As stated before, young learners have short attention spans. For young pupils, from ages 5 to 10 especially, it is a good idea to move quickly from activity to activity. Do not spend more than 10 or 15 minutes on any one activity because children tend to become bored easily. As children get older, their ability to concentrate for longer periods of time increases. So for pupils ages 5–7, you should try to keep activities between 5 and 10 minutes long. It is always possible to revisit an activity later in class or in the next class.

**3. Teach in themes.** When you plan a variety of activities, it is important to have them connect to each other in order to support the language learning process. Moving from one activity to others that are related in content and language helps to recycle the language and reinforce students' understanding and use of it. However, moving from activity to activity when the activities are not related to each other can make it easy to lose the focus of the class. If students are presented with a larger context in which to use English to learn and communicate, then attainment of language objectives should come more naturally. Thematic units, which are a series of lessons revolving around the same topic or subject, can create a broader context and allow students to focus more on content and communication than on language structure. It is a good idea to use thematic unit planning because it builds a larger context within which students can learn language. When teaching English to young learners this way you can incorporate many activities, songs, and stories that build on students' knowledge and recycle language throughout the unit. This gives students plenty of practice using the language learned and helps them scaffold their learning of new language.

**4. Use stories and contexts familiar to students.** When choosing materials or themes to use, it is important that you find ones that are appropriate for your students based on their language proficiency and what is of interest to them. Because young learners, especially VYLs, are just beginning to learn content and stories in their native language in school and are still developing cognitively, they may have limited knowledge and experience in the world. This means that the contexts that you use when teaching English, which may be a completely new and foreign language, should be contexts that are familiar to them. Use of stories and contexts



that they have experience with in their L1 could help these young learners connect a completely new language with the background knowledge they already have. Teachers could take a favorite story in the L1 and translate it into English for students or even teach the language based on situations that are found in the native country, especially if the materials the teachers have depict English-speaking environments that are unfamiliar to students. This is not to suggest that stories and contexts from the target culture should not be used. Certainly one goal of foreign language instruction is to expose students to new languages and new cultures in order to prepare them to become global citizens in the future..

**5. Establish classroom routines in English.** Young learners function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners. For example, to get students' attention before reading a story or to get them to quiet down before an activity, the teacher can clap short rhythms for students to repeat. Once the students are settled down, the teacher can start the lesson by singing a short song that students are familiar with, such as the alphabet song or a chant they particularly enjoy. As Cameron(2001, 10) points out, "...we can see how classroom routines, which happen every day may provide opportunities for language development."

Finally, one of the most important ideas to take from this article is the importance of community for learning. Learning a language is never an individual endeavor, and neither is teaching. Although teachers can feel quite isolated in their classrooms, it is important to remember that openness, collaboration, and sharing are the keys to enrich your teaching and your students' learning.

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## THE STUDY OF THE ERRORS IN ACQUISITION OF CHINESE PREPOSITION “GĒN (跟)” BY UZBEK NATIVE SPEAKERS

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**Abstract:** At present, there is no analysis of the errors in the acquisition of Chinese prepositions by Uzbek speakers in China. The research in this paper is still the first. Chinese is an isolated language, prepositions are used to express grammatical meanings. Generally, prepositional phrases are composed of nouns. The whole prepositional phrases are mostly used as adverbials in front of sentence predicates. Uzbek is a cohesive language, affixes and auxiliaries are abundant. Affixes are placed after body parts of speech to express grammatical meanings, such as location, time and object. There is no “preposition” classification in Uzbek, and most of them correspond to Chinese prepositions as “affixes or auxiliaries”. Based on the theory of “error analysis”, this paper selects the Chinese preposition “GĒn (and/with)” to investigate and test the Uzbek students, analyze the causes of their errors, and put forward relevant teaching strategies.

**Key words:** Chinese, Uzbek, prepositions, error analysis, teaching strategies

### 1. Introduction

The so-called “errors analysis” is to systematically analyze the students’ errors in the process of second language acquisition, study its source, reveal the students’ interlanguage system, and understand the process and law of second language acquisition. (Liu Xun 2000). Coder divided the mistakes of second language learners into two types: mistakes and errors. The mistakes of the students discussed in this paper are errors, which is, a regular error caused by the poor grasp of the student’s target language.

Chinese and Uzbek belong to two completely different grammatical systems. Chinese belongs to the Sino-Tibetan language family and is an isolated language. Uzbek belongs to the Altai language family and is an adhesive language. The grammatical structure of the two languages is quite different. There is no “preposition” in Uzbek, only some “affixes” or “auxiliaries” corresponding to Chinese prepositions. Therefore, many Uzbek students find it difficult to learn Chinese prepositions. In addition, Chinese prepositions themselves are rich and diverse, and their usage is changeable. In addition, if the teaching methods used by teachers are not scientific enough, it will inevitably lead to a large number of errors in the use of Chinese prepositions by beginners.

At present, there is no analysis of the errors in the acquisition of Chinese prepositions by Uzbek speakers in China. The research in this paper is still the first. Due to the rich number of Chinese prepositions and the flexible usage, this article only selects Chinese prepositions GĒn (and/with) to construct and investigate the Uzbek students, analyze the causes of their errors, and put forward relevant teaching strategies.

### 2. Investigation and analysis

#### 2.1 Investigation object, content and relevant description

The object of this study is the students of the second and third grades of the Tashkent State Institute of Oriental Studies whose Chinese level is elementary or intermediate. In order to study the acquisition of Chinese prepositions by Uzbek students, the author specially designed a questionnaire, which contains six prepositions commonly used in Chinese-”Zài (at)、GĒn/Hé (and/with)、Dù (to)、Cóng (from)、Gěi (give)”. This paper only analyzes the errors of Preposition “GĒn”. The specific analysis is as follows:



## 2.2 Statistics and analysis of the errors of Preposition “Gēn”

Table 1: Statistics of the errors of Preposition “Gēn”

No.	Investigation points of Preposition “Gēn»	Corresponding test questions	Error rate
1	Indicates synergy	Question11	7.14%
		Question37	14.29%
		Question59	3.57%
2	Indicates comparison	Question12	0.00%
		Question38	10.71%
		Question60	3.57%
3	Indicates the relationship	Question13	46.43%
		Question39	21.43%
		Question61	3.57%
4	Indicates «to sb.»	Question14	32.14%
		Question40	60.71%
		Question62	32.14%

From the above table, students have a good command of the usage of “synergy and comparison” of Preposition “Gēn”. The error rate of question12 is 0%, which shows that students have a good command usage of “gēn...yíyàng(the same as)”. Both Uzbek and Chinese have comparative sentences for comparing things, traits, and degrees, but the structural characteristics of the two are different. The two comparison objects in the Chinese comparative sentence should be placed before and after the preposition “Gēn”, and the object guided by “Gēn” should be used as the adverbial of “yíyàng”. The word order of comparative sentences in Uzbek is different, and the two comparative objects should be placed in front of “Gēn”. However, from the test results, students are less affected by their mother tongue, and fewer students produce such errors.

The student’s highest error of preposition “Gēn” is the usage of indicates “to sb.”. For example, Question 40 “Tā gēnwǒ shuō , tā déle dìyīmíng (He told me that he got the first place)”, the error rate is 60.71%. There is no such usage in Uzbek, students are unfamiliar with this usage, and therefore prone to errors. Most students missed the “Gēn”, for example “\* Tā wǒ shuōle , tā jīntiān bùnéng lái le”, the correct expression is: “Tā gēn wǒ shuōle , tā jīntiān bùnéng lái le(He told me that he can’t come today)”. Secondly, there are some students who tend to confuse “Gēn” with “Cóng”, resulting in missubstitution, such as “ \* Tā cóng wǒ shuōle , tā jīntiān bùnéng lái le”.

What’s more, the question 13 “Tā gēn zhè jiànshì méiguānxi(He has nothing to do with it)”, the error rate is 46.43%. According to the test results, some students are not familiar with the usage of “Indicates the relationship”, and often omit “Gēn”, for example “\* Tā zhè jiànshì méiguānxi”.

### 2.3 The Causes of Errors

#### 1) Negative transfer of mother tongue

Negative transfer of mother tongue refers to the influence of the difference between the target language and the mother tongue acquired by the second language learners, which is an interlingual negative transfer. Where the rules of mother tongue and target language are the same, there will be positive transfer, whereas negative transfer will occur in different places (LiuXun2000). For example, “Tā gēnwǒ shuō , tā déle dìyīmíng (He told me that he got the first place)”. there is no such usage in Uzbek, students are unfamiliar with this usage, and therefore prone to errors.

#### 2) Target language knowledge negative transfer

The so-called “negative transfer of target language knowledge” refers to the errors caused by second language learners when they acquire a second language due to they do not fully grasp the rules of the target language system (Liu Xun 2000). For example, “\* Tā cóng wǒ shuōle , tā jīntiān bùnéng lái le”, there are some students who tend to confuse “Gēn” with “Cóng”, resulting in missubstitution.

#### 3) The influence of language environment

Language environment also plays an important role in the process of second language learners’ acquisition. The subjects of the questionnaire are all students from Uzbekistan, who have never been to China to study. Most of the Chinese teachers in schools and universities are native Chinese



teachers. They usually use their mother tongue to communicate with students. Therefore, the frequency of Chinese adverbs used in daily communication is low, and the actual usage of adverbs is not enough.

### 3. Conclusion

Based on the above error analysis, the author puts forward the following teaching strategies for teachers to teach the Chinese Preposition “Gēn” to Uzbek speakers:

#### 1) Emphasizing the structural characteristics of Chinese prepositions

We should emphasize the structural features of Chinese prepositions, and strengthen the understanding of the different structural ways of Chinese Prepositions “Gēn” and Uzbek auxiliary “Billan” by Uzbek students. so that they can have a correct understanding from the beginning of learning Chinese preposition.

#### 2) Comparative analysis, and make prediction of errors

It is better for teachers to understand Uzbek in the teaching of Chinese to Uzbek students. But even if we don't know Uzbek, we can also foresee the possible errors when Uzbek students learn Chinese prepositions through comparative analysis, so that students can understand the differences between Chinese Preposition “Gēn” and corresponding auxiliary “Billan” in Uzbek. In this way, it is possible for students to avoid the occurrence of similar errors as much as possible, and also to make the students aware of their mistakes after making mistakes, so that they can correct themselves.

#### 3) Uzbek and Chinese translation, focusing on practical application

Teachers can design some Chinese sentences with preposition “Gēn” which commonly used in life, and then find the Uzbek students with high Chinese proficiency to translate these sentences into Uzbek. When teachers teach preposition “Gēn” to students with elementary or intermediate level of Chinese, they can let them do Uzbek and Chinese translation exercises. In this way, students can further understand about the similarities and differences between Chinese preposition “Gēn” and Uzbek auxiliary “Billan”. On the other hand, students can know which errors they will produce, so as to avoid similar errors in practical applications.

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## FAIRY TALES AND THEIR ROLE ON EDUCATION

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**Annotation:** In this article highlighted the importance of fairy tales and their role on education. Fairy tales can help little children to overcome difficulties in their inner world. It is also discussed that fairy tales plays an essential role in teaching different cultures.

**Key words:** fairy tales, stories, imagination, morals, sayings, false sense of reality, movie business.

### Stories are Useful

Fairy Tales for sure motivate our imagination, but can sometimes give us a false sense of reality while incorporating realistic scenarios. This is the main reason why some parents choose not to read them to their children. As an adult, I wanted to go beyond the surface of fairy tales and find out what their role may be in our children's education and social development. All fairy tales talk about relationships and people, and the negative and positive interactions between them. I decided to do my research on this theme because I think even the worst stories can be used as tools for teaching. Many believe fairy tales were told by word of mouth from one generation to the next. The main purpose of the stories was to teach a moral, which is kind of the focus they should still have today. Fairy tales originally were created for various readers of all ages. In 2014, fairy tales are mainly famous thanks to Disney's astonishing movie business. The movies we have watched in recent years are mainly adaptations from their original versions. Some stories in their original form may have had a dark side to them which to parents many may be disturbing. Whether you agree or not, fairy tales can motivate a child's curiosity and imagination

### How can fairy tales help parents and children?

Parents are skeptical about fairy tales because the content in many of them is contradicting or confusing. In recent years we have also seen a shift in the way fairy tales are written; some seem to have more sad and depressive endings. The message of the authors is probably aimed towards "reality". Is "reality" always the best way? Our perception of fairy tales can change as we look beyond assumptions. We must remember that our interpretation of fairy tales, as adults, is very different from children. Child Psychologist Bruno Bettelheim suggests: "Adult interpretations, as correct as they may be, rob the child of the opportunity to feel that he, on his own, through repeated hearing and ruminating about the story, has coped successfully with a difficult situation. The parents have the role of using these stories to make their children aware of those things they may not understand and help them cope with their inner troubles.

How can fairy tales help parents and children? It is important for our children to have a good foundation early on. Reading to them as early as possible can increase their interests in reading and other subjects as well. "If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales" Albert Einstein once said. Though today many parents are aware of the importance of reading. But not only can fairy tales open up a desire for reading, but they can also be a tool to help children cope with emotional and social issues. In her article *5 Reasons Why Fairy Tales are good for Children*, Saoirse Docherty says: "Whether it's for indirect moral lessons, improving their imaginations or because your child can't put that book down reading fairy tales should be encouraged." Making sure you read the stories with your child will help deepen their connection with you.

### Psychological benefits of Fairy Tales

The psychological benefits of fairy tales for children may be many. These benefits vary from child to child, and we must not only depend on fairy tales as the only tool. To quote Bettelheim once more, he believes that: "While it entertains the child, the fairy tale enlightens him about himself, and fosters personality development". A child may have many feelings repressed that he may not understand and that is where the fairy tales come in to help. The stories have conflicts the child can identify himself with it, and the solution is also within the story. Also, he believed fairy tales can help a child cope with those emotions and fears in a healthy way for the time



being, as fairy tales often offer hope for a better future.

Fairy tales can help us with teaching children cultural differences. Among the most difficult topics, parents and educators have to deal with, is physical beauty. With the issues society faces today, we need to use fairy tales to make it clear that beauty is not what we see in magazines. The need for “real” beauty is becoming more and more popular:

#### The role of relationships in Fairy Tales

For years society taught us how to dress, behave, and influenced our overall look. Addressing these issues can be hard for children to understand. However, parents need to use the resources available to help them cope. Fairy tales address these issues as well, and the message of accepting someone regardless of their physical appearance is also found in the stories. We can definitely teach children that no one is so “perfect”, that we all have flaws and that love is not only physical attraction, that there is a deeper meaning to it.

The first social interaction a child has is with his parents. The role of relationships in fairy tales is very important for children and their social development. They offer children examples of relationships and how to cope when differences arise. The work cannot be accomplished only by reading fairy tales, but also with help from parents and educators. The relationship the child builds with parents early on helps him in approaching others as they get older. He also believed that the child’s experiences with the outside world would help him. Children would prefer to depend on parents forever but they must have their own experiences. Fairy tales offer examples of social interactions in a way children can understand. There is a reason why fairy tales are so popular and have remained interesting for ages, it is because we all love to imagine. As adults, there are still things in our unconsciousness that get a certain satisfaction from fairy tales. We must keep in mind that children do not have the levels of awareness that we have. Reading is a fun way to learn and children should not be deprived of such experiences. They, in fact, need those experiences to make sense of the world. It is why parents need to have a close relationship with their children and be ready and able to answer any questions as they may arise. I was a skeptic parent myself, but I have realized that fairy tales can do my children more good than harm.

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## LINGUISTIC MANIPULATION AND ITS TYPES

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**Annotation:** During the process of writing this article it is embraced to study linguistic manipulation and its types. What a linguistic manipulation is, its aim, functions and methods of linguistic manipulation are conveyed in the article.

**Key words:** linguistic manipulation, intentional, non-intentional, person-oriented, society-oriented, productive / non-productive manipulation.

According to the linguistic fact, manipulation is a linguistic term that has a great creative potential that is first and foremost topical in the framework of the theory of linguistic manipulation. The term "manipulation" is rich of wide semantic meanings, including such key elements "negative" intention of the speaker and covert character of influence. Manipulation composed of several manipulative functions such as: discourse-conditioned covert, hidden layer of linguistic data that is not easily separated from purely informational content. The great importance is attached to either confirmation with objective reality or to the pragmatic factor regarding to the character of utterance.

Language mechanisms operating the processes of speech manipulation have appeared spontaneously, as the language itself to a certain degree facilitates distortion of objective reality offering not only specific designations, but also imprecise, blurred, ambiguous denominations. Manipulative discourse takes position between two extreme points – the legitimate (true, full) information and a lie. A lie and manipulation are opposed to different types of truth: a lie stands up against "semantic truth"; while manipulation opposes "pragmatic truth"<sup>1</sup>.

Manipulation is realized when the listener cannot see the speaker's implicit intentions behind what is actually being said. Manipulation is a pragmatic aspect that achieves its goals without evident detection of communicative intention: the speaker wittingly chooses such form of utterance that lacks direct signals of his intention.

Manipulation of consciousness and behavior presupposes existence of a subject and an object of manipulation, influence upon the listener's motivation sphere. These and other factors create foundation for basic classification of the types of linguistic manipulation highlighted in linguistic literature and works in the field of psychology.

Depending on the sphere of mental activity, participating and dominating in the process of communication, linguistic manipulation is divided into **rational** and **emotional**. In attempts to influence interlocutor's behavior: the speakers can affect their rational sphere. To do this they use convincing facts and arguments impacting people's consciousness. The aim of emotional manipulation is expression of the speaker's emotions and acquisition of responsive emotional reaction from a listener that would lead to changes in his behavior.

*According to the character of subject-object interaction*, manipulation can be *direct* and *indirect*. Direct method of linguistic manipulation includes such forms of the language system that are associated with certain meaning directly expressing corresponding illocution, i.e. communicative aim of the speaker. Thus, for example, declarative and interrogative utterances are conditionally connected with illocutionary forces of a message. Indirect method of expression of communicative intention presupposes usage of language forms to express illocution force not connected with their direct linguistic meaning. Indirect forms do not openly express the speaker's intentions.

*According to awareness of linguistic actions*, manipulation can be *intentional* and *non-intentional*. In case of intentional linguistic manipulation, the subject aims at a definite result on the part of the object of manipulation. Non-intentional linguistic manipulation is exercised involuntary, as the subject does not aim at achieving results from the recipient.<sup>2</sup>

*According to the type of linguistic action, manipulation can be:*

*- social;*

<sup>1</sup> Akopova A. Linguistic Manipulation: Definition and Types. // International Journal of Cognitive Research in Science, Engineering and Education Vol. 1, No.2, 2013. – p. 200.

<sup>2</sup> Ermolaev, B.A. Goal Formation in Communication // Optimization of Linguistic Manipulation. Moscow: Nauka, 2007 p 24



- *volitional*;
- *informational and*
- *estimative*.

*Perlocutionary criterion* presents basis for discrimination of the following types of linguistic manipulation:

- *evaluative*;
- *emotional*;
- *rational*;

According to orientation towards the interlocutor, manipulation can be *person-oriented* and *society-oriented*. Person-oriented linguistic manipulation is directed towards the listener by the speaker who constructs the image of his interlocutor in order to achieve the desired effect. In case of society-oriented manipulation, the speaker does not construct the image of a separate listener, but creates generalized image of a group as a whole.

Every type of linguistic manipulation can facilitate regulation of interlocutor's activity and change his behavior. The process of construction of the theory of linguistic manipulation presupposes differentiation of manipulative and actualizing manipulation, on the one hand, and productive and non-productive manipulation, on the other hand. Such differentiation of manipulation means in the framework of communication takes the form of hierarchy reflecting various levels of communicative skill in language usage. Non-productive manipulation is presented as the bottom of hierarchy, while speech actualization is situated at the top.

In psychology the term "manipulation" is defined as a type of psychological affection, which in case of skillful realization leads to implicit provocation of another person's intentions that do not correspond to his actual wishes and his stimulation towards commitment of actions required by the manipulator.

Linguistic manipulation is based upon the mechanisms that compel the listener to perceive verbal messages uncritically and facilitate creation of illusions and misperceptions impacting addressee's emotions and making him accomplish actions advantageous for the speaker.

Non-productive form of manipulative affection is associated with the desire to covertly influence the interlocutor's consciousness in order to frustrate him, i.e. impart psychological discomfort. In other words, non-productive manipulation is linguistic action aimed at manifestation of supremacy over the interlocutor through demonstration of his imperfection, inferiority, which leads to submission to the speaker's demands.<sup>1</sup>

The aim of productive manipulation is to persuade communicative partner and manipulate his behavior through exploitation of his weaknesses. In this case, the initiator of communication becomes a voluntary donor who places his interlocutor in the situation of social welfare, status superiority. The easiest means of manipulation are compliment and flattery.

Both productive and non-productive manipulation of addressee's behavior presupposes influence upon his emotional sphere as opposed to other forms of reinforcement of volition appealing to the rational sphere.

The highest form of linguistic interaction and manipulation is communication on cooperative actualizing level that is the optimal alternative of effective communication. The basic behavioral parameter of the agent of actualization is respect of interlocutor's individuality, principal equality and openness of manipulation techniques. Actualizing communication is based upon desire to arise the listener's sympathy. It should be noted that mastering of actualizing communication is not an easy task. Thus, in everyday life manipulative forms are predominant.

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<sup>1</sup> Dotcenko, E.L. Psychology of Manipulation: Phenomena, Mechanisms and Protection. Moscow: CheRo, 2003.p



## PROBLEMS OF TEACHING ENGLISH AND WAYS TO SOLVE THEM

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**Annotation:** This Article shows the common mistakes in learning, the ways of avoiding and tackling them and the effective and productive methods in teaching the English language.

**Key words:** incompatibility, teacher, incompetence, grammar, motivation, study, Matrix method.

The relevance of this topic is due to the fact that today more and more teachers note certain problems in learning English and mastering the material. Students often cite language inability in such situations. But there are times when a person knows one or even two languages, however, is not able to master the third. In this case, the cause may be the teaching methodology or the incompatibility of the student and teacher at the psychological level. This situation can be a serious obstacle to learning a language. English, although it is a simple language for learning, is actually not always easy to learn. Difficulties in each case can be caused by different reasons, but in this article I would like to list the most common

First mistake. Thinking in the native language. It is found in almost everyone who begins to learn a language, and even those who have been teaching it for a long time. The bottom line is that a person thinks in his native language, translating it into a foreign language.

The second mistake. Teacher incompetence. This may include inefficient presentation of the material, incorrect pronunciation and accent. Often, English teachers at schools and universities know the language at the level of a linguist-scientist, but speak with an emphasis that students adopt from the very first lessons. Learning / talking with native speakers will help to avoid this error.

The third mistake. Criticism towards oneself. Setting the bar high and striving to achieve results as soon as possible is the right way to failure. Subsequently, the student's desire to learn a language disappears, and he considers himself one of those to whom languages are not given. Setting the goal of learning to speak fluently and competently is the right goal, but you need to understand that the results will not be instant.

The fourth mistake. Extreme emphasis on grammar. Such an approach can be either a teacher's mistake or a student's mistake, who decided that language learning is based on grammar. In fact, memorizing the rules will do little if a person is not able to perceive speech by ear, does not know how to speak a foreign language at all. The process of learning grammar should not be isolated from other processes of learning a language, since exclusively "technical" knowledge of a subject does not contribute to speaking in a foreign language, overcoming the barrier.

The fifth mistake. Weak motivation. If a person undertakes to learn a language under the threat of dismissal or in connection with possible job privileges, this is not the strongest motivation, since certain circumstances prompt him to study, and not his own desire. In this case, there is no involvement in the learning process, it is uninteresting and the brain subconsciously resists receiving new information.

Sixth mistake. Neglect of self-study. Many people are sure that it is enough to turn to a good professional, and he will teach them how to speak. For their part, they consider it quite sufficient to attend classes and be diligent students. But in practice this is not enough. Without constant self-education (and this includes watching films in English, reading literature, and studying various features of the language, slang, etc.), knowledge of English does not rise to the proper level. Again — without interest and full devotion to the subject, the result will be minimal. In conclusion — popular methods of teaching English:

1. Standard. Most common in schools and universities, despite the fact that it shows low efficiency in comparison with other teaching methods. This technique is a program that is crammed with mostly grammar work. The basis of training is the implementation of exercises based on learned rules. As a rule, it is not easy for students to speak and understand by ear.

2. The methodology of studying with native speakers. As noted above, this technique helps



students avoid typical pronunciation errors and not adopt the accent of a non-native language teacher. But when communicating with a person of a different language environment, attention is concentrated on establishing contact with him, mental activity is aimed at listening to the words of the teacher, trying to understand him (which at first can be very difficult).

3. Matrix method. To date, the most effective teaching methodology. The essence of this approach is that, first of all, a person must learn to perceive a foreign language by ear (just like children learn a language without knowing the rules of grammar). To this end, the program includes listening to dialogues and texts in English, which the creator called the matrix.

Experts call the matrix teaching method revolutionary in learning English, as it is based on the subconscious abilities of a person and the learning process is easy and interesting.

Based on the foregoing, we can conclude that very many people face difficulties in learning English, the main thing is to continue training, not to throw halfway and the result will not be long in coming.

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УДК: 81

## ИЗУЧЕНИЕ ИСТОРИИ ФОРМИРОВАНИЯ ЯЗЫКА МЕДИЦИНСКОЙ НАУКИ

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**Аннотация.** В статье представлены результаты анализа переводов медицинских терминов инструкций по применению лекарственных средств. Анализ позволил выявить частотность использования различных переводческих приемов, представляющих собой общие лексические и грамматические трансформации, используемые в текстах любого жанра.

**Ключевые слова:** перевод, приемы перевода, медицинский термин, инструкция по применению.

Формируя медицинскую терминологию, латинские и латинизированные греческие элементы взаимодействуют друг с другом, приобретают новые значения, вступают в новые сочетания, организуют новые модели и, наконец, образуют новые ряды, гнезда и другие комплексные объединения – все то, из чего складывается, собственно, терминологическая система. Но, хотя роль этого взаимодействия для формирования и дальнейшего развития медицинской терминологии была ясна специалистам, предметом специального исследования данная терминология до настоящего времени не являлась.

Расширение внешних связей нашей страны в области медицины, интенсивное развитие профессиональной коммуникации медицинских работников на немецком языке, а также увеличение числа специалистов, вовлеченных в международное общение, влекут за собой повышенный интерес к изучению медицинской терминологии и проблеме ее перевода. В процессе восприятия, понимания, интерпретации и перевода медицинских текстов основная задача состоит в том, чтобы донести до реципиента глубинное когнитивное содержание терминологических единиц в наиболее четкой, ясной, лаконичной, привычной для представителей принимающей лингвокультуры форме.

Медицинские термины – совокупность специальных наименований, которые понимаются как стандартные единицы специального наименования, обслуживающего научную или профессиональную сферу современной официальной медицины. Настоящее исследование рассматривает термин с лингвистической позиции, где термин является функциональной лексической единицей, принимающей на себя признаки термина. К термину предъявляются три группы требований: требования к содержанию, к форме и прагматическим свойствам. Следует отметить, что требования, в данном случае, представляют собой совокупность характеристик, которыми должен обладать термин.

Большой процент терминов, переведенных с помощью подбора устойчивой лексической единицы, а также экспликации, указывает на то, что медицинская терминология на иностранном языке имеет свою сложившуюся языковую традицию, тогда как приемы калькирования, транслитерации и транскрипции обращают внимание на то, что медицинская терминология в общем имеет интернациональный характер, обнаруживает тенденцию к поддержанию лексического единства из-за стремления к копированию специальной лексики из одного языка в другой.

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## АБДУЛЛА ОРИПОВ ШЕЪРИЯТИДА ҚЎЛЛАНГАН ЛЕКСИК БИРЛИКЛАРНИНГ МАВЗУВИЙ ГУРУХЛАРИ

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**Аннотация:** Ушбу мақолада Абдулла Орипов шеъриятида қўлланган лексик бирликларнинг мавзувий гуруҳларга бўлиб тасниф этилиши келтирилган. Унда мазкур лисоний қўлланмаларнинг шоир ижодидаги эмоционал-экспрессивлик моҳиятини воқелантиришдаги аҳамияти баён этилган.

**Калит сўзлар:** окказионал, узуал, мавзувий гуруҳ, эмоционал-экспрессив, лисоний тасниф, туб сўзлар, ясама сўзлар.

Абдулла Орипов шеърияти лексикасини кузатиш унда тематик жиҳатдан ранг-баранг сўз қўлланганини кўрсатади. Умумлаштириб олганда, ундаги ҳар бир мавзувий гуруҳга кирувчи сўзлар баъзан вазн ва қофия, баъзан бошқа бир бадий талаб тақозоси билан ишлатилган. Шунингдек, бу талаб сўзларнинг турли қатламларга мансублигини, туб ёки ясамалигини, ясамалилик ва қўлланишнинг окказионал ёки узуаллигини таъминлаган. Шеърият тилида қўлланган сўзларнинг ранг-баранглигини кўрсатиш мақсадида уларнинг мавзувий гуруҳлар бўйича бўлинишини берамиз.

### 1. Атоқли отлар.

1.1. **Киши исмлари:** Алишер, Навоий, Машраб, Қодирий, Миртемир, Бехзод, Бедил, Ойгул, Исрофил, Чингиз Аҳмар, Лермонтов, Буойша, Низомий, Насимий, Алпомиш, Доро, Мироншоҳ, Мария, Робертино, Отелло

1.2. **Географик жой атамалари:** Баҳри Мухит, Саҳройи Кабир, Қарши, Арманистон, Ҳаястон, Рим, Ўзбекистон, Боботоғ, Тригорское, Макка, Россия, Бухоро, Мурунгов, Етимтов, Озарбайжон, Тува

1.3. **Гидронимлар:** Амударё, Сирдарё, Зарафшон, Чирчик, Бойсун, Боботоғ, Дарбанд, Жайхун, Қорасув, Энасой, Бошманбулоқ, Орол қирғоқ, денгиз, дарё, сўқмоқ

1.4. **Маскан отлари:** қумлоқ, қўриқхона, дашт, арш-аёло, кутубхона, кенглик, расадхона, ўтов, касалхона, ўтлоқ, мактаб, туғруқхона, дарсхона, ҳовли, гузар, овул, стадион, чўл, чангалзор, ўлка

### 2. Этник номлар.

2.1. **Миллат номлари:** ўзбек, қозоқ, қирғиз, арман, озар, туркман, рус, қорақалпоқ, тожик, хитой, уйғур, бошқирд, фаранг, татар, ҳабаш, ёкут, фин, араб, япон, ҳинди

2.2. **Уруғ номлари:** манғит, барлос

### 3. Қавм-қариндошлик номлари.

3.1. **Қон-қариндошлик атамалари:** ота, дада, бобо, момо, буви, ойи, амаки, жиян, тоға, она, сингил, амма, хола, набира

3.2. **Никоҳ қариндошлиги атамалари:** кампир, қиз, ука, бола, ўртоқ, оға, оғайни, эр, келин, қайнота, хотин, рафиқа, куёв, завжа, қайнона, фарзанд, чақалоқ, қаллик, оила, янга

4. **Кишилараро муносабат атамалари:** оғайни, дўст, дугона, ошна, жўра, биродар, улфат, душман, елкадош, ҳасратдош, ғамдош, замондош, сафардош, шогирд, меҳмон, ёв, сирдош.

5. **Кишиларнинг ёш хусусиятини ифодаловчи атамалар:** гўдак, нинни, чақалоқ, бола, чол, йигит, кекса, ўспирин, кампир, ўсмир, нуруний, қария, қари, жужук.

6. **Кишиларнинг ижтимоий жиҳатдан келиб чиқишини тавсифловчи отлар:** дехқон, ўқувчи, камбаҳал, ўғри, ҳоким, қашшоқ, қул, файласуф, олим, шахзода, фаррош, мураббий, вазир, устоз, мухбир, фуқаро, студент, талаба.

7. **Инсон аъзолари номлари:** бош, кўз, юрак, қулоқ, лаб, кокил, қош, оёқ, қўл, соч, тирноқ, елка, киприк, манглай, пешона, бўйин, сийна, калла, бармоқ, панжа, бел, буйрак, илик

8. **Кийим-кечак атамалари:** дўппи, тўн, салла, камзул, чопон, шим, рўмол, кўйлак, пальто, кўзойнак, чиммат, дастор, кафан, зирак, бўйинбоғ, бошмоқ, қалпоқ, пойафзал, иштон, уст-бош.



- 9. Таом номлари:** асал, кабоб, тухум, кулча, ош, хўрозқанд, новвот, норин, сумалак, ҳалим, қази, ёвфон, гўшт, чучвара, балик, гўжа, нонушта.
- 10. Мева номлари:** зардолу, анор, ўрик, нок, олма, беҳи, ер ёнғок.
- 11. Полиз маҳсулотлари номлари:** оби новвот, кўкча, қовун, карам.
- 12. Қуш номлари:** бойкуш, қалдирғоч, чумчуқ, каптар, сор, лочин, полапон, булбул, қарға, саъва, майна, каклик, қарчиғай, бургут, мусича
- 13. Касб-хунарга оид атамалар:** кетмончи, рассом, бастакор, доктор, мухбир, адиб, боғбон, қоровул, бизнесмен, овчи, пахтакор, юмушчи, ошпаз, ҳайкалтарош, жаррох, дорбоз, тўқувчи, раққоса, домла, муаллим.
- 14. Ҳайвон номлари:** кўпкари, пойга, шатранж, яхмалак.
- 15. Гул номлари:** лола, райҳон, бинафша, қизғалдоқ, ғунча, номозшомгул, бойчечак, сунбул, чучмома, арғувон, гулчечак.
- 16. Уй-рўзғор буюмлари номлари:** телевизор, ёстик, дазмол, буйра, тарок, козон, хумдон, арава, супурги, болға, телефон, дарвоза, пиёла.
- 17. Нарса-буюм номлари:** календар, тож, байроқ, қалам, қоғоз, кўнғироқ, кема, эгов, машғала, ҳайкал, шам, сеп, тугма, гилам, фонус, глобус, варрак, пичоқ, чархпалак, тўрва, машина, ҳасса.
- 17.1. Ўсимлик номлари:** пахта, бошоқ, саксовул, исмалоқ, туя товон, буғдой, арпа, гиёҳ, ўт, майса, наъматак
- 18. Мато, газлама номлари:** бахмал, атлас, чуз.
- 19. Ҳайвон номлари:**
- 19.1. Уй ҳайвонлари:** қўзичоқ, тулпор, эшак, той, мушук, ит, от, сичқон, сизир, буқа, серка, нор, қуён, туя, хўтик, қўй
- 19.2. Ёввойи ҳайвонлар номлари:** маймун, оҳу, мамонт, арслон, тулки, қашқир, жайрон, айиқ, илон, бўри, наҳанг, шер, аждаҳо, силовсин, фил, товушқон, тошбақа
- 20. Ҳисоб сўзлари:** фарсах, маош, ойлик, гонорар, пенсия, қалам ҳақи.
- 21. Савдо-сотикқа оид атамалар:** карвон, ақча, ғазна, хазина, пул, савдо, мол-дунё, мулк, бозор, харидор
- 22. Дарахт номлари:** қайрағоч, чинор, арча, ёнғок, терак, эман, мажнунтол, тол, тут, ниҳол, кўчат
- 23. Табиат ҳодисалари номлари:** шамол, саратон, шаббода, уфқ, изғирин, шуъла, офтоб, соя, ҳаво, тонг, нур, табиат, манзара
- 23.1. Ел-ёгин отлари:** шабнам, қор, ёмғир, томчи, шудринг, жала, сабо, ел, туман, тўзон
- 23.2. Фасл, ой, ҳафта, кун, вақт отлари:** ёз, қиш, куз, баҳор, кун, замон, кундуз, мозий, келажак, ўтмиш, дақиқа, аср, субҳидам, апрель, мезон, май, январь
- 23.3. Табиий офат отлари:** зилзила, кўчки, ёнғин, тўфон, вулқон, лава, бўрон, куюн, сел, момақалдиноқ, яшин, қаҳратон
- 24. Ҳарбий терминлар, қурол-яроқ атамалари:** зобит, жанг, ўқ, шамшир, лашкар, камон, солдат, милтик, қилич, ёй, тўппонча, қалқон, рота, ёв, совут
- 25. Безак оройишга доир атамалар:** безак, ҳашам, зар, зеб-зийнат, сийм-зар, зеру забар, дур
- 26. Касаллик ва дори-дармон атамалари:** тумов, табобат, вабо, палата, малҳам, яра, чандиқ, уйқусизлик, рак, грипп, мажруҳ, инфаркт, захм, ланг, бемор, шифо, мадор, дармон, СПИД
- 27. Ижодга оид атамалар:**
- 27.1. Китоб, асарлар:** “Шоҳнома”, “Осорул-боқия”, “Ҳиндистон”, “Ҳамса”, “Сайдана”, “Минг бир кеча” асар, девон, китоб, журнал, саҳифа, мавзу, фан, савод
- 27.2. Бадий жанр ва бадий санъатлар:** шеър, баёт, масал, газал, қўшиқ, достон, нақл, эртак, афсона, ҳикоя, чистон, ҳангома, мухаммас, ташибеҳ, байт, ҳикмат, марсия
- 27.3. Шоирлар тахаллуси:** Муқимий, Навоий, Жомий, Бобур, Фурқат
- 27.4. Мусиқий атамалар:** мусиқа, қўшиқ, соз, карнай, ногора, наво, патефон, тор, алла, тарона, бастакор, чилдирма
- 28. Самовий жисмлар:** қуёш, юлдуз, осмон, булут, ой, ҳилол, сайёра, моҳ, фазо, само, камалак
- 29. Характер, руҳий ҳолат ва хусусият отлари**
- 29.1. Руҳий ҳолат отлари:** бахт, шодлик, нафрат, гафлат, қийноқ, фарёд, қувноқ, ўйчан,



гамгин, ташвиш, қувонч, умид, севги, ишонч, орзу, соғинч, фироқ, меҳр

**30.3. Хусусият отлари:** жилва, нур, шўхлик, паҳлавон, дилбар, шўх, пари-рухсор

**31. Маҳкама, унвон, даража ва ҳуқуққа оид атамалар**

**31.1. Маҳкама атамалари:** ҳукм, ижро, фармон, қарор, тадбир, ташкилот, низом, ҳайфсан, кенгаш, қасамнома

**31.2. Унвон, даража атамалари:**

**31.3. Ҳуқуққа оид атамалар:** арз, шикоят, пора, жазо, қоида, прописка, ҳужжат, сиёсат, ариза, сайлов, ҳуқуқ, минбар

**32. Диний тушунчаларни ифодаловчи атамалар:** дуо, бидъат, қиёмат, саждагоҳ, жаноза, қабр, охират, парвардигор, Қуръон, Аллоҳ, расул, арофат, худо, калима

**33. Модда – маъдан отлари:** кўмир, захар, чўғ, маржон, жавҳар, гавҳар, пўлат, туз, олмос, инжу, кумуш, олтин, биллур, мрамор, газ

**34 Ранг номлари:** оқ, кулранг, мовий, алвон, қора, қизил, ол, яшил, зангори, новвотранг, қирмизи, кўк, лоларанг, малла.

**35. Байрам отлари:** янги йил, наврўз, Ҳайит, базм, маросим, айём

**36. Парранда номлари:** товуқ, жўжа, ўрдак, ғоз, турна

**37. Ҳашарот номлари:** чумоли, болари, пашша, чивин, ўргимчак, шаршарак, чирилдоқ.

Абдулла Орипов шеърини лексикасини кузатиш унда мавзувий жиҳатдан ранг-баранг сўзлар қўлланганлигини кўрсатади. Умуман олганда, бу гуруҳга кирувчи сўзлар баъзан вазн ва қофия, баъзан бошқа бир бадиий талаб тақозоси билан ҳамда шоирнинг бадиий-эстетик мақсадига мувофиқ, сўзларнинг эмоционал-экспрессив моҳияти, шунингдек, шоир идиолектини намоён қилиш учун асос бўлиб хизмат қилади.

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## К ВОПРОСУ РОЛИ РЕКЛАМЫ В СЕТИ ИНТЕРНЕТ (на материале корейской рекламы)

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**Аннотация.** В настоящей статье рассматриваются некоторые особенности рекламы корейских товаров питания и кулинарии. Отмечается, что реклама как явление общественной жизни, требует изучения. Потребители обращают внимание на красочность, простоту и доступность рекламного текста, способствующий эффективному сбыту товаров, услуг, взаимопониманию.

**Ключевые слова:** реклама, цель, информация, товар, услуга, воздействие.



Рисунок 1. Рамён - липша быстрого приготовления.

Как известно, реклама – это аргументированная в пользу принятия решения информация, ориентированная на потенциального покупателя и распространяется по информационным каналам и источникам. Особенно обращает внимание реклама товаров через сеть Интернета. Считается, что в отличие от чистой информации реклама использует средства убеждения, цель ее – обеспечение предпочтения в условиях конкуренции. От

обычного информационного сообщения реклама отличается заинтересованностью в конечном результате. Это не просто изучение информации, а ее изучение с определенной, вполне конкретной целью усилить интерес и внимание к предлагаемым товарам и услугам.

Корейская реклама, как и любая реклама, фактически имеет одно направление - от рекламодателя к объекту воздействия. Обратная связь существует только в виде конечного поведения потенциального покупателя. Рассмотрим рекламу товаров продуктов питания. Примером выбрана реклама лапши «Рамён» (Рис.1). Лапша выпускается в красной упаковке, бросающей в глаза. В рекламе в Интернет-ресурсах об этом товаре сообщается, что этот товар «Пхёнанопнын мат» - «Вкус без изменений». Использование словосочетания и отрицательной формы говорит о возможности заинтересовать покупателя и без обозначения действия (т.е. использование глагола).



Рисунок 2. Реклама национального блюда.

Реклама очень изменчива, поэтому в рекламе нет постоянных форм или каких-либо устойчивых клише: то, что ранее использовалось, может не повлиять на новых потребителей, то, что привлекало внимание потенциальных потребителей может стать массовым и привычным и не вызывать интерес. Сущность рекламы заключается в ее актуальности и важным для рекламы условие – внедрение тех или иных способов и приемов для продвижения своих «производительских» планов. Конечно, реклама должна привлекать внимание, в этом ее суть. Ведь цель рекламного объявления не просто в том, чтобы его увидели, и не в том, чтобы его услышали и прочли. Цель рекламного

объявления – донести информацию о товаре (услуге, фирме, идее) и отношении к нему таким образом, чтобы потребитель проникся большей предрасположенностью к его по-



купке. Важнейшую роль играет здесь психология как наука о поведенческих мотивах и основах желаний и устремлений человека.

Реклама, очевидно, оказывается более эффективной, когда она переводит свои темы на язык, полный смысла для тех, на кого она стремится воздействовать. Для эффективного воздействия на покупателя реклама должна использовать опыт и других отраслей знания. Обратим внимание на рекламу товаров – продукции корейской кулинарии (Рис.2). К каждому товару логотип производящей компании, инструкция по использованию красочные рисунки, по которым покупателям легко и доступно понять предназначение товара.

Самый элементарный лозунг, самый простой рисунок воспринимаются, запоминаются людьми по внутренним психологическим законам. Как известно, психология рекламы изучает механизм ее воздействия на мозг человека, а также на особенности восприятия людьми отдельных выразительных средств – текста, изображения, цвета, графического оформления и т. д. Вопрос эффективности рекламных сообщений, воздействия их на потребителей не является простым. В силу того что реклама в отличие от других источников информации доступна практически всем, проблема ее эффективности зависит от решения научной проблемы индивидуальных психологических различий при общей универсальности психологического архетипа.

В заключении следует отметить, что реклама, как явление общественной жизни, требует тщательного психологического изучения. Применение психологической науки позволяет создать условия, при которых между потребителем товара и рекламодателем возникает «диалог», способствующий эффективному сбыту товаров, услуг, взаимопониманию. Это может помочь авторам рекламных идей избежать приписывания собственных представлений о качестве товара потенциальному потребителю. Такая проекция чаще всего ничем не оправдана, так как процесс восприятия рекламы потребителями определяется их психологическими свойствами, а свойства эти не всегда очевидны и крайне разнообразны.

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## J.IZBASQANOV SHIGARMALARINA LINGVOPOETIKALIQ QÁSIYETLERI. «MUXABBAT LIRIKASI» QOSIQLAR TOPLAMI MISALINDA

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**Annataciya:** Lingvopoetik izertlewler zamanagóy analiz metodlarına tayanilgan halda alıp barılmaqta. Onıń stilistika hám ádebiyattanıw ilimi tarawları menen ortaқ tárepleri tereń úyrenilip atır. Ózbekstan xalıq shayırı Jiyenbay Izbasqanov dóretiwshiligi usı waqıtqa shekem tiykarınan, ádebiyattanıw ilimi bađdarında úyrenip kelinligi, biraq qaraqalpaq tilinde pútin halda lingvostilistik hám lingvopoetika tárepten analiz etilmegenligi maqalamızdıń aktualıgın belgileydi.

**Tayanish sózler:** lingvopoetika, antonimiya, sinonimiya, stilistika, poeziya.

Jahan til bilimde XX asir baslarınan baslap lingvopoetikaliq ma'selelerin u'yreniwge itibar arta basladı. Maqalalardı izertlew procesinde lingvopoetika, tekst lingvistikasi, pragmalıngvistika, kognotiv filologiya siyaqlı tarawlar menen birge rawajlanıp atır. Ámelge asirilip atırgan izertlewler tilde lingvokulturalogiyaniń rawajlanıwına tiykar boladı. Sol sebepli, til birliklerinin tu'rli sóylew kórinisleri ha'm u'stindegi funktsional-stilistik, lingvopoetika qa'siyetlerin izertlew za'ru'rli a'hmiyetke iye. XX 30-jıllarında ataqlı rus filologi L.V.Sherba «tekst lingvistik talqiniń tiykarǵı waziypası kórkem ádebiyatqa baylanıslı miynettiń ideyasi hám ol menen baylanisli emotsional mazmunin ańlatatuǵın til quralların kórsetiw ekenligin aytip ótken» [1]. Kórkem a'debiyatqa baylanisli tildiń kórkem jetiskenlikke, milliy xarakter jaratiwdag'i ayriqshaliq sóz sheberiniń mashaqatlı xızmetlerin bólek atap ótiw kerek.

Al, V. Zadornovaniń pikirinshe «Teksttiń lingvopoetika analizi ol yamasa bul stilistik usıllardı anıqlaw emes, bálki kórkem dóretpе dóretiwshilik úlgisi bolǵan estetik tásinin anıqlama beriwge bađdarlang'an» [2].

Lingvopoetik izertlewler zamanagóy analiz metodlarına tayanilgan halda alıp barılmaqta. Onıń stilistika hám ádebiyattanıw ilimi tarawları menen ortaқ tárepleri tereń úyrenilip atır.

Ózbekstan xalıq shayırı Jiyenbay Izbasqanov dóretiwshiligi usı waqıtqa shekem tiykarınan, ádebiyattanıw ilimi bađdarında úyrenip kelinligi, biraq qaraqalpaq tilinde pútin halda lingvostilistik hám lingvopoetik tárepten analiz etilmegenligi maqalamızdin aktualıgın belgileydi.

Shayır J.Izbasqanov poeziyamızda óz dóretiwshiligin XX ásirdeń sońǵı shereginde óziniń lirikaliq shıǵarmaları menen tanıla basladı. Onıń qa'lemine tiyisli «Tulpar haqqında ballada» (Nókis, 1975), «Jaz ótkende» (Nókis, 1979), «Lirika dápterinen» (1982), «Ómirge qushtarlıq» (1987), «Muhabbatnıń almaz qırları» (1990), «Muhabbat lirası» (1992), «Men kútken kún» (1993), Jollarım uzaq (1995), «Ayyemgi ańız» (1997), Saylandı shıǵarmalar toplamı (1999), «Aq quslar» (2014) h.basqa toplamları bar. J.Izbasqanov – bir qansha poemalardıń da avtorı. Shayır qosıqları tereń lirizmge, sıǵasqan oy tolıǵanlarına, obrazlı súwretlewlerge qurılǵan. Shayır qaraqalpaq poeziyasın óziniń ideyalıq-tematikaliq, janrlıq hám formalıq izlenisleri menen ele de bayıttı. Qaraqalpaq lirikasında erkin qosıqtıń lirikaliq forma sıpatında ornıǵıwına úles qostı.

Shayırdıń dóretiwshiligin lingvopoetik kóz qarastan analiz etiw misalında poetik individuallıqtıń kórkem baqlaw procesine kórsetetuǵın tásiiri hám ana tilimizdi bayıtıw jolların izertlew etiw hám de bul ayırıqsha shayırdıń xalqımız kórkem-estetik oylawı rawajlanıwına qosqan múnásip úlesin anıqlaw imkaniyatın beredi.

Kórkem teksttiń qalıplesiwinde tiykarǵı faktor-jazıwshı faktori bolıp tabıladı. Onıń dóretiwshilik joli hám usılı bolsa ulıwma individual bolıp tabıladı. Onıń uqıwı sebep, tekste qollanılǵan hár bir til materialı poetik birlikke hám tek sol dóretiwshi usılına tán bolǵan individual quralǵa aylanıwı múmkin.

Kórkem sóz sheberinin tilin izertlew bolsa shayırdıń til ilimine qay da'reje úles qosqanın belgileydi.

J.Izbasqanov qosıqlarında tiykarınan antitezadan, sinonimiyaliq imkanyatlardan, naqıl ha'm takrarlardan paydalanılǵanlıǵı kózge tu'sedi. Sonıń menen birge individual okkazonalizmlerde ushirasadi. Shayır dóretpelerinin tilin tek g'ana bul su'wretlew qurallari belgilemeydi, Bunnan



tisqari kóp ma'nili sózlerden paydalaniw, dialect ha'm ózlestirme sózler qollaniw sheberligi ta'repten elede izertlew tiyis.

Ob'ektiv shunliqti, dúnyani kontrast túrde sawlelendirip súwretlep beriwdiń eń negizgi hám keń tarqalǵan túri – antonimiya qubılısı, antonim sózler onıń materialı esaplanadı. Poetikalıq tildegi barlıq birlikler sıyaqlı antonimlerde tuwra mánileri menen birge onıń semantikalıq jaqtan qabatlanıp, polisemiyaǵa ushırap, sonıń nátiyjesinde polifunkcionalıqqa, yaǵnıy kóp funkcionallıqqa iye boladı.

Misali:

Ómirim *ba'lent-pa'sinde*,  
Xizmetimde shapqir at.  
Shapqir attıń da'stinde,  
Meniń ózim shaq, biraq.

J.Izbasqanovtıń antitezadan paydalaniw bir neshe tiykarg'ı ha'm kontekstual antonim jupliqlardan paydalang'anlig'in tómendegi misallar arqali da kóriwge boladi.

Qosiqti siyrek jazaman.  
Jang'a sag'inish xazari batqan.  
Ashiqlarg'a malham bolsin dep.  
*Qista to'hip*,  
*Saratanda ku'yer* jazaman.

Shayır bul qosıq qatarlarında jaqsı-jaman, qıs-saratan, toniw-ku'yiw leksikalıq hám semantikalıq antonimlerde antiteza xızmetinde qollaniw arqalı qosıqtıń tásirliwiligin kúsheytken, emocional-ekspressivlik jaqtan bayıtqan. Shayır hár bir sózdiń óz ornında az sóz benen keń mazmundı sawlelendirgeni kórinedi.

J.Izbasqanov shıǵarmaları tiliniń leksika-semantikalıq baylıǵı sózdiń kóp mániligi menen birge sinonimlik keń múmkinshiliginde kórinedi. Shayırdıń dóretpelerinde qollanılǵan sinonimler pikirdi bir sóz benen qaytalay bermey onıń sinonimlik sıńarların orınlı paydalanıw arqalı hár bir sózdi kórkemlep, obrazlı etip bayanlaw ushın jumsalǵan.

Misali: Ayip emes, suyiw, *kuy*, "*órten*".

Ba'ha'r ma'ngi kelmeydi erteń.  
Ómir g'oy bul. Arziwli erkem.  
Bu'gin barmiz. Bilmedim erteń.  
Sezim misli tań nuri  
Miyras birge erteden.  
Qiz qiyalin *yandirip*,  
Ishqi da'rtin *órtegen*.

Shayır bul misallardaǵı *kuy*, "*órten*" | *yandirip*, *órtegen* sózlerin, yaǵnıy kontekstlik sinonimlerde sheberlik penen paydalanıw arqalı zat, qubılıs hám hádiyseni kem-kem kúsheytip gradaciya qubılısın payda etedi, emocional-ekspressivlik tásiridi kúsheytip beredi. Shayır kerekli sózlerdi óz ornında qollang'an.

Seslik qurılısı jaǵınan birdey, al ańlatatuǵın mánileri jaǵınan hár qıylı túsinikti bildiretuǵın omonim sózler de shayırdıń dóretpelerinde kórkemlew quralları sıpatında ayılajaq pikirdi uyqaslıqlı, anıq hám tásirli jetkeriwde ollang'an.

Shayırdıń qosıq hám poemaları tilinde omonimlerden sheber paydalana alg'an. Qosıqtıń kórkemliliwiligin, názikliliwiligin, tásirliwiligin támiyinlewshi leksika-semantikalıq dereklerdiń biri bolıp, onıń tiliniń baylıǵı, keń múmkinshiliklerin kórsetedi.

Misali:

Ayyemgi ayyemgi zamanda,  
Olimp tawi tamanda,  
Jer *ju'zinde* shaması,  
Joqta adam balası.

Bul keltirilgen qosıq qatarlarında ju'z sózi jer betin u'sti ma'nisinde qollansa , al tómendegi qatarlarda adamniń kelbeti ma'nide qollang'an.

Maqluqatlar bir benen  
Uqsas turqi, *ju'z* degen.

Al, u'shinshi misalda ju'z bol jerde sanliq ma'nisin bildiriwshi sóz ornında qollang'an.  
Siz boldiniz bugin sóz basında.



Bul sózimde mińret *ju'z* ma'ni

Shayir dóretpeleri tilindegi omonim sózler de kórkem súwretlew quralı retinde shıgarmanıń obrazlılıgın, tásirin kúsheytip tur.

Juwmaqlap aytqanda, qaraqalpaq til biliminde lingvopoetikaliq izertlewler *ju'dá* az, sır emes, kórkem tekst kórkem estetik pútkillik retinde pu'tkilley quramalı hádiyse. Kórkem tekste kórsetilgen tiykarǵı ideya - pikir mazmun túsiniw, ańǵarıw azli kem mashaqtli qıyın hám quramalı dóretywshilik process bolıp tabıladı. Hár qanday tekstiń mazmunın túsiniw ushın til leksikasida grammatikasın biliw zárúr hám jetkilikli bosa, kórkem teksttiń mazmunın aqıl etiw ushın bunnan tısqarı usı waqıtta kórkem teksttiń óziga tán tilge tiyisli-poetik nizamlıqların da biliw kerek boladı. Studentlerde kórkem teksttiń áne sonday tilge tiyisli poetik nizamlıqların biliw arqalı maksimal estetik zawıq hám informaciya alıw ilmiy tájriybesine erisiwde lingvopoetika tiykarǵı derek bolıp tabıladı.

Biz J.Izbasqanov dóretywshiligin u'yrener ekenbiz onıń dóretpeleri kórkem tárepleri menen ádebiyatımızda belgil óz ornına iye degen juwmaq kelip shıǵadı.

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## DOSTONLAR TILIDAGI LEKSIK ARXAIZMLARNING QO‘LLANISHI

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**Rezume:** Mazkur maqolada Xorazm dostonlari leksikasidan o‘rin olgan arxaiklashgan leksik birliklarning qo‘llanishi va etimologiyasiga doir mulohazalar yuritladi. Maqolada leksik arxaizmlarning qo‘llanishi bo‘yicha qo‘lyozma va toshbosma dostonlar matni materiallari asos qilib olingan.

**Kalit so‘zlar:** Xorazm, doston, leksik arxaizmlar, etimologiya, qiyosiy tahlil, dialektizm, etnografizm, lingvokulturologiya.

Arxaizm yunon tilidagi “*archaios* – qadimgi” so‘zidan olingan bo‘lib, ma‘lum davr uchun eskirgan, iste‘moldan chiqqan boshlagan til birliklari (so‘z, ibora va boshqalar) tushuniladi<sup>1</sup>. Arxaizmlar hozirgi umumxalq tilida ishlatilmaydigan va eskirib qolgan so‘z hamda iboralardir<sup>2</sup>. “Go‘ro‘g‘li” dostonlari og‘zaki tarzda ijro qilinganligi uchun, ular matnida ham eskirgan so‘zlar ancha miqdorni tashkil etadi. Chunki yozma holda mavjud dostonlar tiliga qaraganda og‘zaki shakldagi dostonlar tilida zamonasiga nisbatan eskirgan birliklar ko‘proq uchrashi asosli holatdir. Buning bir nechta sabablari bor: birinchidan, og‘zaki dostonlarni, ko‘pincha, tajribali, nutq mahoratini egallagan va yosh jihatdan katta bo‘lgan kishilar ijro etadi. Ular esa muayyan davrga nisbatan ancha oldingi so‘z va iboralar, nutqiy qoliplardan foydalanish ko‘niukmalariga ega shaxslar bo‘ladi. Ikkinchidan, agar dostonlar kuylanayotganda ularda zamonaviy unsurlar yetakchi bo‘lsa, dostonning ta‘sirchanlik jihati va ishonarliligi ancha pasayib ketadi.

Eskirgan so‘zlarning aksariyati maishiy turmush bilan aloqadordir. Doston voqealari ijtimoiy-iqtisodiy voqelikni tasvirlaganligi sababli ular tarkibida muayyan davrda yashagan kishilarning turmush tarzi, urf-odatlarini, davlat tizimlari bilan aloqador anchagina so‘zlar saqlanib qolgan. Ularni har xil toifalarga ajratish mumkin.

### Xo‘jalik anjomlariga aloqador leksik arxaizmlar:

*xurjun*– mazkur eskirgan so‘z o‘zbek tilining izohli lug‘atida “qo‘shaloq bo‘lmali xalta, eger ustiga yoki yelkaga oshirib tashlanadigan, yuk solinadigan ikki ko‘zli qop, qo‘sh xalta”<sup>3</sup>, deya izohlanadi. Xurjun ot yoki eshak ustiga yuki bilan ortiladigan, jundan ishlangan anjom bo‘lib, ularning oddiy ipdan to‘qilgan turlari ham mavjud. Izohli lug‘atda forsiy yoki arabiy tillarga aloqador deya mavhum fikrlar keltirilgan. Bizningcha, arabiy tillarga mansub *xarj*, *xarajat* so‘zlari bilan bog‘liq. Xorazm shevalarida mazkur arxaizmning *xorjin*, *xorjun* variantlari ham mavjud bo‘lib, mazkur variantlarning paydo bo‘lishi arab yozuvidagi shakllarning o‘qilishi bilan bog‘liq.

*Ravshanbek yangasi bilan buvasini otga mingashtirib xurjunini yelkasiga tashlab, qal‘adan chiqdi.* (G. 27-bet.)

*kajävü*– arava ustiga o‘rnatiladigan yuk anjomi. Mazkur nafaol qtlamga xos birlik, o‘zbek tilining izohli lug‘atida forsiy tilga aloqador “ish hayvonlari ortib, yuk tashish uchun daraxt novdalari yoki qobig‘idan, shuningdek, maxsus yasalgan katta, keng chorqirra idish”<sup>4</sup>, deb izohlangan. Go‘ro‘g‘li turkumidagi dostonlarda uchraydi: *Gulamdonni darrov tuyaga yuklangan kajavadan tushirdilar, to‘y ustiga to‘y boshlanib ketdi.* (G. 97-bet.)

### Qurol-yaroqlar bilan bog‘liq leksik arxaizmlar

*O‘q-yoy* – mazkur juftlashgan birlikning birinchi qismi *o‘q* bugungi kunda ham faol qo‘llanuvchi qurol-aslahalarga aloqador leksema bo‘lib, ining semantikasida ma‘no siljishi ro‘y bergan. Ushbu leksemaning denotativ ma‘nosida bir necha marta siljishlar ro‘y berganligini kuzatishimiz mumkin. Dastlab, mazkur leksemaning asl lug‘aviysi “to‘g‘ri”, “to‘g‘ri yo‘naluvchi”

<sup>1</sup> [Hojiyev A. Tilshunoslik terminlarining izohli lug‘ati. –Toshkent: O‘zME nashriyoti, 2002. –B.18.]

<sup>2</sup> [Лапасов Ж. Бадий матн ва лисоний таҳлил. –Т.: “Ўқитувчи”, 1995. –Б. 15. (86)]

<sup>3</sup> [www.ziyouz.com kutubxonasi. O‘zbek tilining izohli lug‘ati. X harfi. –Toshkent: OzME nashri. –B.436.]

<sup>4</sup> [www.ziyouz.com kutubxonasi. O‘zbek tilining izohli lug‘ati. K harfi. –Toshkent: OzME nashri. –B.292.]



ma'nolarini ifodalagan. Qadimgi bitiklarimizda ham mazkur birlik aynan shu fonetik tarkibdan iborat shaklda ishlatilganligini kuzatamiz. Masalan, "Qutag'u bilig"da "*Bodum ärdi oqtäg, ägildi bodum*" (tanam o'qday edi, egildi tanam) ishlatilgan<sup>1</sup>.

Keyinchalik, xuddi shu shakl va vazifalar asosida yog'och yoki metall bo'lmagan boshqa materialdan yasalgan aslaha anjomi ma'nosini ifodalay boshlagan. Dostonlar tili va eski tilimizga oid manbalar tilida mazkur leksemaning aynan shu ma'nosi yetakchi hisoblanadi.

Hozirgi adabiy tilimizda ikki uchiga qilg'irak o'rnatilgan yog'och yoki metalladan yasalgan g'o'la ham o'q deyiladi. Masalan, *avtomobil oldingi g'ildiraklarining o'qi* va boshqalar<sup>2</sup>.

U bilan bog'liq holda qo'llaniladigan yoy leksemasi ham bir necha ma'no qirralarini o'zida jam etgan polisemantik so'z hisoblanadi. Dostonlar tilida yoy so'zi ancha faol qo'llaniladigan qurol yarog'larga aloqador birliklardan hisoblanadi. Deyarli har bir qahramonning quroli sifatida yoydan foydalanishi odatdagi tasvir uslubida keng qo'llaniladi. Dunyodagi ko'plagan xalq eposlarida yoy timsolida qahramonlarning turli xil jasoratlari, mardliklari ochib beriladi. Masalan, hind, ingliz, koreys va boshqa xalqlarning afsonaviy qahramonlari qo'lida albatta afsonaviy yoylar tasvirlanadi.

O'zbek xalq dostonlarining deyarli barchasida mazkur lisoniy birlikning muayyan uslubiy vazifani bajarishi (Alpomishning "o'n to'rt botmonlik yoyi) hech kimga sir emas. Mazkur lisoniy birliklarning har qaysisi alohida qo'llanilgani bilan birga, juftlashgan holda ham ishlatilishini folklor asarlarining deyarli barcha turlarida uchratish mumkin.

Xorazm dostonlarida ana shu shaklda qo'llanilganligini quyidagi misollarda kuzatamiz: *Jig'olibek Ravshanbekka bir o'q-yoy yasab berib aytdiki, endi umidimiz sendan, ovchilik qilib bir narsa topib bizlarni boqarsan, dedi.* (G. 29-bet)

Yoy leksemasi ham ko'p ma'noli bo'lib, yomg'irdan keyin quyosh nurlari ta'sirida osmonda paydo bo'ladigan *kamalak*, yarim oy shaklini ifodalaydigan *qavs*, geometrik atama sifatida aylananing istalgan ikki nuqtasini tutashtiruvchi bo'lagi kabilar ham yoy leksemasi orqali ifodalanadi. Lisoniy birlikning semalarini tutashtiruvchi belgi ularning shakliy uyg'unlashuvi asosiga quriladi.

Yoy so'zi qadimgi bitiklarimiz tilida ya shaklida ishlatilgan. Jumladan Mahmud Koshg'ariy asarida: *Bu ya qur'gu o'gur ermäs* (bu yoy quradigan vaqt emas) tarzida qo'llaniladi<sup>3</sup>. Keyinchalik muayyan ijtimoiy-iqtisodiy munosabatlar, shuningdek, til taraqqiyoti natijasida leksema tarkibida yana bitta y fonemasi paydo bo'lgan va hozirgi shaklga kelib qolgan.

**Sadoq**– o'qdon. Dostonlarimiz tilida uchraydigan nafaol qatlamga oid arxaik elementlardan yana biri qurol yarog'lar bilan bog'liq *sadoq* so'zihisoblanadi. Qadimgi manbalarda *jasiq* (N.R. 94-bet) shakliga ega bo'lgan so'z. Izohli lug'atda qaysi tilga aloqador ekanligi haqida ma'lumot keltirilmagan. Tojik tilining izohli lug'atida mazkur so'zning omonim varianti *صداق* keltirilgan bo'lib, "kobin, mahri zan" (xotin uchun beriladigan qalin puli) deya izohlanadi<sup>4</sup>. Alisher Navoiy asarlari uchun tuzilgan qisqacha lug'atda mazkur so'z *سداق* shaklida izohlangan va u yerda "o'q-yoy xaltasi" deb sharhlangan<sup>5</sup>. Ammo har ikki lug'atda mazkur leksemaning arab yozuvidagi shakli har xil harflar bilan berilishiga qarab, bu so'zlar faqat shaklan bir xil ko'rinish olgan shakldosh so'zlar deb hisoblashimiz uchun asos bo'ladi.

"Oshiqnoma" turkumiga kiruvchi "Yusuf va Ahmad" dostonidan olingan quyidagi parchda uchraydi: *Oltin sadoq birlan otin shaylagan, Chorvadori Asqar tog'da aylangan...* (170-bet.) yoki:

*Beklarim olinglar nayza-yu qalqon, Sadoq o'qlar birlan shamshiri tezdon...* ("Oshiqnoma" turkumi, 1-kitob, "Malikai Zavriyo" dostoni, 291-bet.)

**Shashpar** – (shamshir, qilichning bir turi). Xorazm dostonlari matnida qo'llanush bu nafaol-birlik, turli manbalarda turlicha sharhlanadi. Jumladan, "Navoiy asarlari uchun qisqa chalug'at"-da "olti qirrali gurzi"<sup>6</sup>, shuningdek, tojik tilining izohli lug'atida "gurze, kishash parushash

<sup>1</sup> [Rahmonov N. Sodiqov Q. O'zbek tili tarixi. -Toshkent. O'zb. faylasuflari milliy jamiyati nashriyoti, 2009. –B. 82.]

<sup>2</sup> [Ўзбек тилининг изоҳли луғати. 2-том. –Москва: Рус тили нашриёти, 1981. –Б.526]

<sup>3</sup> [Rahmonov N. Sodiqov Q. Ko'rsatilgan asar, 133-bet.]

<sup>4</sup> [Словарь таджикского языка. Под редакцией: М.Ш.Шукурова и др. –М.: Сов.энцик, 1969. –С.175.]

<sup>5</sup> [Навоий асарлари учун қисқача луғат. Тузувчи Б.Ҳасанов. –Тошкент: Фан, 1993. –Б.240.]

<sup>6</sup> [Толковый словарь таджикского языка (2-томах). Под редакцией: С.Назарзода. –Душанбе: НИИ Рудаки, 2008.]



pahl-u dorad” deya izohlanadi. Ammo yevropa tillariga oid manbalarda davlat ramzi bo‘lgan hukmdorlar tasarrufida bo‘ladigan simvolik qurolni anglatadi. Mazkur qurol yarog‘larga aloqador birlik Go‘ro‘gli turkumiga kiruvchi “Qirq minglar” dostonida uchraydi:

***Shashpar*** aytar mening ishim, O‘n ikki bo‘lakdir boshim. (G. 173-bet.)

*Shashpar* (shash+par) leksemasining qadimgi hind va eroniy tillarga aloqador ekanligi uning tarkibiy qismlaridan ham anglashilib turibdi. Ushbu so‘zni hatto qadimgi hind eposlari tilida ham uchratish mumkin. Birinchi qism “shash” olti sanoq sonini ifodalovchi forsiy tillardagi mustaqil leksema bo‘lib, uning ma’nolari izohidagi “olti qirrali”, “olti uchli” semalarining yuzaga chiqishiga xizmat qilmoqda. So‘zning ikkinchi qismi “par” uning aylana shakliga ishoradir.

Afg‘onistonning Uruzg‘on viloyatida *Shashpar* nomi bilan yuritiluvchi geografik hudud ham mavjud. Mazkur nafa oliriklikning Xorazm dostonlari tilida uchrashining o‘zi ham hind-yevropa tillari bilan qadimiy aloqalarning izlari sifatida baholani shimumkin.

Xulosa qilib aytganda, dostonlar tilida uchraydigan leksik arxaizmlarni to‘plab tahlil qilish tilshunosligimiz uchun qimmatli ma‘lumotlarni taqdim etadi.

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## ONA TILI MAZMUNINI YANGILASHNING ZARURIYATI

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**Annotatsiya:** Ushbu maqolada ona tili fanining umumiy o'rtta ta'limda o'qitilishi va muammolari boyicha fikr-mulohazalar keltirilgan.

**Kalit so'zlar:** ona tili, o'qitish mazmuni, imlo, tahlil, o'quvchi, moslik darajasi, moddiy manfaat, davr talabi.

Ona tili ta'limi moddiy manfaat keltirmaydi degan xulosaga kelish notog'ri chunki ta'lim, jumladan, ona tili ta'limi natijasida uni egallovchi o'quvchi ma'lum darajada ko'nikmalar hosil qiladi va bu ko'nikmalarning davr talablariga mosligi darajasi bevosita iqtisodiy ko'rsatkichlar - moddiy manfaat ko'rsatkichlari bilan o'lchanadi. Ona tili ta'limining moddiy ko'rsatkichlari bolalarning imlo savodxonligi, so'z boyligi va undan foydalanish maxorati, mustaqil ijodiy fikrlay olishi, fikr mahsulining maqsadga muvofiq ravishda og'zaki va yozma shakllarda bayon qila olishi kabi niyatlaridan nutqda foydalanish shubhasiz, moddiy ko'rsatkichlardir. Imlo savodxonligi yuqorida tilga olingan ko'rsatkichlardan biridir. Respublika Xalq ta'limi vazirligi, viloyat xalq ta'lim boshqarmasi, tuman xalq ta'lim bo'limlari maktablarning ma'muriyatlari o'tkazgan yozma ishlar, chorak va yillik o'zgartirish natijalari, shuningdek, mualliflar tomonidan o'tkazilgan kuzatishlar bu ko'rsatkichlarning hali juda past darajada ekanligini ko'rsatib turibdi.

Ona tilini o'qitish samaradorligining yana bir muhim ko'rsatkichi - o'quvchilarning so'z boyligi ham talabga javob bermaydi. Kuzatishlar, o'quvchilar o'quvchilar bilan o'tkazilgan suhbatlar, ularning og'zaki va yozma javoblari, tuzgan matnlarini tahlil qilishi shu narsani ko'rsatdiki, bolalar so'z va uning ma'nodoshlarini, uyadoshlari, qarama-qarshi ma'nolarni farqlashda katta qiyinchiliklarga duch kelyaptilar. Aksariyat hollarda, o'quvchilar matn tuza olishga sahna asarlariga taqriz yozish, matnni qisqartirish yoki kengaytirish kabi ijodiy ishlarni bajarishga qiynaladilar. Bu kabi nuqsonlar ta'lim mazmunini yangilashi talabga ko'proq hayotiy zaruriyat qilib qo'yilmoqda. Ona tilidan o'quvchilarning bilim saviyasi ta'lim mazmunidan mavjud bo'lgan nuqsonlar bilan ham bog'liq. Ana shu nuqsonlardan bin mazmunning o'ta ilmiyligi va unchalik tushunarli emasligidir.

Ta'limning ilmiyligi va bolalar uchun tushunarli bo'lishi prinsiplari o'zaro bog'langan, bir - birini to'ldiradigan didaktik kategoriyalardir. Ilmiylik til materiallarini tilshunoslik fani yutuqlari asosida bayon qilishni talab etsa, tushunarlik uni boalarning yosh va ruhiy xususiyatlariga, ularning umumiy taraqqiyoti bilim imkoniyatlariga moslab bayon qilishni taqazo etadi. Ona tili dasturlari, darsliklar va o'quv qo'llanmalarini tuzishda, til materiallarini tanlash vaundan foydalanishda bu ham ikkalaikkalaprinsipni bir prinsip sifatida qarab ularning bir yo'la amalga oshirishini ta'minlash ta'lim samaradorligini oshirishning asosiy omillaridan biridir.

Kuzatishlar shu narsani ko'rsatib turibdiki, hatto maktabda beriladigan filologik ma'lumot bilan oliy o'quv yurtida beriladigan filologik ma'lumot o'rtasida, ayrim tushuncha va talqinlarni hisobga olmaganda, deyarli farq qolmadi.

Ona tili ta'limidagi yana bir murakkablik til hodisalarini sun'iy ravishda o'ta maydalashtirib o'qitishdir. Buning asosiy sababi dastur va darslikda bir paradigmani tashkil etgan til hodisalarining alohida-alohida berilganligi bo'lib, o'quvchi uni qabul qilishda jiddiy qiyinchiliklarga duch keladi. Shubhasiz bir-biridan ajralgan, alohida - alohida o'rgatilgan til hodisalarini xotirada saqlab qolish ham uni amaliy faoliyatda qo'llash ham qiyin demak, til materiallarini yiriklashtirish masalasini uzil kesil hal qilmay turib ta'lim mazmunining samaradorligiga erishib bo'lmaydi.

Ona tili ta'limi samaradorligini oshirishda darslik va dasturlarning mukammal bo'lishi ham mumkin ahamiyat kasb etadi. Ko'pchilik o'qituvchilarning ona tili mashg'ulotlarini asosan, dastur va darslik materiallari asosida ko'rishlari va darsda ko'proq ish materiallaridan foydalanishlarini nazarda tutadigan bo'lsak, bu masala yanada muhimroqdir. Ma'lum bir bilimlarni egallash usuli ona tili mashg'ulotlarida hal qiluvchi ahamiyat omildir. Tajriba shuni ko'rsatadiki, ona tili mashg'ulotlaridan asosiy maqsad ma'lum bir ko'nikmalarni shakllantirish va rivojlantirish bo'lsa, bunda eng smarali usul tahlil usulidir.

Ona tili o'qitish metodikasida bu tushuncha o'uvchiga noma'lum bo'lgan til hodisalarini bilib



olishda oldingi bilimlarga tayangan holda kuzatish, taqqoslash guruhlarga ajratish, umumlar-tirish kabi usullardan foydalanib, qoida, ta’rif, xulosalar chiqarish yo’lidir. Umuman olgan-da ta’lim jarayonida ona tili fanini samarali o’qitish va natija ko’rsatish bizning burchimiz

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## PEDAGOGICAL ACTIVITY AND ITS TYPES

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**Annotation.** The adult generation of citizens always strives to pass on to the younger generation the accumulated spiritual and practical experience of mankind - culture, so that society can survive and develop. Therefore, a person who owns culture is one of the main goals of society. To achieve this goal, a special activity is organized in society - pedagogical.

**Key words:** Educational activity, Pedagogical activity, Scientific pedagogical activity, Practical pedagogical activity.

**Educational activity** is an activity that ensures relationships between people in the transfer of spiritual and practical experience. **Pedagogical activity** consists of two types: scientific and practical.

It is impossible to convey the whole culture through pedagogical activity. For this activity, a part of culture, which is necessary and obligatory for mastering, is selected, representing a certain set of spiritual and practical experience in the form of knowledge and the ability to use them, in the form of the highest moral qualities. The person who owns this part of culture is the goal of pedagogical activity. The result of the completed pedagogical activity should be a person who has mastered this part of culture.

A socially educated person with a pedagogical (professional) education can carry out teaching activities. The subject of pedagogical activity is the entire part of the culture selected and intended for transmission to the younger generation, the special processing of which makes it possible to achieve the set goal.

The means by which pedagogical activity is carried out are, first of all, natural properties and qualities that belong to man: sense organs and the musculoskeletal system; social qualities (the ability to understand, understand, use knowledge and skills); as well as aids: various kinds of tools, including books, writing utensils, etc.

Pedagogical activity is carried out by a **set of actions leading** to a result corresponding to the goal. This set represents two types of pedagogical activity: scientific and practical.

**Scientific pedagogical activity** is a type of pedagogical activity, the purpose of which is to obtain new knowledge about the pedagogical relations between adults and children and the forms of their development. Scientific pedagogical activity consists of two types: theoretical and experimental.

Scientific activity studies the whole set of relations arising in the pedagogical sphere, and develops recommendations, norms and forms of scientific organization of practical activity.

**Practical pedagogical activity** is a type of pedagogical activity, the purpose of which is to transfer the necessary part of the culture and experience of the older generation to the younger. In practical pedagogical activity, culture (experience) is transferred to the younger generation.

Practical pedagogical activity consists of two types: educational and bringing up.

**Educational activity** is a type of practical pedagogical activity, the purpose of which is a person who owns the necessary part of the culture and experience of the older generation, represented by curricula in the form of a set of knowledge and skills to use them. Learning activity can be carried out only through the appropriate performance of the teacher's activity and the student's activity.

According to the level of goal achievement, educational activity is divided into two links: teaching and learning. The completeness of educational activity is determined by the data of didactic diagnostic activity. In psychology, learning activity is not equated with learning. Children can learn in the most types of activities - play, work, social, etc.

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## USING GRAMMAR GAMES IN TEACHING ENGLISH

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**Annotation:** This article discusses the use of grammar games in English lessons. Examples of games to use in grammar lessons are also provided. The author’s personal experience is described and conclusions are drawn about the influence of games on motivation and improvement of grammatical skills.

**Keywords:** grammar games, teach, interesting, communication, children

Grammar as one of the aspects of teaching a foreign language is inseparable from teaching speech activity in General and is an integral part of foreign language communicative competence. Currently, the use of games in foreign language lessons for the development of grammar skills of schoolchildren is of great interest. Research shows that the game element makes language learning much more effective. School teachers are increasingly trying to include games in their lessons, because children learn better when they have fun. It is interesting to play, but it is very pleasant to win, it is a great motivation. Games are best used to consolidate the studied topic, so that the development of new grammatical structures is easy and relaxed in a playful and friendly atmosphere. Therefore, it is most appropriate to use games in intermediate lessons in the cycle of discussion of a certain grammatical topic. The main goals of grammar games: to teach children the use of speech patterns containing certain grammatical difficulties; to practically apply knowledge of grammar, to create a natural situation for the use of grammatical constructions in natural communication situations. Working on the problem of developing grammar skills of schoolchildren and based on my own observations, I came to the conclusion that grammar skills of schoolchildren are developed in different ways. There is a need to assess the level of development of children’s grammatical skills. Depending on the goals and objectives of the lesson, different games can be used, but since I chose the use of grammar games as the topic of my methodological work, I will give you some examples of similar games that I use in my practice.

**Activity 1. “Modal verbs”.** Goal: automation of the use of modal verbs in oral speech. Game progress: two teams are formed. One team comes up with a sentence with a given modal verb. The other team must guess this sentence. To do this, ask questions like: Can you...? Should you...? Then the second team performs the same task, and the game continues.

**Activity 2. “Ball Game”.** Goal: automating the use of verb forms in oral speech. Game progress: two teams are formed. The representative of the first team comes up with a sentence with the studied verb. He throws the ball to the partner from the second team and calls the sentence, omitting the verb. The catcher repeats the sentence by inserting the correct verb form, throws the ball to the first-team partner, and names his sentence by omitting the verb, etc.

**Activity 3. “What Do I Do?”** “.Some students ‘ favorite subject is history, while others are interested in mathematics. “I like” is the familiar beginning of many judgments in class. What if you try to use it for a game? The teacher puts up a poster on the blackboard.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. I like History best of all.    | 4. I like Mathematics best of all. |
| 2. I like Geography best of all.  | 5. I like singing best of all.     |
| 3. I like Literature best of all. | 6. I like sport best of all.       |

The teacher turns to Lola, for example, and asks her to choose one of the suggestions. The class wants to guess what she chose and asks questions:

Adham: Do you like History best of all?	Lobar: Do you like Maths best of all?
	Lola: No, I don’t.
	Lola: No, I don’t.

Faruh: Do you like Literature best of all?

Lola: Yes, I do.

The guesser gets one point. Then the next student chooses their own sentence, and so on.

**Activity 4. “Who speaks better English?”** “. A picture is posted. The class describes it. The



student at the blackboard marks the correct sentences. The student with the most points (correct sentences) wins. The game contributes to the development of oral speech skills, the development of thinking and attention.

Thus, the use of games in a foreign language lesson encourages students to learn a foreign language, gives students the opportunity to express themselves and develop their creative abilities. I found that students work more actively in these classes. I am especially happy that those students, who are reluctant to learn, work with great passion in such lessons. Bright materials, interesting and diverse, will help to bring a zest to the lesson, make it bright and memorable, and present the topic of the lesson in an unusual form. Grammar games are designed to provide students with the ability to practically apply their knowledge of English grammar, to activate their mental activity aimed at using grammatical models in a natural communication situation. As the practice of using this type of games shows, these games are most effective if the activity around a grammatical phenomenon is associated with another, for example, speech or communication activities.

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## DIFFERENTIATED READING ASSIGNMENTS IN ENGLISH LESSONS

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**Annotation.** Modern society lives in an era of constant increase in the volume of information, renewal of knowledge. There are many ways of assimilating information.

Among the various areas of new pedagogical technologies, the most adequate and versatile goals are learning in collaboration, the method of projects, game technologies and a differentiated approach to learning.

**Keywords:** reading, differentiated, skills, comprehension, game, attention.

Reading is an independent type of speech activity associated with the perception and understanding of information encoded by graphic characters. In the elementary grades, the foundations of this important type of speech activity are laid.

Confident reading skills are one of the main conditions for children's success in learning. Reading is a complex act that involves technical skill and the process of making sense of what is being read. Perfect technique leads to a quick and accurate understanding of the meaning, and a text that is lighter in terms of meaning is read faster and without errors.

Each teacher, in the course of his pedagogical activity, meets many students who experience difficulties in teaching to read. Effective help for students can be provided on the path of a psychological approach to the analysis and elimination of the difficulties they have encountered in the learning process.

I will dwell on the features of the initial stage of teaching reading, namely, reading words. Mastering reading in English presents great difficulties for younger students, caused by the graphic and spelling features of the English language. Especially the reading of vowels, combinations of vowels and some consonants, which are read differently depending on the position in the word. Some students do not remember well the rules for reading letters and letter combinations, read words incorrectly, replacing them with another reading rule. Often there are difficulties associated with the psychological characteristics of children of this age, the development of memory, attention, thinking.

As my work concerns differentiation in teaching to read, it should be noted that differentiated teaching provides for such organizational forms in which each student works at the level of his abilities, overcoming a feasible, but quite tangible difficulty for him. In my work, I rely on the principle of a differentiated approach, which involves the use of tasks of a differentiated degree of complexity. You can use such tasks at different stages of the lesson, as well as when teaching any type of speech activity (reading, speaking, listening, writing) or when teaching the grammatical and lexical aspect of speech. In the conditions of student-centered learning, the teacher takes on a different role. If under the traditional education system the teacher together with the textbook were the main and most competent sources of knowledge, and the teacher was also a controlling subject of cognition, then under the new education system the teacher acts more as an organizer of independent active, cognitive activities of students, a competent consultant and assistant.

So how to teach children studying in the same team, with different level of training? After all, everyone wants to be successful! Many teachers in foreign language lessons use the technology of a differentiated approach in order to increase the efficiency of the educational process and overcome academic failure. Consider an example of differentiated learning in grade 4.

Reading. Work with text.

So, working with the text in the lesson, you can offer students the following different-level tasks (5 points for each task):

1. strong - read, come up with questions (according to a ready-made template) and answer them.

Question template: Does Jill have got a room of her own? What is there on Jim's desk?

2. medium - read and answer questions about the text. 1. What is Jill's and Jim's room? 2.



What is there between the desks? 3. How many beds are there in the room? 4. Where can you see many posters? 5. Who likes teddy bears?

3. weak - read and select answers to questions in the text.

1. What is Jill's and Jim's room? a. small b. dark c. large

2. What is there on Jim's desk? a. a ball b. a computer c. a bear

3. When do children go to bed? a. at 8 o'clock b. at 11 o'clock c. at 10 o'clock

4. How many books are there on the shelf? a. ten books b. many books

c. no books

5. Who likes to live in this room? a. Jill b. their mum c. both children

**Exercises.** During English lessons, you can also use cards with transcription signs and cards of vowel and consonant letter combinations. And in the fourth grade, memo plates for reading rules: types of vowel syllables and letter combinations made by students can be used in English lessons when repeating the learned rules. They also help younger students when they read texts containing words that are unfamiliar to them.

In the lessons, the teacher can use additional exercises that will help younger students not only repeat the learned reading rules, but will also contribute to the development of thinking (analyze, compare, generalize).

It is useful and effective to teach reading whole words using the "Look and say" technique. Automation of recognition of new words and their writing occurs in various game tasks that can be used in frontal, group and pair work. Let's consider some of them.

**A flashing card. (A flashed card).** In order to develop the speed of reading, the speed of reaction of students to the printed word, the teacher uses cards with words written on them. The teacher holds the card with the word picture towards him, then quickly shows it to the students and turns to him again. Children guess and name the word. With a differentiated approach, students can also be offered a competition on the speed and correct reading of words. And also let the student replace the teacher.

You can use outdoor games that also develop reading techniques.

**Whispers. (= "Broken phone").** Students are divided into two teams. The teacher lays out pictures in piles on the table for each team, cards with words on the other table. Students line up. A student standing in front, takes the top picture, whispers the name of the picture to the next, etc. to the last student. The last student chooses a word for the picture and places it on the board. Then, he chooses the next picture, whispers the word to the student in front of his team and stands in front, etc. The team that matches the pairs correctly: picture - word wins. You can use pictures and cards from different sections. The leaders in these teams can be chosen the students who are best oriented in words on the topic.

**Active Bingo. (Bingo game with movements).** Children line up. The teacher divides the group into teams. Students choose a card with a word, perhaps on a specific topic, for example, "Your house". Leaders can be offered the most powerful student. He names words from a prepared list. Children, if they hear their word, sit down in their place. The team, all members of which sit down, shout: "Bingo".

Thus, the above exercises and games help students to quickly memorize and consolidate the learned reading rules, read unfamiliar words. Games allow the teacher to use various forms of work (frontal, group, pair), provide a quick change of activity, which is very important in the lessons in elementary school. Outdoor games help relieve students' tiredness and fatigue in the classroom. Thanks to these techniques, English lessons in elementary school become more varied and interesting.

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## FEATURES OF LEARNING ENGLISH IN HIGH SCHOOL

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**Annotation.** Currently, the problem of teaching a foreign language at school is urgent. Foreign language teachers are faced with the task of creating a personality that will be able to participate in intercultural communication. It is important to form communicative competence, which includes both linguistic and sociocultural competence.

**Keywords:** education, senior school age, program, culture, knowledge.

Knowledge of the socio-cultural background is very significant, since without it is impossible to form communicative competence, even within limited limits. Therefore, it is necessary to have an idea of the socio-cultural characteristics of the country of the target language. The study of culture and language carries not only general educational ideas, but at the same time ensures the development of personality, supports the motivation of students. Teachers are faced with the task of forming positive motivation, it is necessary to link it with the cognitive interests of students, the need to master new knowledge, skills, and abilities.

Those who are studying a foreign language must have good communication skills. In order to stimulate the development of these skills, it is necessary to choose the forms of the lesson that will most contribute to this.

Research and experience of educators-innovators have shown that in order to maintain the fruitful and effective activity of students, it is successful to use non-traditional forms of conducting classes, for example, such as a video lesson, a lesson-discussion, a lesson-play, a lesson-excursion, etc. that such forms of study support students' interest in the subject and increase motivation for learning. During such lessons, the horizons of students expand, plus with the increase in information about the culture of the country, the studied language, the socio-cultural competence of students is improved.

Why do we say that it is necessary to apply these teaching methods? The fact is that during, for example, a video lesson, students are introduced to the culture of the countries of the target language by immersing them in the atmosphere of the relationship of native speakers with a demonstration of the features of their facial expressions and gestures.

A foreign language lesson has its own specifics, which a foreign language teacher cannot but take into account. At present, the global goal of mastering a foreign language is considered to be familiarizing with another culture and participating in the dialogue of cultures. This goal is achieved by developing the ability for intercultural communication. It is teaching organized on the basis of communicative tasks, teaching foreign language communication, using all the tasks and techniques necessary for this, that is a distinctive feature of a foreign language lesson.

Foreign language communication is based on the theory of speech activity. Communicative teaching of a foreign language is of an activity nature, since verbal communication is carried out through “speech activity”, which, in turn, serves to solve the problems of productive human activity in conditions of “social interaction” of communicating people. Participants in communication try to solve real and imagined problems of joint activities using a foreign language.

The active essence of communicative-oriented teaching of a foreign language is realized in the context of a humanistic approach to teaching. With this approach, positive conditions are created for the active and free development of the personality in activity. In general terms, these conditions are reduced to the following: · students get the opportunity to freely express their thoughts and feelings in the process of communication; · Each participant in the communication remains the focus of the others; · Participants in communication feel safe from criticism, prosecution for mistakes and punishment.

With a humanistic approach to teaching, the cognitive barriers characteristic of the educational process disappear, which reduce the motivation of students and induce them to be irritable.

The humanistic approach assumes student-centered learning. This means that learning, or



rather, students interacting with each other, are the center of cognitive activity in the lesson. Summing up the above, it is necessary to emphasize the importance of interaction and cooperation of students, as well as speech assignments for the organization of communicative language acquisition. Communicative learning includes the formation of a communicative concept, that is, internal readiness and ability for verbal communication, orienting students to “enter” a different cultural space. Such training is characterized, first of all, by non-traditional forms of conducting classes.

Based on the data of pragmalinguistics and taking into account the changed status of a foreign language as a means of communication and mutual understanding in the world community, all the psychological characteristics of teaching a foreign language to high school students are grouped around the need to strengthen the pragmatic aspects of language learning. This means that during training, it will be important not only to achieve high-quality results in mastering foreign language communication, but also to search for a real exit to another culture and its carriers.

It is not just about knowing the language, but about the ability to use it in real communication, that is, about practical language skills and, therefore, about the development of “pragmatic intercultural competence”.

The state standard of the level of training in foreign languages notes that the formation of communicative competence is inextricably linked with sociocultural and regional knowledge, in other words, with “secondary socialization”. Without knowledge of the socio-cultural background, it is impossible to form communicative competence, even within limited limits.

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## WHAT ARE THE PROBLEMS OF ENGLISH LANGUAGE TEACHING?

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**Annotation:** It shows the relationship between language pedagogy and research as well as research and teaching. It also deals with a set of strategies and methods that teachers can apply as instruments to improve their students' learning English.

**Key words:** Teaching English, Second language acquisition, Methods and strategies International Journal of Linguistics

English language is a global language. Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays an important role like a channel of communication. Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot use English in real life

situations, because they should learn sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language, and they have to deal with many challenges and often have questions about the best ways to teach. Some of these common questions are as follows:

How can teachers teach English as a foreign or second language in different situations?

What do teachers know about second language learners with different abilities?

What are the benefits of learning English language?

What can teachers perform in the classroom to facilitate the procedure of second language acquisition?

What should teachers expect the second language learners in the classroom to be able to do?

Teaching is a multidimensional process, and teachers should pay enough attention to all skills of students such as: reading, writing, listening, and speaking. These skills are educated by teachers and learnt by students. There are various strategies that researchers have introduced based on their studies. These strategies may involve all skills. Researchers have different opinions about various strategies in teaching. For example, Nassaji believes that there is a relationship between teaching and research, so teachers and researchers learn from one another. Researchers have conducted several studies to prove the interplay between research study and teaching, and they have suggested helpful

strategies to facilitate teaching and learning process. Teaching English as a foreign language is a general issue and researchers have investigated problems in all aspects of teaching process. Some researchers have disputed that one of the vital reasons to do SLA research is to facilitate second language teaching. Learning strategies is generally defined as “the special thoughts or behaviors that individuals use to help learners comprehend, learn, or retain new information. Light bown stated although researchers assume that many studies in second language acquisition are fruitful for language teaching, but the implications of such strategies should be done judiciously. She argued that “second language research does not tell teachers what to do teach, and what it says about how to teach they had already figured out” . Wardhaugh pointed out that there are some theoretical problems when teaching English to other students from other languages. He attempted to gap the bridge between the practical orientation of teachers and the theoretical concerns that should be the basis of practice. He believed every good classroom practice is based on a well-informed theory. According to Wardhaugh, most classes are teacher-dominated, the teachers are sage on stage and everything flows from the teacher. In other words, he stated that this direction should be changed because students should learn their tasks and teachers can help them. Klein stated that “During the last 25 years, second language acquisition research has made considerable progress, but it is still far from proving a solid basis for foreign language teaching, or from a general theory of SLA”. Ellis argued that there is progress in SLA, but the results of many studies are not directly related to teaching process. For example, the results of studies about Universal Grammar are not relevant to everyday teaching. There are problems in the relationship between SLA research



and language teaching. One problem lies in the difference between the teachers' and researchers' perceptions and objectives. Ellis makes a demarcation between two kinds of knowledge, practical knowledge and technical knowledge. While teachers' are concerned with improving practical knowledge, researchers deal with developing technical knowledge. Technical research is explicit and researchers can find a good method by experiment, but practical knowledge is implicit, and it is not based on the experiment, and teachers can find a useful way to teach by experience.

Used literature:

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## TIBBIY REKLAMALARDA EKZERSITIV NUTQIY AKT

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**Annotatsiya.** Ushbu maqolada ijtimoiy reklamalar, ularning vazifalari xususida so'z yuritiladi. Tibbiyotga oid ijtimoiy reklamalar kuzatish obyekti sifatida tanlanib, ularda ekzersitiv nutqiy akt ko'inishi faol ekanligi borasidagi fikrlar asoslanadi.

**Kalit so'zlar:** ijtimoiy reklama, tibbiy reklama, ekzersitiv nutqiy akt.

Ko'pchilik reklama deganda biror bir xizmat yoki mahsulotni targ'ib qilish orqali xaridor(iste'molchi)larni jamlashga yo'naltirilgan vositani tushunadi. Aslida yana bir reklama turi borki, ularda biror mahsulot, xizmat turlari yoki bo'lmasam, ma'lum bir tashkilot targ'ib qilinmaydi. Balki, ular jamiyat a'zolarini ma'lum bir harakatga undaydi. Bunday reklama ko'inishi ijtimoiy reklama deb yuritiladi. Ijtimoiy reklamaning asosiy vazifasi har qanday muammoga jamoatchilikning munosabatini o'zgartirish va kelajakda o'z auditoriyasida yangi ijtimoiy qadriyatlarni shakllantirishdan iboratdir. Biz ijtimoiy reklamalarga misol tariqasida tabiatni muhofaza qilish, bolalar salomatligi, OITSGa, odam savdosiga, shuningdek, korrupsiyaga qarshi kurashga da'vat etuvchi yuzlab reklamalarni keltirishimiz mumkin. Ijtimoiy reklamalarning: a) ijtimoiy xizmatlar haqida ma'lumot berish; b) ijobiy xulq-atvorni shakllantirish (chekishni tashlash, spirtli ichimliklarga qarshi tashviqot va sog'lom turmush tarzining boshqa elementlari); d) davlat ijtimoiy xizmatlari va nodavlat notijorat tashkilotlarining ijobiy imidjini yaratish, tashkilotlarning jamoatchilik oldida salbiy obro'sini engib o'tish; e) ijtimoiy muammolarni hal qilishda ijtimoiy institutlar va homiylarning sa'y-harakatlarini birlashtirish; f) davlat ijtimoiy tashkilotlari va ularning mijozlari o'rtasida «qayta aloqa» kanallarini shakllantirish kabi bir qator vazifalari mavjud.

Mana bugun butun dunyo og'ir sinovlarni boshdan kechiryapti. Ming afsuski, tojli virus yurtimizni ham chetlab o'tgani yo'q. Shunday sharoitda bu jarayon tibbiyotga oid ijtimoiy reklamalarda aks etishi tabiiy. Biz uchun muhim jihati bunday ijtimoiy reklamalardagi jumlar asosan maslahat mazmunida bo'lishidir. Bunday mazmun pragmalingsvistikada ekzersitiv nutqiy akt ko'inishlaridan biri sifatida baholanadi. “Ekzersitivlar – lotincha “ijro etmoq”, “bajarmoq” ma'nolarini anglatib, nutqiy harakat mazmunida o'z huquqidan, hukmronligidan foydalanib buyruq berish, maslahat berish, ogohlantirish ma'nolari ifoda topadi[2]”. Kuzatamiz:

“Koronavirus (Covid-19)ni yuqtirishdan o'zingiz va boshqalarni asrang! Sog'ligingizga e'tiborli bo'ling!”

“Qo'llaringizni yaxshilab sovun bilan suvda yuving.

Spirtli dezinfeksiyalovchi vositalardan foydalaning.

Yuzni qo'l bilan ushlamang”.

“Imkon qadar bozor, vokzal, katta do'konlar kabi ko'p odam yig'iladigan joylarga borishni kamaytiring. Bozorga borganda hayvonlarga qo'l tekkizishdan saqlaning”.

“Yo'talganda, burun qoqqanda va aksirganda og'iz bilan burunni bukilgan tirsak, yeng yoki salfetka bilan yoping. So'ngra foydalanilgan salfetskani axlat qutisiga tashlang va qo'lingizni yuving”.

“Kasallik ilk alomatlari kuzatilganda uyda qoling va darhol shifokorga murojaat qiling”.

Guvohi bo'lganimizdek, tibbiyotga oid ijtimoiy reklamalarda asosan maslahat mazmunli jumlar(ekzersitiv nutqiy akt)dan foydalaniladi. Tibbiy ijtimoiy reklamalarning asosiy maqsadi ham aholi salomatligini saqlash, sog'lom turmush tarziga rioya etishga undashdan iboratdir.

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## TEACHING ENGLISH FOR SPECIFIC PURPOSE.

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**Annotation:** The ideas and teaching methods from the classes of general English can be transferred to the classes of English for Specific Purposes.

**Key words:** English for Specific Purposes, Business English, geodesy.

English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, with reference to the particular vocabulary and skills they need. As with any language taught for specific purposes, a given course of ESP will focus on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, etc. Despite the seemingly limited focus, a course of ESP can have a wide-ranging impact, as is the case with Environmental English.

English for academic purposes, taught to students before or during their degrees, is one sort of ESP, as is Business English. Aviation English is taught to pilots, air traffic controllers and civil aviation cadets to enable clear radio communications.

ESP is taught in many universities of the world. Many professional associations of teachers of English (TESOL, IATEFL) have ESP sections. Much attention is devoted to ESP course design. ESP teaching has much in common with English as a Foreign or Second Language and English for Academic Purposes (EAP). Quickly developing Business English can be considered as part of a larger concept of English for Specific Purposes.

ESP is different from standard English teaching in the fact that the one doing the teaching not only has to be proficient in standard English, but they also must be knowledgeable in a technical field. When doctors of foreign countries learn English, they need to learn the names of their tools, naming conventions, and methodologies of their profession before one can ethically perform surgery. ESP courses for medicine would be relevant for any medical profession, just as how learning electrical engineering would be beneficial to a foreign engineer. Some ESP scholars recommend a "two layer" ESP course: the first covering all generic knowledge in the specific field of study, and then a second layer that would focus on the specifics of the specialization of the individual.

Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology. The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, medicine, computer science or tourism.

The overall aim of the project is to develop a holistic approach to English for specific purposes



(ESP) reform at a national level and to map the key processes for the reform to succeed. The EnSPIRe-U project is planned to introduce a holistic approach in developing and implementing the new curriculum, syllabi, teaching materials, assessment criteria and training events in the ESP area.

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## ПРИНЦИПЫ УПРАВЛЕНИЯ ДЕНЕЖНЫМИ ПОТОКАМИ АКЦИОНЕРНЫХ ОБЩЕСТВ

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**Аннотация.** В данной статье рассмотрены различные классификации денежных средств, а также сформированы основные принципы по эффективному управлению денежными потоками акционерных обществ. Актуальность проведенного исследования определяется тем фактом, что для целей эффективного функционирования акционерных обществ необходимо проведение анализа структуры наиболее ликвидной составляющей оборотного капитала — денежных средств и их эквивалентов. Положительные результаты хозяйственной деятельности и устойчивое финансовое положение акционерных обществ могут быть достигнуты лишь при достаточном и согласованном контроле над движением прибыли, оборотного капитала и денежных средств и их эквивалентов.

**Ключевые слова:** финансовый менеджмент, денежные средства, классификация денежных средств, денежные потоки, оборотный капитал.

Денежные средства и их эквиваленты можно охарактеризовать как наиболее ликвидную часть активов организации, представляющую собой наличные, и безналичные платежные в валюте, легко реализуемые ценные бумаги, а также платежные и денежные документы. Управление денежными средствами и их эквивалентами, находящимися на балансе предприятия, является одной из главных функций по управлению оборотными активами. Следует отметить, что размер остатка денежных средств — наиболее ликвидной составляющей активов любой организации, прямым образом определяет уровень его платежеспособности, влияет на продолжительность операционного цикла, а также значительным образом характеризует его инвестиционный потенциал.

В условиях цифровизации экономики, управление денежными потоками акционерных обществ представляется одним из наиболее значимых функциональных направлений системы финансового менеджмента, тесно связанное с другими системами управления предприятия. Управление денежными потоками органически входит в систему управления доходами и затратами, управления движением активов и капитала, управления всеми аспектами операционной, инвестиционной и финансовой деятельности предприятия.

На наш взгляд, в Узбекистане многие аспекты управления денежными потоками предприятия, составляющие основное звено финансового менеджмента, находятся пока лишь на стадии становления, сталкиваясь с объективными экономическими трудностями переходного периода, недостаточно развитым финансовым рынком в целом и отдельными его сегментами, не разработанностью многих методических вопросов, подготовки специалистов в этой области.

Управление денежными потоками предприятия является важной составной частью общей системы управления его финансовой деятельности. Поэтому управление денежными потоками имеет место в структуре задач тактического характера направленное на осуществление стратегической цели финансового менеджмента. Управление денежными потоками входит в общую систему финансового управления и денежные средства в кассе, в расчетном и валютном счете являются объектом управления. То есть, управление денежными потоками имеет возможность решать разнообразные задачи финансового менеджмента и подчинено его главной цели.

Как было отмечено, цель управления денежными потоками должна сосредоточиваться с общими стратегиями финансового управления акционерных обществ. То есть, достижение поставленной цели по общему финансовому управлению требует четкой разработки политики управления денежными потоками способствующих развивать стратегию финансового управления.

Стратегический и тактический аспекты финансовой политики тесно взаимосвязаны: правильный выбор стратегии создает благоприятные возможности для решения тактических задач. Дело в том, что финансовая тактика:

1) охватывает ряд конкретных практических мер, способов и приемов реализации выбранной финансовой стратегии;

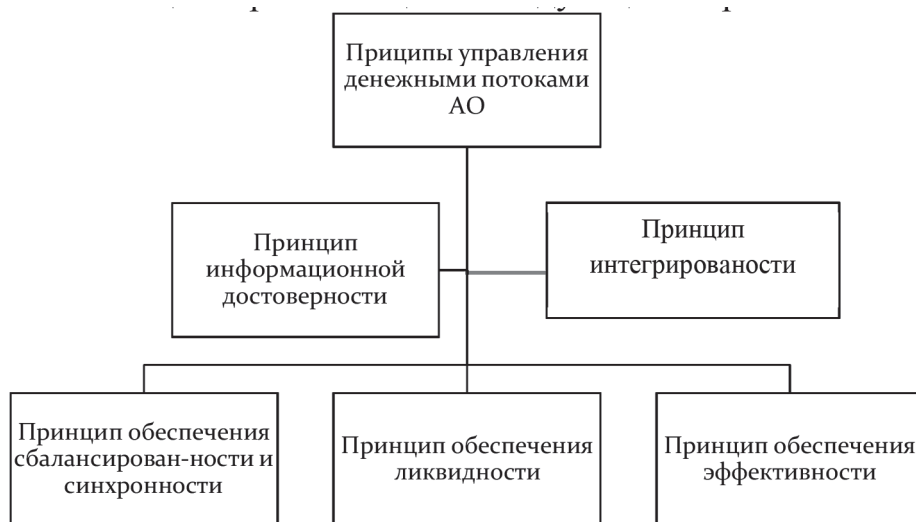
2) подчинена стратегии, и в то же время, корректирует отдельные направления использования и накопления финансовых ресурсов в рамках коротких отрезков времени;

3) обеспечивает реализацию стратегических целей предприятия с наименьшими затратами времени и ресурсов в текущем периоде.

Отсюда видно, что управление денежными потоками можно отнести к тактическому направлению финансовой политики предприятия.

Финансовые ресурсы, относящиеся к сфере распределения, являются важным элементом воспроизводства и составляют основу системы управления материальными и денежными потоками предприятия. Финансовые ресурсы предприятия находятся в постоянном движении, управление которым и осуществляется в рамках финансового менеджмента. В свою очередь, денежные потоки предприятия представляют собой движение (притоки и оттоки) денежных средств на расчетном, валютном и иных счетах и в кассе предприятия в процессе его хозяйственной деятельности, в совокупности составляя его денежный оборот. Вот почему темпы стратегического развития и финансовая устойчивость предприятия в значительной мере определяются тем, насколько притоки и оттоки денежных средств синхронизированы между собой во времени и по объемам, поскольку высокий уровень такой синхронизации и обеспечивает ускоренную реализацию выбранных целей.

Обобщая вышеизложенные мнения с учетом организации управления денежными потоками мы предлагаем структурировать принципы управления денежными потоками акционерных обществ следующим образом.



**Рисунок 1. Основные принципы управления денежными потоками акционерных обществ**

Если объектом управления в данной системе выступает денежные потоки предприятия, связанные с осуществлением различных хозяйственных и финансовых операций, то субъектом управления является финансовая служба, состав и численность которой зависит от размера, структуры предприятия, количества операций, направлений деятельности и других факторов. Из-за сложности и крупномасштабных денежных потоков в акционерных обществах структура финансовой службы существенно расширяется и под общим руководством финансового директора находятся бухгалтерия, отделы финансового планирования и оперативного управления, аналитический отдел, а также отдел ценных бумаг и казначейская служба.

Что же касается элементов системы управления денежными потоками, то к ним следует отнести финансовые методы и инструменты, нормативно-правовые, информационные и программные обеспечения:

- среди финансовых методов, оказывающие непосредственное воздействие на организацию, динамику и структуру денежных потоков предприятия, можно выделить систему



расчетов с дебиторами и кредиторами; взаимоотношения с учредителями (акционерами), контрагентами, государственными органами; кредитование; финансирование; фондообразование; инвестирование; страхование; налогообложение; факторинг и др.;

- финансовые инструменты объединяют деньги, кредиты, налоги, формы расчетов, инвестиции, цены, векселя и другие инструменты фондового рынка, нормы амортизации, дивиденды, депозиты и прочие инструменты, состав которых определяется особенностями организации финансов на предприятии;

- нормативно-правовое обеспечение предприятия состоит из системы государственных законодательно-нормативных актов, установленных норм и нормативов, устава хозяйствующего субъекта, внутренних приказов и распоряжений, договорной базы.

В современных условиях необходимым условием успехов в бизнесе является своевременное получение информации и оперативное реагирование на нее, поэтому важным элементом управления денежными потоками акционерных обществ является внутрифирменная информация.

Использование прикладных бухгалтерских программ обеспечивает финансового менеджера учетной и часто аналитической информацией, поэтому к выбору таких программ нужно подходить осторожно, выбирая такой программный продукт, который наиболее всего удовлетворял бы требования надежности, достоверности и прозрачности информации, гибкости в настройках под особенности бизнеса предприятия, а также соответствовал бы действующему законодательству.

Таким образом, система управления денежными потоками на предприятии — это совокупность методов, инструментов и специфических приемов целенаправленного, непрерывного воздействия со стороны финансовой службы предприятия на движение денежных средств для достижения поставленной цели.

Управление денежными потоками — важнейший элемент финансовой политики предприятия, оно пронизывает всю систему управления предприятием. Важность и значение управления денежными потоками на предприятии трудно переоценить, поскольку от его качества и эффективности зависит не только устойчивость предприятия в конкретный период времени, но и способность к дальнейшему развитию, достижению финансового успеха на долгую перспективу.

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## АКТУАЛЬНЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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**Аннотация.** Данная статья отражает актуальные проблемы обучения иностранному языку в общеобразовательных школах. Автор пытается выделить ключевые моменты, классифицировав трудности в обучении, и предлагает несколько путей решения.

**Ключевые слова:** иностранный язык; обучение; знания; преподавание, проблемы; методика.

Сегодня роль иностранного языка в жизни каждого человека сильно изменилась. Не стоит воспринимать иностранные языки как исключительно учебные предметы. Действительно, знаниями языков, помимо родного, уже никого не удивишь, так как это стало неотъемлемой частью жизни современного человека. Именно поэтому иностранный язык должен стоять наряду с другими ведущими дисциплинами.

Следует отметить, что обучение иностранному языку начинается еще в младших классов, однако далеко не каждый школьник способен свободно говорить на нем, если, конечно же, не занимается дополнительно с репетитором или не ходит на курсы, что лишний раз доказывает неэффективность современной школьной методики преподавания.

Школы пока не могут в полной мере удовлетворять актуальные потребности учащихся. В связи с этим возникает ряд проблем, препятствующих успешному изучению иностранных языков, с которыми сталкиваются преподаватели и учащиеся. Стоит обратить на них внимание и найти возможные пути решения.

Из множества проблем в обучении иностранному языку в школе хочется выделить три основных: психологические, технические и методические.

**Психологические проблемы** - это проблемы психологической неподготовленности ученика к изучению иностранных языков. Рассмотрим несколько примеров. Не уверенность в собственных силах. Возможно, психологические проблемы связаны и с завышенными, жесткими требованиями преподавателя в изучении языка. Таким образом, у учеников снижается до минимума заинтересованность к языку, для них обучение становится в тягость, они чувствуют свою неуверенность и неспособность к изучению языков.

Языковой барьер. Многие учащиеся боятся сказать что-либо неправильно, допустить ошибку, опасаются, что их не так поймут или не поймут вовсе. Главное – это побороть свою неуверенность, для этого необходимо больше практики. Нет ничего постыдного в том, что человек допускает ошибки в языке, который не является ему родным.

Отсутствие поддержки по стороны родителей. Многие родители не понимают важности изучения иностранных языков для современных детей, так как сами большую часть жизни обходились без этих знаний. Поэтому закрывают глаза на данный предмет в школе, так как не считают его за основной. Родителям стоит объяснить детям роль иностранных языков в современном обществе, рассказать о том, какие перспективы он дает в будущем.

Следующая группа проблем - **технические**. К ним можно отнести недостаточное количество отведенных часов на изучения языка. При 2-3 часах в неделю невозможно в полной мере усвоить новый иностранный язык, не говоря уже о коммуникативной части, которая невозможна без хорошей базы с уверенными знаниями грамматики и богатого лексического запаса. Учителям не достаточно времени на более детализированный подход к материалу, индивидуальную работу с учениками.

Сбои в расписании также является технической проблемой в обучении иностранному языку. Порядок проведения занятий часто изменяется в силу различных обстоятельств: праздники, карантин и пр. И в такие временными промежутки между занятиями учителю бывает довольно сложно внедрять формы активного обучения и реализовать программу коммуникативного обучения. Вследствие чего ученики забывают материал, а эффективность и результативность работы снижается.

Не следует забывать и о недостаточной технической оснащённости. Не все школы и



далеко не каждый кабинет иностранного языка в полной мере оснащен технически. Отсутствие компьютера, колонок, интерактивной доски и т.п. снижают эффективность занятий. Техника помогает в наглядности и реальных примерах. Например, использование видеоматериала погружает ученика в среду носителей языка, позволяет услышать речь не только учителя или соседа по парте.

**Методические проблемы** – это разный уровень языковой подготовки учеников. В школы приходят ученики с разным уровнем знания иностранного языка. У преподавателя есть программа, по которой ему необходимо следовать, однако, это становится затруднительно, когда у учащихся нет базовых знаний, и их приходится «натаскивать», уделяя этому больше времени на уроках, следовательно, процесс обучения тормозится.

Конечно, помимо указанных проблем, существует немало других. Для решения этих проблем нужны схемы, заставляющие учеников мыслить, искать совместно с учителем ответы на сложные жизненные вопросы.

В этом большую роль играет, помимо мотивации обучающихся, актуальности и привлекательности предлагаемых учебных материалов, профессиональная и деловая компетенция учителя. Заинтересованность обучающихся на начальном этапе, как правило, является очень высокой, и перед преподавателем стоит задача ее поддержания путем широкого привлечения новейших учебных пособий, интерактивных заданий.

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## СТРАТЕГИИ ДЛЯ ПОВЫШЕНИЯ ИНТЕРЕСА К ЧТЕНИЮ У УЧАЩИХСЯ.

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**Аннотация.** Регулярное чтение жизненно важно для улучшения навыков грамотности учащихся и их общей успеваемости. Итак, что могут сделать школы, чтобы учащиеся получали такую практику? В данной статье описываются стратегии по созданию культуры чтения в классах

**Ключевые слова:** чтение, компетенции, грамотность, знание, интерес.

*Книга – это мечта, которую вы держите в руках.  
– Нил Гейман;*

Нельзя игнорировать понимание абсолютной важности привычки читать и писать с начального состояния. Когда подростки учатся в школе, часто бывает очень сложно заставить их читать книги и романы. Даже когда дети начинают ходить в школу, заставить их читать книги самостоятельно довольно сложно. Основная причина этого, в основном, кроется в выбранной нами учебной программе. Во-вторых, в раннем детстве родители не приучали детей к чтению. Исследования показывают, что из 100 учеников 87 не любят читать, а это большое число. Ниже приведены некоторые приёмы, которые могут помочь детям развить интерес к чтению книг.

Чтобы дети привыкли к чтению, первым делом нужно рассказать им о его важности и значении. Знание значимости и фактов иногда может положительно влиять на то, что молодое поколение приобретает определенные привычки; это так же подходит и для чтения. Изложение преимуществ чтения может быть лучшим способом побудить учащихся обратиться к этому интересу и дать им возможность самостоятельно выбрать книгу. Информирование их о важности образования и его связи с интеллектом людей может помочь им получить четкое представление о его преимуществах.

Убедитесь, что классные библиотеки интересны: окружите учащихся разнообразными и интересными материалами и добавьте новые заголовки в свою классную коллекцию с учетом широкого круга интересов. Я не могу просто покупать то, что мне нравится читать, я должна покупать то, что, как я знаю, вызовет у моих учеников интерес к чтению. Уделяйте пристальное внимание интересам учащихся, чтобы варианты чтения лучше соответствовали темам, которые им нравятся.

Помимо наблюдения, я предлагаю преподавателям рассмотреть возможность проведения «письменных или онлайн-опросов, попросить учащихся пройти быстрый опрос по жанрам или взять данные из такой деятельности, как скоростные знакомства с книгами», чтобы определить, какие книги лучше всего подходят для них. Для быстрого просмотра установите таймер и дайте ученикам возможность просмотреть стопку книг - позволяя им прочувствовать книги перед тем, как что-то делать, это снизит давление и сделает чтение более увлекательным.

Используйте визуальные дисплеи: создавайте дисплеи для стен или коридоров классной комнаты, чтобы показать важность чтения и удовольствие от чтения. Поддержание видимости чтения посылает невысказанное сообщение о том, что чтение важно и ценится в школе. Крупные художественные изображения книг или их содержимого могут стать приманкой для учеников. Учителя в школе в сотрудничестве с фотостудией могут превратить залы в «гигантскую мотивационную площадку для поощрения чтения».

Смоделируйте любовь к чтению: я всегда ношу с собой несколько книг, чтобы продемонстрировать свою любовь к чтению. Мне нравится носить с собой книгу, которую я только что закончила, одну, которую я сейчас читаю, и следующую в моей очереди. Будет полезно, если учащиеся увидят, что их учитель не только читает, но и интересуется целым рядом тем или жанров.

Позвольте ученикам провести презентацию: поверните столы и попросите учеников по-



рекомендовать отличные книги как для учителей, так и для их сверстников. Они могут высказать свое мнение в беседах о книгах - кратких презентациях, которые служат рекламой конкретной книги. В отличие от книжного отчета, эти краткие беседы призваны вызвать интерес, а не обобщить сюжет. Учащиеся, учителя и другие сотрудники могут поделиться своими мыслями о прочитанной книге и о том, почему они рекомендовали бы ее другим. Более интроверты могут попробовать «написать рецензию на стикере и оставить его за лицевой обложкой или положить книгу с рекомендацией на специальную полку.

Выделите отдельных авторов: используйте рассказы и биографии отдельных авторов, чтобы повысить интерес к их работе. Я предлагаю делиться сайтами авторов с учениками.

Сделайте чтение своим приоритетом: время, отведенное на чтение, не должно обсуждаться в школах. Учащимся начальной, средней и старшей школы я рекомендую выделять час в неделю для самостоятельного чтения. Если мы заботимся о чтении и хотим, чтобы наши ученики читали больше, мы должны выделить для этого время.

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## USING PHONETIC GAMES IN TEACHING ENGLISH

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**Annotation:** This article is devoted to phonetic games and their place in the modern educational process. Most of the article contains examples of the use of games in teaching the phonetic aspect of the English language.

**Keywords:** phonetic games, activities, pronunciation, develop, competence

Today, the purpose of training is to form all the components of communicative competence, in the development of which language skills that contribute to speech activity play an important role. One of the most difficult and important tasks for teachers is the formation of correct English pronunciation, so learning a foreign language should start with learning the phonetic system of the language. Correct pronunciation is a basis for efficient communication in English. Phonetic games play an important role in the process of learning English. These games are used to develop children's auditory attention and memory, the ability to hear and differentiate sounds by longitude and brevity, to hear interdental sounds, to train students in pronouncing foreign-language sounds, to learn poems in order to play them in roles. Students practice and develop pronunciation skills: intonation of sentences, phonemes. After all, the correct pronunciation of sounds contributes to both the correct transmission of thoughts and the correct understanding of speech. Speech activity, communication in a foreign language is one of the main difficulties of students and teachers in the school learning process. You can teach phonetics, overcome some specific difficulties in sound pronunciation in schoolchildren, you can activate the dictionary, memorize grammar, but just like that, it's quite difficult to teach students from 7(8) to 16(17) years old to speak. Psychologists say that one of the most important factors in learning a foreign language is positive motivation. A. S. Makarenko wrote that the efforts that the student makes in the game are fruitful, that in the game, students develop the skills and abilities necessary for this subject without being noticed. The purpose of phonetic games: - train students in the pronunciation of English sounds; - teach students to read poems loudly and clearly; -to develop the skills of phonetic hearing.

**Activity 1. “Connect pictures with a line that start with the same sound.”** The teacher gives the children cards with pictures (the pictures may be different for everyone). One task will be given for everyone: “Connect pictures with a line that start with the same sound.” (Game option. Paint the same color pictures, the subject on which begins with this sound).

**Activity 2. “Find out what words hide the sounds that I will utter.”** The teacher shows the children pictures and clearly pronounces the names of the objects depicted on them. The guys have to show the picture in which the specified sound is hidden. (Or clap your hands. Sounds are worked out with children before the game starts).

**Activity 3. “Guess what”.** The teacher names a string of words that have similar pronunciation. The task of students is to guess what sound these words have in common. For example: nice, island, write. Students should guess that this is the sound [aɪ].

**Activity 4. “What sound do I have in mind?”.** The teacher names a string of words that contain the same sound, and the other participants in the game guess this sound. This game helps to form listening skills from the first lessons. **Activity 5. “Teacher-student”.** Students work in pairs. One of them is “teacher”, the other is “student”. The “teacher” names the sound, and the “student” finds its designation (a letter or letter combination) and names several words with this sound. For example: [z] - S s-reads, bags, bees, is, has.



1 and 2, and 3, and 4,  
We are sitting on the floor;  
We are playing with the ball  
And a pretty little doll.

**Activity 6. “Find a rhyme for words”.** The teacher pronounces the word, and the children must find a rhyme to it. You must have a set of images with objects that could rhyme:

doll-ball	dog-frog
snake-cake	clock-cock
bee-tree	see-we
mouse- house	toy-boy

**Activity 7. “Who is faster?”.** Students are given cards with words in English in the first column, their transcription in the second, and their translation in the third. The teacher pronounces the words in random order. Students must connect the word, its transcription and translation with a continuous line. The winner is the one who sets all the matches faster and better.

Thus, thanks to games, teachers have a chance to make the educational process more interesting and exciting. When using the game, the teacher pursues not only educational goals, but also developmental and educational ones and allows students to learn by playing.

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## KEY DIMENSIONS IN TEACHING ENGLISH LANGUAGE

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**Annotation:** This article provides information on the key dimensions of English language teaching.

**Key words:** The European CLIL, the Culture Dimension, the Environment Dimension, the Language Dimension, the Learning Dimension, Communicative

The European CLIL Compendium has presented the various reasons for implementing CLIL under five key dimensions involving culture, environment, language, content and learning. The schools can decide freely which dimensions will be given more emphasis than others and which learning and development outcomes their CLIL programmes focus on. The dimensions of CLIL are:

The Culture Dimension: building intercultural knowledge and understanding, developing intercultural communication skills, learning about specific countries, regions and/or minority groups, introducing the wider cultural context.

The Environment Dimension: prepare for internationalization, access international certification, enhance school profile.

The Language Dimension: improve overall target language competence, develop oral communication skills, deepen awareness of both mother tongue and the target language, develop plurilingual interests and attitudes, introduce a target language, allow learners more contact with the target language. The Content Dimension: provide opportunities to study content through different perspectives, access subject-specific target language terminology, prepare for future studies or working life.

The Learning Dimension: complement individual learning strategies, diversify methods and forms of classroom practice, increase learner motivation and confidence in both the language and the subject being taught.

Immersion and CLIL: The Main Differences. Immersion education and CLIL have similar goals and methods, but they differ in three main respects. First, a pre-requisite for successful immersion is a society that enables the learners to become functional bilinguals and in which the first language of the learners has a strong position. Basically, this applies to societies with two official or main languages. This is not a pre-requisite for CLIL. Second, in immersion education the learners learn to read and write in the immersion language, whereas in CLIL they learn to read and write in their first language. Third, in immersion classes approximately 50% of the teaching and learning discourse should take place in the immersion language while in CLIL the minimum requisite is only 25%. Moreover, immersion has well established methodological principles and goals whereas CLIL is an umbrella term for various educational models and goals, including immersion itself.

These differences considered, the term that best describes the educational model followed by the informants of this study is CLIL: the foreign language content varies between 30—50% per day and the pupils learn basic literacy skills in Uzbek.

The pupils do not need to speak or write English before commencing the programme, but their language aptitude is tested before they are admitted to the programme to ensure that they are able to undertake the programme. Pupils are, thus, selected on the basis of their score in the language aptitude test. Involving both an underlying language learning capacity and the capacity to handle decontextualized language, language aptitude has been found to be one of the best predictors of L2 learning. Studying in both Finnish and English typically means much extra work and challenges for the pupil as well as requires ample support from parents. Practically, all



CLIL pupils speak or at least understand Finnish at the start of the programme even if their first language is something different. They also learn to read and write in Finnish on the first grade. The first-graders also practice reading, writing and spelling in English, but on a very basic level suitable for second - language learners. Many pupils continue in English - speaking or CLIL classes in the secondary level.

The bilingual classes follow the school's general curriculum and the general learning goals and principles are the same as for the mainstream Finnish - speaking classes. Pupil evaluation also follows the same general principles. It is stated in the school curriculum that the language of instruction should not affect the learning outcomes or evaluation.

The CLIL teachers in Uzbekistan are native speakers of Uzbek and have a native-like proficiency in English. The teachers have much freedom in deciding which content to teach in Finnish, in English, or in both languages, as long as approximately half of the instruction is carried out in English. Generally, some contents are more suitable to learn in Finnish, such as Finnish history and the geography of Finland and the Nordic Countries. Mathematics is taught mainly in English, and only the most essential mathematical concepts are learned in both languages. All CLIL pupils attend Finnish as a mother tongue lessons and L2 speakers of Finnish take Finnish as a Second Language lessons once or twice a week.

English has an A1 language status in bilingual classes, meaning that besides content instruction in English, the pupils attend formal EFL lessons taught solely in the target language by a native speaker. At the time of the data collection, there was one native English-speaking teacher for the bilingual classes. The general linguistic goal of the CLIL programme is to provide the pupil with a functional command of the English language and the ability to use it properly and concisely to convey meaning. This includes having knowledge about the language, listening attentively, talking to the point, reading with understanding, and writing fluently with accurate spelling and punctuation. The content of language learning is closely connected to the language skills needed in other academic subjects (e.g. mathematics, history and science). The pupils should learn the most essential concepts and contents in different academic subjects in both English and Finnish, so that they may continue their studies in either language.

The acquisition of L2 Grammar in CLIL. Foreign language education has adopted an increasingly communicative and intercultural emphasis during the past decades. Modern foreign language instruction draws primarily on the principles of communicative language teaching (CLT). The goal is to develop the pupils' communicative competence, which has four components: grammatical, discourse, sociolinguistic and strategic competence. Grammatical competence includes the knowledge of e.g. vocabulary, word formation, syntax, spelling, and pronunciation. Discourse competence involves knowledge of the conventions, coherence and cohesion of the language. Sociolinguistic competence refers to the knowledge required to use the language appropriately in different social contexts, such as form and function, registers and roles, while strategic competence is the skill to use efficient communication strategies.

Communicative language teaching is based on the view that language is learned primarily by taking part in meaningful interaction and carrying out authentic communicative tasks, defined by Nunan as a "piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than the form". Communicative tasks involve, for example, problem solving, group work and collaborative learning.

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## TIL BILGAN-EL BILADI (JUFT SO`ZLAR, ULARNING YASALISHI VA IMLOSI)

*Normurodova Dilnoza Zokirjonovna*  
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**Annotatsiya:** Ushbu dars ishlanmasida rus va qardosh tillarda ta`lim beruvchi maktablarning 7-sinf o`quvchilari uchun o`zbek tili fanidan bir soatlik dars ko`rsatib berilgan. Darsda zamonaviy metodlar, axborot texnologiyalaridan unumli foydalanilgan

**Kalit so`zlar:** davlat tili, 21-oktabr, badiiy asar, juft so`zlar, imlosi, rangli test, chiziqcha, til bilmoq.

### Darsning maqsadi:

1) o`quvchilarga juft va so`zlar, ularning yasalishi va imlosi haqida ma`lumot berish. Kundalik turmushda bu qoidalarga rioya qilishni shakllantirish. Nutqiy va lingvistik (tinglab tushunish, gapirish, o`qish, yozish) kompetensiyalarni o`stirish. badiiy va san`at asarlarini tushunish;

2) ko`p tillarni bilishning foydasi haqida ma`lumot berish. O`zbek tilining go`zal, jozibador til ekanligini tushuntirish. “Til – dil kaliti” shiori ostida tarbiyalash farzandlik va o`quvchilik, fuqarolik burch va huquqlarini bilish, unga rioya qilish; xalqining tarixiy, ma`naviy va madaniy merosini avaylab asrashga chaqirish. bilimni mustaqil ravishda oshirib borish, o`qib o`rganganlarini o`rtoqlari bilan muhokama qilish;

3) O`quvchilarning lug`at boyligini oshirish. Mustaqil ishlash ko`nikmasini o`stirish. Mavjud axborot manbalaridan foydalanib (internet, telefon, kompyuter, elektron pochta) ma`lumot almashish; o`dov-axloq qoidalariga rioya qilish;

Darsning turi: yangi bilim beruvchi

Darsning metodlari: FSMU, ”T”, Bliss so`rov ,rangli test, baliq skeleti

Darsning jihozi: darslik, tarqatmalar, rasmlar, noutbuk, televizor...

Darsning borishi:

1. Tashkiliy qism.

Salomlashish, davomatni aniqlash, o`quvchilarni darsga tayyorlash.

Kun yangiligi” rukni asosida suhbat

2. O`tilganlarni mustahkamlash.

Uy vazifasi :Hafta ichida o`qigan kitobingiz haqida so`zlab bering. O`qituvchi tomonidan Xudoyberdi To`xtaboyevning “Sehrli qalpoqcha” asari o`qishga tavsiya qilingan edi. Asarning bosh qahramoni Hoshimjonning ijobiy va salbiy xususiyatlari “T” chizmasi asosida tahlil qilinadi.

Ijobiy	Salbiy
Ochiqko`ngil Mehribon	Dangasa Erinchoq Yolg`onchi

So`ngra asarni FSMU metodi asosida tahlil qilib chiqamiz.

**F** “Sehrli qalpoqcha” asariga fikringizni bildiring

**S** Fikringiz sababini izohlang

**M** Misol keltiring

**U** Fikringizni umumlashtiring

**F** “Sehrli qalpoqcha” asari qahramoni Hoshimjon kitob o`qimasdan ham yaxshi kasb egasi bo`lmoqchi edi

**S** Kitob o`qimay, bilim olmay turib inson kamolotga erisha olmaydi

**M** Uydan qochib ketgan Hoshimjon agronom, shoir, o`qituvchi bo`lib ishlamoqchi bo`ldi, ammo bilimi yetishmay sharmanda bo`ldi.

**U** Inson yaxshi kasb egasi bo`lishi uchun albatta kitob o`qib, o`z bilimlarini boyitib borishi kerak



O`tilgan mavzular bo`yicha har bir o`quvchiga rangli testlar tarqatiladi. O`quvchilar testlarni yechib bo`lgach, tekshirib olinadi.

O`qituvchi savolni o`qiydi, o`quvchilar esa to`g`ri javob joylashgan qator rangiga mos stikerni ko`tarishadi. Ya`ni, to`g`ri javob qizil rangli qatorda joylashgan bo`lsa, qizil stikerni baland ko`tarishadi. Shu tariqa to`g`ri va noto`g`ri berilgan javoblar aniqlab olinadi, o`quvchilar baholanadi.

**O`tilgan mavzuni takrorlash**  
**Rangli test**  
2. Ikkinchi qismi atoqli otdan iborat qo`shma so`zlar qanday yoziladi?

A) Qo`shib yoziladi  
B) Chiziqcha bilan yoziladi  
C) Ajratib yoziladi  
D) To`g`ri javob yo`q

**O`tilgan mavzuni takrorlash**  
**Rangli test**  
1. Qo`shma so`z berilgan qatorni belgilang

A) Opa – singil  
B) Makkajo`xori  
C) Bizning maktabimiz  
D) Katta - katta

**O`tilgan mavzuni takrorlash**  
**Rangli test**  
2. Kitob so`zining ma`nosi nima?

A) Bilimlarning onasi  
B) Ustozlarning ustuzi  
C) Bilimlarning onasi  
D) Kel, top, bilim, ol

**So`z yasovchi qo`shimchalar berilgan qatorni aniqlang**

A) -chi, -soz, -bon, -dosh, -paz, -kor  
B) -ning, -ni, -ga, -da, -dan  
C) -lar, -xon, -bek  
D) -im, -ing, -I (si), -imiz, -ingiz, -lari

### 3. Yangi mavzu bayoni

Yuqorida biz Hoshimjon misolida kitob o`qimay, ilm egallamay turib inson hayotda o`z o`rnini topa olmasligi, yaxshi kasb egasi bo`la olmasligi haqida suhbatlashdik. Men ana shu fikrlarimizni ozgina to`ldirmoqchiman. O`ylaymanki, sizlar ham mening fikrimga qo`shilasizlar. Bizlar maktabda fanlarni chuqur o`zlashtirish bilan birgalikda, turli chet va qardosh tillarni ham izchil o`rganib borishimiz kerak. Har bir xalqning urf-odat, madaniyati, o`ziga xos jihatlarini ularning tilini o`rganish jarayonida o`rganib boramiz.

Til bilgan kishi dunyoni kezadi, do`stlar orttiradi, hamkorlar topadi. Dunyo xalqlarining madaniyatidan, tarixidan xabardor bo`ladi. Xalqimizda "Til bilganga ming tanga", "Til bilgan yo`lda qolmas" degan hikmatli so`zlar bejiz aytilmagan.

Til-bu insonlar o`rtasidagi muomala vositasi, millatning ma`naviy boyligi hisoblanadi. Til nafaqat muomala vositasi, balki xalqning madaniyati, urf-odat, uning turmush tarzi, tarixidir. Til bu inson tafakkurining moddiy timsolidir, ya`ni biz ongimizdagi fikrlarni tilimiz orqali ifoda etamiz.

Grammatik mavzu; Juft so`zlar va ularning imlosi. Mavzu slayd orqali tushuntiriladi.

**Bilib oling!**

Juft so`zlar ikki so`zning qo`shilishidan tashkil topib, chiziqcha bilan yoziladi.

*ota-ona*

**Ular quyidagicha tuziladi**

1. Har ikki qismi mustaqil qo`llanadi.

**Opa-singil**

**Bir yoki ikkala qismi mustaqil qo`llana olmaydi.**

bo`sh – bayov  
alg`ov-dalg`ov  
apil-tapil

Juft so`zlar ko`pincha yangi ma`noga ega bo`ladi. Masalan:

qishin-yozin -doimo

bugun-erta -yaqinda

erta-kech -hamisha

Yoki umumlashtirish ma`nosini ifodalaydi:

Idish-tovoq -ro`zg`or buyumlari



Qalam-daftar -o`quv qurollari

Juft so`zlar doimo ikki qismdan iborat bo`ladi va bu qismlar o`zaro zid ma`noli so`zlardan;  
Erta-kech

Oldin-ketin va yaqin ma`noli so`zlardan tashkil topadi:

Idish-tovoq

Taxta-o`qlov

4. Mustahkamlash.

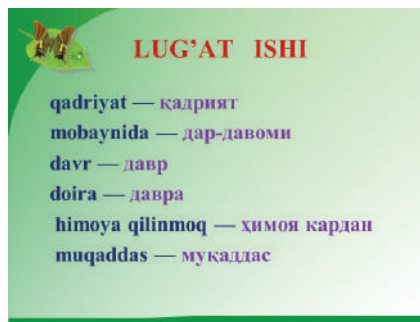
**1- topshiriq.** Rasmni kuzating. Berilgan tayanch so`zlar ishtirokida gaplar tuzing va til bayrami taassurotlari haqida o`zaro suhbatlashing.

Tayanch so`z va birikmalar: katta zal, bezatilgan sahna, bayramona kiyingan o`quvchilar, Navoiy portreti, til bayrami.

Topshiriq og`zaki bajariladi.

**1- mashq.**

O`zbekiston Respublikasining davlat tili o`zbek tilidir. 1989-yil 21- oktabrda „Davlat tili to`g`risida“gi Qonun qabul qilindi. Ushbu qonun milliy qadriyatlarimizni tiklash va rivojlantirish uchun juda katta imkoniyatlar berdi. O`zbek tili mustaqil dav-latimizning bayrog`i, gerbi, madhiyasi qatorida turadigan, qonun yo`li bilan himoya qilinadigan muqaddas timsollaridan biriga aylandi. O`tgan davr mobaynida davlat tilining hayotimizdagi o`rni va ta`sirini kuchaytirish yo`lida g`oyat ulkan ishlar amalga oshirildi. Istiqloq yillarida o`zbek tilining qo`llanish doirasi ni-hoyatda kengaygani, uning xalqaro miqyosda ham muloqot vositasiga aylanib borayotgani juda quvonarlidir. Tilga e`tibor — elga e`tibor, deyдилar.



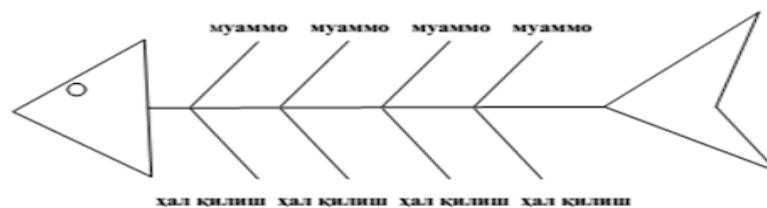
Berilgan matn asosida video namoyish etiladi. Videoni tomosha qilib bo`lgandan so`ng, berilgan ma`lumotlar “Blits so`rov” metodi asosida tekshirib olinadi. O`quvchilar tarqatilgan varaqlardagi savollarga qisqa “ha” va “yo`q” javobini belgilab chiqishadi. Javoblarni barcha belgilab bo`lgandan so`ng o`quvchi o`z sherigi bilan varaqlarini almashib olishadi. Monitorda ko`rsatilgan javoblar bilan solishtirib tekshiradilar. To`g`ri va noto`g`ri javob bergan o`quvchilar aniqlab olinadi va baholanadi.

BLISS-SO'ROV				
t/r	savol	ha	yo`q	To`g`ri javob
1	“Davlat tili to`g`risida”gi Qonun 1989-yil 25-oktabrda qabul qilindi		+	“Davlat tili to`g`risida”gi Qonun 1989-yil 21-oktabrda qabul qilindi
2	O`zbekiston Respublikasi Konstitutsiyasining 4-moddasida “O`zbekiston Respublikasining davlat tili o`zbek tilidir” deb yozilgan	+		
3	G`afur G`ulom o`zbek tilining asoschisi		+	Alisher Navoiy o`zbek tilining asoschisi

BLISS-SO'ROV				
t/r	savol	ha	Yo`q	to`g`ri javob
1	“Davlat tili to`g`risida”gi Qonun 1989-yil 25-oktabrda qabul qilindi			
2	O`zbekiston Respublikasi Konstitutsiyasining 4-moddasida “O`zbekiston Respublikasining davlat tili o`zbek tilidir” deb yozilgan			
3	G`afur G`ulom o`zbek tilining asoschisi			

2- mashq. Berilgan so`zlarni qismlari mustaqil qo`llanadigan va mustaqil qo`llanmaydigan juft so`zlarga ajratib yozing.

Mashq “Baliq skeleti” metodi asosida bajariladi.



Katta-kichik, aytdi-qo'ydi, baland-past, uy-joy, g'a-dir-budur, bordi-keldi, kalta-kulta, qand-qurs, o'tdi-ketdi, to's-to'polon, hol-ahvol, opa-singil, qarindosh-urug', sog'-salomat, baxt-sodat, keldi-ketdi, erta-kech, shart-shurt, non-pon, choy-poy.

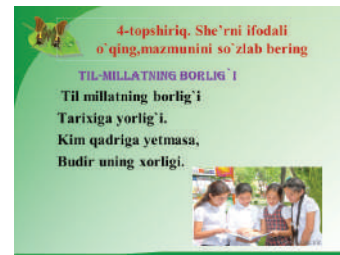
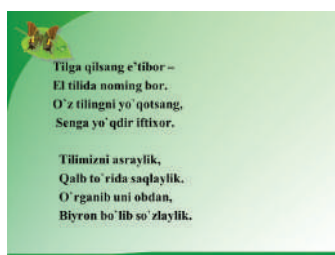
3- mashq. Berilgan gaplardan juft so'zlarni toping. Ularning tuzilishi va yozilishini tushuntiring. Dostkada bajariladi.

1. Mahalladagi tadbirida qo'ni-qo'shni, katta-kichik hammasi qatnashdi. 2. Issiq kunlar tugab, kuzgi-qishki ishlar boshlandi.

Eson-omon yuribsanmi, bolam? 4. Bahrom qo'rqa-pisa eshikni ochib kirib keldi. 5. Ular yuzma-yuz hamma gapni gapirib olishdi. 6. Gulnora idish-tovoqlarni yig'ishtirib qo'ydi. 7. Opa-singil hamma ishlarni birpasda bajarib qo'yishdi. 8. Hammayoq jimjit.

Tevarak-atrofdagi hech kim ko'rinmasdi.

4-mashq. Darslikda shoir Mannop Tojining "Til-millatning borlig'i" she'ri berilgan. She'ri ifodali o'qib, mazmunini so'zlab bering.



5. Baholash. Darsda faol qatnashgan o'quvchilar baholab, rag'batlantiriladi. Uyga vazifa: She'ri yod olish.

Foydalanilgan adabiyotlar;

1. 7-sinfo'zbek tili darsligi X.S.Muxitdinova, Ya.I.Aylakulov, D.A.Nuriddinova.
2. Hozirgi o'zbek adabiy tili. Ziyodulla Toshpo'latov.



## BOSHLANG'ICH SINIF ONA TILI DARSLARIDA XATBOSHI

*Nosirova Zaynabxon Abdurasulova  
Andijon viloyati buloqboshi tumani  
Xalq talimaga qarashlik 18-maktab  
boshlang'ich sinif o'qituvchisi*

Ona tili darslarida o'quvchilar turli mavzulardagi matnlarni yozganda xatboshidan yozish kerakligini anglaydilar va bunga tez fursatda kònikadilar. Buni o'quvchilarimiz yetarlicha o'zlashtirishlari va xatboshilarning birdan ikkinchisini ajratishlari uchun biz boshlang'ich sinf o'qituvchilari ularda kònikma va malakalarni shakillantirishimiz kerak. Tògri matndagi xatboshi o'quvchi tez fursatda o'zlashtiradi. Ammo o'quvchilar diktant matnlarida uchraydigan ikkinchi, uchinchi xatboshilarni o'zlari mustaqil topishga qiynaladilar.

Xatboshi mavzusida egallagan bilimlarini boyitishda yoki diktant matnlarida uchraydigan ikkinchi, uchinchi xatboshilarni qiynalmasdan topa olishga yordam berishimiz lozim. Bunda kòproq "Savol javob" tushintirish " , "Kòrgazmalilik, kabi metodlardan foydalanamiz. Xo'sh bu usulni qachon qo'llash mumkin? Bu usullar o'quvchilarning yangi tushuncha, hodisa va qonunlarni bilishdagi ijodiy faolliklari darajasini baholash asosida qismlarga ajratiladi. Reproduktiv usullar o'quvchilarning o'quv materiallarini mustahkamroq eslab qolishlarini ta'minlash, bilishga doir faoliyatni bevosita o'sh qarish, kamchiliklarni tez aniqlash uchun amaliy kònikma va malakalarni tarkib toptirish maqsadida qo'llaniladi. Reproduktiv usullar - o'quv materialining mazmuni, asosan, ahborot harakterida bo'lsa, amaliy harakatlarning usullarini ta'riflasi, o'quvchilarning bilimlarini mustaqil qidirib olishlari uchun juda yangi hisoblansa, vaziyatlarni hal qilish uchun tayyor Qanday holda induktiv va deduktiv usullar qo'llaniladig? Ayniqsa, deduktiv o'qitishga talab va e'tibor kuchaydi. Bu usulda tafakkur qilish katta samara beradi. Induktiv yoki deduktiv usullarni qo'llash o'rganilayotgan mavzu mazmunini ochishning ma'lum mantig'ini - xususiyan umumiyga yoki umumiydan xususiya o'tishni tanlashni anglatadi. Bu usulda tafakkur qilish katta samara beradi. Reproduktiv usulda o'quvchilar ilgari yoki yaqinda egallagan bilimlarini qo'llaydi. Masalan, o'qituvchi dastlabki darslarda o'zi asar matnini qismlarga bo'ladi, yozuvchi yoki shoirning aytmoqchi bo'lgan muhim fikriga o'quvchilar diqqatini jalb qiladi, uni aniqlab ko'rsatadi, o'quvchilar bilan birga tasvir vositalariga yuklatilgan ma'noni ochib, o'quvchilarga ko'maklashadi. Bularning bari o'quvchilar uchun bir ko'rsatma vazifasini o'taydi. Shundan so'ng o'quvchilar o'qituvchining ko'rsatmalari yordamida yuqorida ko'rsatib o'tilgan vazifalarni o'zlari mustaqil ravishda bajaradilar. Yuqorida ta'kidlangan metodlardan tashqari, boshlang'ich sinf o'qish darslarida zamonaviy pedagogik texnologiya usullaridan ham foydalanish yaxshi samara beradi. Shuni ta'kidlab o'tish kerakki, har bir darsda qanday metoddan foydalanish, darsda qanday usullarni qo'llash o'qituvchi o'qituvchi tomonidan oldindan belgilab olinishi va puxta ishlab chiqilishi lozim.

Ta'limda faqat qiziqishga tayanib qolish ham motivatsiyaning asosli samarali bo'la olishini ta'minlamaydi. Bunda eng muhim samarali usul motivatsion-muammoli vaziyatlarni qo'yish yoki o'rganilayotgan predmetning ijtimoiy mohiyatini aks ettiradigan maxsus bilishga oid vazifalarning qo'yilishidir. Masalan, yangi dars boshlanishida yoki o'tgan darsni so'rash va mustahkamlash paytida didaktik o'yinlardan foydalanib, o'quvchilarning darsga qiziqishlari oshiriladi. Motiv hosil bo'lgach, dars davomida o'quvchilarning qiziqishlari saqlanib turgan holda o'rganilayotgan mavzuning ijtimoiy ahamiyatiga e'tibor qaratiladi. Boshlang'ich sinfda dars jarayonida motivlarni rivojlantirish muhim ahamiyatga ega. O'qituvchi o'quvchilarning o'quv-bilish faoliyatlarini tashkil etishda motivlarga ko'proq e'tibor berishi o'quvchilarning bilim egallash jarayonining samaradorligini ta'minlaydi. O'qituvchi dars loyhasini tayyorlar ekan, maqsadni oydinlashtirishi va shu maqsad asosida o'quvchilarning o'quv-bilish faoliyatlarini shunday tashkil etishi lozimki, belgilangan maqsad to'liq amalga oshsin.

-o'quvchilarning o'g'zaki va yozma nutqi boyib boradi. -mazmunli va tartibli matn tuzishga odatlanadi. -matnga reja tuza oladi -matnni qismlarga ajrata oladi -matn qismlarini xatboshidan yozishga o'rganadi -matnga sarlavxa qo'yish malakasi shakillanadi.

Foydalanilgan adabiyotlar.

1. Ròziboyeva O Kichik yoshdagi bolalar nutqini o'stirish
2. Boshlang'ich ta'lim jurnali. 2018yil.



## О'ЗБЕК ТИЛИ ДАРSLARINI INNOVATSION TEXNOLOGIYALAR ASOSIDA TASHKIL ETISH.

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**Annotatsiya:** ushbu maqolada rus sinflarida o'zbek tilini o'qitishda interfaol ta'lim metodlaridan foydalanish usullari bayon etilgan.

**Kalit so'zlar:** o'zbek tili, muammoli vaziyat, kelajak avlod, interfaol metod.

“Til kishilarning eng muhim aloqa vositasi” jumlasida tilning ijtimoiy mohiyati, uning vazifasi to'la o'z ifodasini topganligi barchaga ayondir. Til oddiy aloqa vositasi bo'lmasdan, balki kishilarning eng muhim aloqa vositasi hamdir. Darhaqiqat, kishilar o'zaro aloqada turli vositalardan foydalanadilar. Ammo bular ichida til eng muhim vositadir. Til faqat kishilargagina xos, u faqat kishilar aloqasi uchun xizmat qiladi.

O'z navbatida til faqat ayrim shaxslarning aloqa vositasi bo'lmay, millatlararo aloqa quroli, to'plangan tajriba va bilimlarni kelajak avlodga yetkazish vositasi hamdir. Tilning bu vositasi uning akkumulyativ (lotincha *accumulare*-to'plash) funktsiyasi hisoblanadi. Bu gnesologik (bilish jarayoni) vazifasidir!

Shu zamon donishmandlarining biridan xalqning ma'naviy-ma'rifiy, madaniy va ilmiy jihatdan yuksalayotganini qanday bilish mumkinligi to'g'risida so'ralganda, donishmand uch narsani sanagan ekan. Birinchisi, o'sha xalqning qahramonlik eposi jonli ijroda yozib olingan bo'lishi, ikkinchisi, o'sha xalq tiliga oid izohli lug'at tuzilgan bo'lishi, va nihoyat, shu xalqning Milliy ensiklopediyasi mavjud bo'lishi lozim ekan. Shukrki, bizda har uchulasi bor. E'tibor bersak, bularning asosida til turibdi. O'tgan davr mobaynida biz ona tilimizning fonetikasini, sintaksisini, morfologiyasini, dialektologiyasini, etimologiyasini va boshqa bo'limlarini muayyan darajada o'rgandik, o'rganyapmiz. Endi tilni shunchaki aloqa vositasi sifatida emas, uni millat nufuzi sifatida ko'tarishimiz kerak.

Bugungi ta'lim jarayonini interfaol usullarsiz tasavvur etish qiyin. Ta'lim jarayonida qo'llaniladigan interfaol usullar muayyan guruhlarda o'qitiladigan o'quv fanining bosh maqsadiga yo'naltirilgan bo'lishi kerak. Aks holda, qo'llanilgan interfaol usul hech qanday ahamiyatga ega bo'lmay qoladi. O'qituvchi tanlagan usul dars davomida bolaning faolligini, kattalar va tengdoshlari bilan to'g'ri muloqot qila olishini ta'minlashi, tilda mavjud, biroq o'quvchi uchun notanish bo'lgan yangi so'z va iboralarning mazmunini anglash, eslab qolishga, muloqot jarayonida qo'llashga harakat qilish ko'nikmalarini shakllantirishi zarur. O'zbek tili darslari oldiga qo'yiladigan vazifalar va ularni amalga oshirish yo'llari samarador usullar bilan o'quvchilar ongiga singdirilgandagina kutilgan natija berishi mumkin.

Bugungi kunda zamon talabi darajasida dars o'tish uchun barcha o'qituvchilarga quyidagi omillarga rioya qilish tavsiya etiladi.:

- Didaktika va tarbiya nazariyasi bilan puxta qurollanish;
- Innovatsion texnologiyalardan foydalanish;
- O'z fani bo'yicha yangiliklardan boxabar bo'lish;
- Dars o'tishning noan'anaviy usullarini amaliyotda qo'llash;
- O'quvchilarning bilimi, malakasi va ko'nikmalariga mos tarzda ta'lim mazmunini yangilash;
- O'qitishda kompyuterlarni joriy etish;
- Nutqiy jihatdan barkamol bo'lish, ishontirish, isbotlash, malakalarini egallash.

Noan'anaviy dars tashkil etishda muammoli vaziyat yaratilsa, aniqlansa va bartaraf etish choralari ko'rilsa o'quvchilar mavzuni puxta o'zlashtiradilar. O'zbek tili darslarida muammoli vaziyat yaratishning usullari xilma-xildir. O'zbek tili darslarida muammoli vaziyat yaratishda quyidagi usullardan foydalanish mumkin:

- Tilga oid dalillarni tahlil qilish asosida muammoli vaziyat yaratish;
- Til materiallarini sintez qilish asosida muammoli vaziyat yaratish;
- Til faktlarini qarama-qarshi qo'yish va taqqoslash orqali muammoli vaziyat yaratish;
- Innovatsion texnologiyalardan foydalanib, muammoli vaziyat yaratish;



- Tillarni taqqoslash yo‘li bilan muammoli vaziyat yaratsa bo‘ladi.

Muammoli vaziyat yaratishda til materialining murakkablik darajasini hisobga olish nihoyatda zarur. Chunki o‘qituvchi til materialining murakkablik darajasidan kelib chiqib, muammoli vaziyat yaratishning usulini tanlaydi.

Innovatsion texnologiyalardan foydalanish dars samaradorligini oshiruvchi vositadir. Bu ta’lim o‘quvchilarning bilimlarini mustaqil egallashga undovchi o‘qitishning muammoli uslubidir. Ta’limning ushbu turiga muvofiq o‘quvchilar bilan munozarala, didaktik o‘yinlar maxsus ijodiy topshiriqlar o‘tkaziladi. Yangi pedagogik texnologiyalarga muvofiq o‘quvchi o‘zbek tili materiallarini tayyor holda o‘zlashtirmay, uni izlashi, ijodiy faoliyat ko‘rsatishi zarur.

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## О'QUVCHILAR NUTQINI RIVOJLANTIRISHDA ONA TILI VA ADABIYOT FANI O'QITUVCHILARINING ROLI

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**Anotatsiya** Ushbu „O'quvchilar nutqini rivojlantirishda Ona tili va adabiyot fani o'qituvchilarining roli“ mavzusidagi maqolada ijtimoiy fanlar, jumladan, Ona tili va adabiyot fani o'qituvchilarining ta'lim jarayonida ayrim muammo va kamchiliklarini bartaraf etish bilan birga uning yechimi haqida fikrlar bayon etilgan. Bugungi kunda Ona tili va adabiyot fani o'qituvchisining jamiyat taraqqiyoti rivojida o'rni va ta'siri haqida ham fikrlar mujassamdir.

**Kalit so'zlar:** Nutq, nutq sharoiti, mazmundorlik, mantiqiy fikrlash, ohangdorlik, taqqoslash.

Inson butun umri davomida o'z nutqini takomillashtirib boradi. U tilimizning boy imkoniyatlaridan unumli foydalanish orqali nutqning go'zal, ravon, ifodali, ta'sirchan bo'lishiga intiladi. Bu jarayon, ayniqsa, bolalik davrida samarali kechadi. Kichik bolalik davridan boshlab u aloqa-aralashuvga ehtiyoj sezadi; o'zgalarning fikrini tinglash va o'z fikrini bayon qilishga tobora ko'proq zarurat sezib boshlaydi.

Avvalo, shuni qayd etish lozimki, maktabda o'qitiladigan barcha o'quv fanlari o'quvchi nutqi ustida ishlashga yo'l ochadi. Ona tili fani o'qituvchisi esa ana shu imkoniyatlarni birlashtirib, o'quvchining fikr ifodalash malakalarini yanada rivojlantiradi. O'quvchini tilimizning go'zal olamiga olib kiradi, nutqni yaxshilash, boyitish, unga badiiy bo'yoq bergan holda foydalana bilishda ona tili va adabiyot fani o'qituvchisining roli katta.

O'quvchilar nutqini rivojlantirishda quyidagi jihatlarga e'tiborli bo'lishi lozim. Birinchidan, o'quvchi nutqida fikrning mantiqan to'g'ri, aniq va izchil bo'lishidir. Nutqda har bir fikr mantiqan asoslangan bo'lsagina, uning ta'sirchanligi ortadi. Bu har bir o'quvchidan narsa, voqea-hodisaga sinchkovlik bilan qarash, ularning har biriga to'g'ri baho bera olish, shu yo'l bilan nutqni muntazam va izchil qurish, uni isbotlay bilishni talab etadi. O'quvchi fikrini bayon etayotganda, bir fikrni ikkinchisi bilan mantiqan to'g'ri bog'lay olishi, mavzuga aloqador bo'lgan asosiy fikrlarni ikkinchi darajali fikrlardan farqlay bilishi kerak. Nutqning mantiqan to'g'riligi fikrlarning aniq va bir-biriga izchil bog'langanligi, mavzudan chetga chiqmaslik, hukm va xulosalar asosli bo'lishi lozim.

Ikkinchidan, o'quvchi nutqining mazmundorligi. Shuni unutmaslik lozimki, nutq nutq sharoitiga mos tushsa, u mazmunli bo'ladi. O'quvchi faqat bilgan narsalarini, o'zi xabardor bo'lgan voqea-hodisalarni og'zaki va yozma shakllarda to'g'ri bayon qilishi mumkin. Aniq dalillar, o'quvchining shaxsiy kuzatish yoki taassurotlari, his-tuyg'ulari asosida yuritilgan fikrigina o'zgalari diqqatini o'ziga tortadi. Mazmunsiz fikr na o'ziga, na o'zgalarga yoqadi. O'quvchiga o'zi o'qigan, kuzatgan, bilgan narsalar yoki voqea-hodisalar xususida gapirib berish va yozish ancha oson kechadi.

Uchinchidan, nutqning ohangdorligi. Ohang o'quvchi nutqining ta'sirchanligini oshirish vositasi hisoblanadi. Shuning uchun she'riy asarlar, nasriy parchalarni ohangdorlikka amal qilgan holda o'qiy olish ham o'quvchi nutqini rivojlantirishga xizmat qiladi. U ohang yordamida nutqni sintagmalarga bo'ladi, mantiqiy urg'uni ham o'rinni qo'llaydi. Shu sababli ifodali o'qish faqat adabiyot darslaridagina emas, balki, ona tili darslarining ham tarkibiy qismiga aylanmog'i lozim.

To'rtinchidan, nutqning soddaligi va softligi. Sodda nutq, avvalo, tushunarli bo'ladi. Nutqning tushunarli bo'lishi bir tomondan, fikrni lo'nda, aniq bayon qilish, tushunarli bo'lmagan g'aliz jumladan saqlanishda namoyon bo'lsa, ikkinchi tomondan, tinglovchining tayyorgarlik darajasiga ham bog'liq. Demak, o'quvchi fikrni ham sodda, ravon bayon qilishi, ham o'zgalari fikri mohiyatini anglab, uni tushunish imkoniyatiga ega bo'lishi kerak.

Nutqning softligi, avvalo, uning tozaligi demakdir. Ma'lumki, o'quvchilar nutqida har xil qaytariqlar, (chet tillaridagi so'zlarni qo'shib, aralashtirib so'zlash) ortiqcha jumlar, o'zbek adabiy tiliga xos bo'lmagan so'zlar ko'p uchraydi. Nutqni bunday so'zlardan tozalab borish, fikrni sof adabiy tilda, uning boy imkoniyatlaridan foydalanib bayon qilish ona tili fani o'qituvchisining asosiy vazifasi bo'lmog'i lozim.



rivojlangan nutqqa faqat shularning hammasiga amal qilish orqali erishadi. Shuning uchun ona tili darslarida nutqqa qo'yilgan talabni hisobga olib, yuqorida sanab o'tilgan nutqning muhim jihatlari e'tibordan qoldirish mumkin emas. Bu talablarga doimiy va qat'iy amal qilinsagina nutqni o'stirish, rivojlantirish samarali kechadi.

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## ВАРИАНТНОСТЬ И ДУБЛЕТНОСТЬ В СОВРЕМЕННОМ РУССКОМ ЛИТЕРАТУРНОМ ЯЗЫКЕ

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**Аннотация:** В этой статье вариантность и дублетность в современном русском литературном языке.

**Ключевые слова:** вариант, вариантность, инвариант, норма, лексика, лексикография, морфология, синтаксис, слово, язык.

В современной лингвистической науке норма рассматривается как динамическое, а не статическое явление, хотя нормативность как фундамент литературного языка предполагает стабильность и устойчивость. Термин «норма» в современной лингвистической науке используется в широком и узком смысле. В широком смысле под нормой подразумевают традиционно и стихийно сложившиеся способы речи, отличающие данный языковой идиом от других языковых идиомов. В этом понимании норма близка к понятию узуса, т.е. общепринятых, устоявшихся способов использования данного языка.

В узком смысле норма – это результат целенаправленной кодификации языка. Такое понимание нормы неразрывно связано с понятием литературного языка, который иначе называют нормированным, или кодифицированным. Соответственно этому следует рассматривать, с одной стороны, норму как явление традиционное, сложившееся исторически, а с другой – как факт кодификации, комплекс регламентаций. К. С. Горбачевич подчеркивал: «Современное языкознание освободилось от догматического представления о неизблемости норм литературной речи.

Норма отражает поступательное развитие языка, хотя ее и не следует механически выводить из языковой эволюции. Динамическая теория нормы, опираясь на требование «гибкой стабильности», совмещает в себе и учет продуктивных и не зависящих от нашей воли тенденций развития языка, и бережное отношение к капиталу унаследованных литературно-традиционных речевых навыков»

Динамический подход к норме получил развитие в работах Л. В. Щербы, Н. Ю. Шведовой, Л. И. Скворцова, Ф. П. Филина и других исследователей. Очевидно, что в норме отражаются как внутри лингвистические языковые законы, так и внелингвистические. С одной стороны, нормативность языковых уровней является отражением системности языка, принципов языковой аналогии и экономии, закономерностей полевой организации и градуальности.

С другой стороны, аксиологические и прагматические факторы также определяют устойчивость нормы в тот или иной период развития общества. Соответственно, некоторый парадоксальный характер языковой нормы позволяет описывать ее в комплексе диалектических свойств: устойчивости и подвижности, исторической детерминированности и изменчивости, однозначности и неоднозначности, взаимообусловленности языкового стандарта и контекста. Следовательно, выбор осуществляется и на основе языковой традиции, и на основе языкового употребления. В этой связи сосуществование языковых вариантов на всех языковых уровнях как отражение динамических свойств языка в процессе его эволюции и есть доказательство жизнеспособности языковой системы.

Вариантность (от лат. *variāns, variantis* – «изменяющийся»), или вариативность) – понятие многозначное. Во-первых, это представление о разных способах выражения какой-либо языковой сущности как об ее модификации, разновидности или как об отклонении



от некоторой нормы (например, различия в разных списках одного и того же памятника). Во-вторых, данный термин характеризует способ существования и функционирования единиц языка и языковой системы в целом. Вариантность

– фундаментальное свойство языковой системы и функционирования всех единиц языка; она характеризуется с помощью понятий «вариант», «инвариант», «варьирование». При первом понимании вариантности используются только понятия «вариант» и «варьирование»; то, что видоизменяется, понимается как некоторый образец, эталон или норма, а вариант – как модификация этой нормы или отклонение от нее. При втором понимании вводится термин «инвариант» и оппозиция «вариант – инвариант».

Под вариантами понимаются разные проявления одной и той же сущности, например, видоизменения одной и той же единицы, которая при всех изменениях остается сама собой. В этом же значении Л. П. Крысин использует термин вариативность. Считаем возможным рассматривать термины вариантность и вариативность как эквивалентные и равноценные.

По аналогии с типологией норм различают варианты орфоэпические, лексические, грамматические (морфологические и синтаксические). В русской лексикографии наиболее ярким фундаментальным источником, отражающим типологию вариантных грамматических средств, количественное соотношение вариантов внутри типа, стилистическую дифференциацию вариантов, содержащим развернутое объяснение причин вариантности, а при необходимости – краткую историческую справку, характеристику действующих тенденций, является словарь «Грамматическая правильность русской речи». Вопреки тому, что литературная норма жестка и консервативна, она допускает одновременное функционирование вариантов одной и той же языковой единицы. Варианты могут различаться стилистически, зависеть от коммуникативных условий речи, относиться к речевой практике определенных социальных и профессиональных групп; возможны факты и свободного варьирования. Норма изменяется вместе с развитием языка. Эти изменения, в свою очередь (как правило, в виде вариантов), отражаются в лексикографических источниках посредством помет типа доп. (=допустимо), разг. (=разговорное), прост. (=просторечное), жарг. (= жаргонное) и т.п.

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## TEACHING LISTENING AND SPEAKING THROUGH MUSIC

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**Annotation:** the present article is devoted to teaching pupils with the help of songs. Most of the teachers nowadays use music during their lessons and by using the they improve pupils' listening and speaking skills.

**Key words:** receptive skill, induction and deduction approach, dialogue and monologue speech

As learning English is becoming more important than ever in Uzbekistan and is used for different purposes, it is necessary to engage learners in the process of language learning via effective and engaging methods. Teachers are in constant search for essential activities that allow learners to improve their learning abilities of a foreign language. Through innovative technologies, interactive and communicative methods language teachers can create the right climate for language learning. Currently, in higher education, teachers use music, songs, comics, sound films, stories, fairy tales, language games, cartoons and movies to make the teaching-learning process more interesting. According to Girard, D. & Trim, J. L. M. «...teachers sometimes use these when the theme or lesson is difficult and to keep students motivated to continue learning foreign languages. Playing different language games, listening to music, singing songs, watching various education related films or cartoons can help learners understand target (nonnative) language. Inclusion of a wide range of activities is connected with students» multiple intelligences as well. First founded by Howard Gardner, the theory of multiple intelligences proved to be considered by teachers while developing curricula and material designers to address most of the intelligences for achieving effective teaching-learning environment. The purpose of this book is to reveal how songs can stimulate students with multiple intelligences to learn new vocabulary. It is probably safe to say that almost everyone loves music. While not everyone appreciates the same kind of music, some like classical, while others love hard rock, jazz. Students especially enjoy listening to, discussing, and sharing their favorite music with each other. Thus, for ESP teachers who may want to «live up» their classes, we would like to suggest that they offer their students a «music presentation day» in which they allow their students to showcase their favorite songs/singers/bands. As Thornbury S mentioned music, songs and sounds influence people's state and mood. They evoke emotions, encourage, cure and teach. Today, we know that music and songs are used for pedagogical purposes as well. Many teachers include songs in their lesson plans to explain grammar rules, new vocabulary or concepts in a more interesting and creative way. Songs provide examples of authentic, memorable and rhythmic language. They can be motivating for students keen to repeatedly listen to and imitate their musical heroes. However, incorrectly pronounced sounds strain communication, sometimes even changing a phrase's meaning. Songs are authentic and easily accessible examples of spoken English. The rhymes in songs provide listeners with repetition of similar sounds. Students often choose to listen to songs time and again, indirectly exposing them to these sounds. Here we are going to give some activities using songs during the lesson.

### Activity 1

We can choose six words from a song from which minimal pairs can be created by.

- heaven — even
- hunger — anger
- man — mad

(From «Imagine» by John Lennon)

We write the pairs separately on cards and give out one set per group of four or five students. The students then match the pairs. They then listen to the song and «grab» the correct one. Choices are then checked against the lyrics.

### Activity 2

We give out the lyrics, with certain words for students to guess the number of syllables, leaving a space by each word to write the number in. Students then listen, checking their pre-



dictions. At higher levels, we repeat the activity, with students underlining the stressed syllable whilst listening. We then drill these words and sing or chant the whole song through. Here using songs is to focus on connected speech. Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone. Contractions (two words forming one) are an extreme example of the way we connect speech, to the extent that the written form too is affected. Songs, and especially the chorus, provide real and «catchy» examples of how completely phrases are pronounced often to the extent that students find it difficult to pick out individual words. Songs, like other spoken texts, are full of contractions. Students can be keen to reproduce this, in order to sing the song as they hear it. In this article, we use the following songs. These songs can ease the process of learning the body parts in the English language. As an English teacher, I use them in the classroom and find them to be effective in creating a relaxing atmosphere and entertaining learning process, and eliminating students» negative attitude towards foreign language learning. Thus, singing songs, even simple nursery rhymes, is useful in teaching English and providing systematic and active learning even to adults. Finally, for any teachers who may be wondering if using any of the ideas we have presented here will really work for a class they are teaching, we encourage you to simply play a song or two in your class and see how your students react. We believe that teachers who have not used music in their classes previously will quickly discover that songs are a great way for teachers and students to «bond» together, and enjoy the time we have together.

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## ОСНОВНЫЕ ТЕМЫ И ИДЕИ ЛИРИКИ Н.А. НЕКРАСОВА

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**Аннотация:** В статье исследуются основные темы и идеи творчества Николай Алексеевич Некрасова. Основные темы творчества Некрасова также исследуются на основе его стихотворений.

**Ключевые слова:** Н.А. Некрасов, творчества, русской поэзии, поэт-новатор, бурные споры, новые герои, новую речь, тема родины и народа, идеал общественного деятеля,

Н.А. Некрасов - один из гигантов русской поэзии XIX в. Продолжив традиции своих великих предшественников - Пушкина и Лермонтова, Некрасов в то же время открыл новую страницу в истории нашей поэзии. Он прокладывал свои пути в литературе как поэт-новатор. Его поэтические произведения вызывали бурные споры: его стихи называли приближенными к прозе, диссертациями на заданные темы, но, тем не менее, Некрасов сразу же нашел своего читателя.

Неповторимая особенность поэзии и новаторство Некрасова заключаются:

Некрасовская поэзия открыла читателям духовный мир русского крестьянина, его нужды, стремления;

Некрасов в своих стихах говорил о повседневных непозитических явлениях: о грязной петербургской улице, о крестьянине, который под пьяную руку бивал жен, о труде бурлака и т. д.;

новые герои вносят в стихи и новую речь - подчас «грубую»

«неблагозвучную», с точки зрения сторонников «чистого искусства»;

интонации живой речи влияют и на характер стиха, его ритмику, поэтому Некрасов широко использует трехсложные рифмы, передающие разнообразные оттенки живого человеческого голоса;

для лирики Некрасова характерен полифонизм: голоса автора и героев сливаются;

лирика Некрасова всегда среди людей, их жизнь, судьба глубоко его волнует. Поэтому поэзия его всегда социально отражает вопросы общества, устройства человеческих отношений. Всегда проникнута гражданственностью.

Это своеобразие некрасовской лирики, конечно же, обусловлено и ее тематикой, идейностью.

Основные темы лирики Некрасова:

**1. Тема поэта и поэзии.** Стихотворения для анализа: «Поэт и гражданин» (1856).

- О чем спорят герои стихотворения? - Кто победил в этом споре? (В споре нет победителя: и поэт, и гражданин приходят к выводу, что роль художника в жизни общества настолько значительна, что требует от него не только художественного таланта, но и гражданственности, активности борьбы за гражданские убеждения).

**2. Тема родины и народа.** Эта тема тесным образом связана с патриотизмом и народностью поэзии Некрасова. Поэтому рассмотрим, как Некрасов вперед в русскую поэзию ввел образ народа: женщина-крестьянка, бурлаки, крестьяне-просители, строители железной дороги - все они в центре внимания поэта. Сам поэт свое обращение к народу объясняет так: «Каждый писатель передает то, что он глубоко прочувствовал. Так как мне выпало на долю с детства видеть страдания русского мужика, холода, голода и всяких жестокости, то мотивы для моих стихов беру из их среды». (Из воспоминаний Панаевой)

Стихотворения «Размышления у парадного подъезда». Это стихотворение написано в 1858 г. В первоначальной редакции «Размышлений...» автор выражал надежду, что народ забудет свои печальные песни, подобные стону, и споет веселую песню. В окончательной редакции нет этой оптимистической уверенности.

Композиция этого стихотворения представляет особый интерес. Даже при беглом чтении «Размышлений...» становится ясно, что основной особенностью стихотворения является разительный контраст двух миров (с одной стороны - «владелец роскошных палат»,



с другой - обездоленные бедняки.

Противопоставленные темы чередуются в тексте стихотворения: описание пышного парадного подъезда предваряет сцену с мужиками, подошедшими к нему, не допущенными швейцаром и ушедшими обратно; далее сообщается о вельможе, его жизни и вероятной дальнейшей судьбе, и в это сообщение вклиниваются (и разбивают его на две части) две строчки, напоминающие об ушедших мужиках; затем поэт возвращается к теме народных страданий и ею заканчивает стихотворение. Мысли о нищете проскальзывают подчас и в описаниях роскоши, в которой утопают сильные мира сего, но эти мысли не оформляются в виде самостоятельных тем-компонентов и, следовательно, не меняют общего композиционного плана. Переходы от одной темы к другой выполнены с помощью различных приемов, с разной степенью четкости (или резкости).

**3. Некрасов-сатирик.** В русскую поэзию Некрасов вошел не только как поэт-гражданин, патриот, народный певец, но и как сатирик. Ирония - сильное оружие некрасовской поэзии. В «Колыбельной» (1845) поэт сатирически рисует типичную карьеру чиновника.

**4. Идеал общественного деятеля.** Идеал появляется в творчестве Некрасова, пронизанный беспредельной любовью к родине, способный отдать во имя нее жизнь. Пример высокой честности, душевного благородства, самоотверженного служения родине мы видим в стихотворении «Памяти Добролюбова» (1864).

Личное чувство гражданина-борца наполняет стихотворец «Памяти Добролюбова». Если в первых строках поэт словно слагивает свои чувства: суровая, мужественная скорбь звучит ли: в подтексте, выражается лишь в том, что, обращаясь к другу так, словно он жив, говоря ему «ты», поэт вместе с тем говорит о нём в прошедшем времени: «Суров ты был...» Но чем ярче в памяти поэта встает образ погибшего, тем трагичнее становится ощущение и невозвратимой утраты. Последние две строчки, напоминающие восклицание Горация над трупом Гамлета, стали крылатыми, так как в них настолько сильно выражена скорбь о гибели большого человека. В конце стихотворения Некрасов от мысли о погибшем друге - учителе, переходит к мыслям о родной земле, о жизни человека. На самой высокой ноте, словно горло перехватила боль и говорить больше нет сил, обрывается стихотворение. В поэтических раздумьях поэта о друзьях народа запечатлены черты положительных героев, лучших людей времени и неповторимые индивидуальные портреты Добролюбова и Белинского. В творчестве Некрасова тема «Белинский» была не только глубоко личной, но и общественно важной. В 1853 г., когда имя Белинского находилось под запретом цензуры, поэт публикует стихотворение «Памяти приятеля» (к пятилетию со дня смерти друга). Белинскому посвящены и поэмы «В.Г.Белинский» (1855 г.), «Несчастные» (1856).

Все свое творчество Некрасов посвятил народу. И тяжело больной, он не переставал думать о нем. Так, стихотворение «Сеятелям» является призывом продолжить борьбу за освобождение народа. Веятели - это общественные деятели, народные заступники, которые должны нести в народ семена правды.

Русская литература в целом, как и российская общественная жизнь, до конца 1960-х годов развивалась в контексте двойственности. Некрасов же в своем творчестве раздвинул границы сознания, объясняя людям, что существует как минимум три точки зрения на один вопрос.

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## PECULARITIES OF USING MULTIMEDIA IN ENGLISH LESSONS

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**Annotation:** the present article is devoted to the features of using multimedia during English lessons and its recognition.

**Key words:** learning process, integral part, human activity.

Modern information technologies based on telecommunications and multimedia are the basis of changes in education area. Development is an integral part of any human activity. A person is constantly growing by accumulating experience, improving ways, methods of action, expanding his mental abilities.

The same process is applicable to any human activity, including teaching. At different stages of its development, the society imposed several new standards and labor requirements. This necessitated the development of the education system.

People who work in both state and business system should constantly improve their skills in order to withstand competition in the labor market, since the competitiveness of a modern specialist is determined not only by his high qualifications in the professional sphere, but also by his readiness to solve professional tasks.

The transition from natural communication in the traditional form of education, to virtual communication in ICT determines the characteristics of modern education. Multimedia is a set of technical and software tools that enable a person to communicate with the computer using the natural environment: audio, video, graphics, texts, animation, and more.

Training specialists in the field of communications through the multimedia tools has the following advantages:

- a) The materials are taught deeper and they are more accessible;
- b) Communication is closer accepting the areas of education;
- c) Achieving time-savings as a result of curriculum downtime;
- g) The gained knowledge will be kept in memory for a long time.

On the basis of the recommended multimedia tools students can find the information they need from a computerized information bank and exchange their experiences with others on an e-network basis. This ensures that learners can communicate well with others, and encourage their knowledge by this kind of training.

As well as, Innovative multimedia teaching tools affect the quality and methodology of teaching, allowing us to expand the practical component of the lesson, as well as qualitatively improve the perception of theoretical information. The use of multimedia technology in the educational process directly affects the cognitive activity of trainees. Thanks to multimedia technologies, educational materials became more visible and interesting.

The use of multimedia presentations allows us to use not only listening, but also visual memorization. Also, the use of animated effects in presentations helps to focus the attention of students and diversify the visual range, thus the associative visual memory will be involved. In addition, a multimedia presentation prepared by the teacher in advance significantly saves study time.

Multimedia integrates powerful distributed educational resources; they can provide an environment for the formation and indicator of key competencies, which primarily include informational and communicative. Multimedia technologies open fundamentally new methodological approaches in the education system.

Thus, the use of information and communication technologies in teaching FL allows:

- provide a positive motivation for learning;
- conduct lessons on a high aesthetic and emotional level (music, animation);
- increase the amount of work performed in the lesson by 1.5-2 times; - improve the control of knowledge;
- rationally organize the learning process, improve the effectiveness of the lesson;

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## ROLE OF A TEACHER IN A CLASS

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**Annotation:** the present article is devoted to the role of a teacher in a class during teaching and learning process.

**Key words:** receptive skill, induction and deduction approach, collective agreement.

Teachers are essential parts of teaching and learning process; they play a number of different roles within the system. We are going to focus on some roles of teachers in class. Teachers as parent advocates: It is important to advocate on behalf of one's child. It is frustrating to see your child struggle, or to see the school system make a decision you feel adversely affects your child. However, it is crucial for the teacher in this position to be aware of their roles as a member of the teaching profession and as an employee of the school board.

As an advocate for your child, make sure your actions do not compromise your other roles. Teachers as Employees: as employees of the board, teachers have the right to complain about breaches of the collective agreement. Avenues to explore a resolution are set out in the collective agreement. These activities are directly related to the employment relationship between the employee and the employer. Teachers should be cautious about taking part in community action against their employer on issues that involve their child's education. For example, if the school board made a decision about staffing or school closure that the teacher was not happy with because of a perceived impact on his or her child, the teacher would have to be cautious about how she or he advocated for change. Participation in such an activity must be professional and appropriate, or the teacher risks being disciplined for "insubordination". While teachers have the right to freedom of expression, they must many occasions when teachers are vocal in their opposition to their employers without being insubordinate. For example, during collective bargaining, teachers often participate in collective activities, such as wearing appropriate protest buttons or distributing leaflets, as a part of a union sanction or advice from Professional Relations Services. Teachers who find themselves in difficulty because of their competing rules should remember the following: Talk to your child's progress.

In modern classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might at present or in future. However, before we begin to understand the evolving role of an ESL teacher, let's outline some of the most popular teacher roles. Harmer, J. states that "it makes more sense to describe different teacher roles and say what they are useful for, rather than make value judgments about their effectiveness.

So here are some of the most common teacher roles: Most teacher take on a variety of roles within the classroom, which role do you think most defines your role in the

ESL classroom? The Controller: The teacher assumes this role when new language is being introduced and accurate reproduction and drilling techniques are needed. In this classroom, the teacher is mostly the centre of focus, the teacher may have the gift of instruction, and can inspire thought their own knowledge and expertise, but, does this role really allow for enough student talk time? It is really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities. The Prompter: The teacher should be helping students only when necessary.

When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt by always in a supportive way. The Resource: The teacher is a kind of walking resource center ready to offer help if needed, or provide learners can consult her/him when (and only when) it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, themselves, it certainly isn't necessary to spoon-feed learners, as this might have the down side of making learner reliant on teacher.



## “MEHROBDAN CHAYON” ASARIDA QO‘LLANGAN ARABCHA IJTIMOIIY-SIYOSIY LEKSIKA XUSUSIDA

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**Annototsiya.** Ushbu maqolada “Mehrobdan chayon” asarida qo‘llangan arabcha ijtimoiy-siyosiy leksika xususida so‘z yuritilgan. Ijtimoiy-siyosiy leksikaning asardagi ahamiyati ochib berilgan.

**Kalit so‘zlar.** leksema, fe‘l, turkiy, o‘zbek, a‘yon, A‘mir, amr.

Har bir til vaqt o‘tishi bilan taraqqiy etib borar ekan, bunda tashqi tillarning ta‘siri ham, albatta, bo‘ladi. Bunday ta‘sirni fonetik, leksik hamda morfologik sathda ko‘proq uchratamiz. Bu holatni ko‘p asrlardan beri o‘zbek tiliga o‘z ta‘sirini bevosita hamda bilvosita ko‘rsatib kelayotgan arab tili misolida ham ko‘rish mumkin. Bu ta‘sir oqibatida o‘zbek tilining fonetik sathidagi ص, ض, ه, ث, ظ, ع kabi fonemalar tizimi paydo bo‘ldi. Ayni fikrni leksik sath borasida ham aytish mumkin. Kitob, madrasa, kotib, shoir, tarix, muallim singari ko‘plab so‘zlar fikrimizning dalilidir. Bizning e‘tiborimizni tortayotgan jihat ham ayni leksik-semantik sath sanaladi. Ammo biz ushbu ob‘yektни bundayin keng ko‘lamda o‘rganib chiqa olmaymiz. Shuning uchun ham masalani aniq qo‘ygan holda Abdulla Qodiriyning “Mehrobdan chayon” romanida ishlatilgan arabcha ijtimoiy-siyosiy leksik qatlamni tahlil qilishga harakat qilamiz. **A‘yon** (o‘zagi عين, yasalma - أعيان) tayinlangan, jamiyatning imtiyozli qatlami, saroy kishilari kabi ma‘nolarni bildiradi. Ushbu so‘z arab tilida qanday ma‘noda kelgan bo‘lsa, o‘zbek tilida ham o ma‘nosini saqlab qolgan... *ular qatorida xon ulug‘lari – ayon va saroy beklari chizilishib o‘lturg‘anlar edi*[1.23]. **Amir** (o‘zagi عمر yasalma: عامر-nufuzli odam, boy odam) so‘zi turkiy tilda davlatning eng obruli kishilari, mamlakatni boshqaruvchi shaxs ma‘nolarini bildirib kelgan. Turkiy xalqlar tilida “amir” uch ma‘no kasb etgan:

1. Hukmdor yonidagi zodagon. Mamlakatning obruli kishisi.
2. Hukmdorning o‘zini mo‘minlar sardori deb e‘lon qilishi. Amir ul-mo‘minin – izofasida hukmdorning o‘zini “Islom dini homiysi” deya e‘lon qilishi ko‘zga tashlanadi. “Amir ul-muminin” hazrati Alining laqabi sanaladi”.
3. “Amir” mamlakat hukmdori sifatidagi rasmiy nom. Bunda “amir” “xon”, “sulton”, “shoh” singari siyosiy atamalar bilan adekrat ma‘noni bildiradi. Mehrobdan chayon” romanida “amir” so‘zi ikkinchi va uchinchi ma‘nolarida qo‘llangan. *Darvoqi ‘xolisona” bu fatvoga amir Bahodirxon “betarafona” qiymat berib, “din yo‘lida bir jihodi akbar” deb jam‘i qo‘shunlari bilan Farg‘ona ustiga yurish qiladi. Nauzanbillahkim Farg‘ona va Turkiston mamlakatining alhol amiri bo‘lg‘an Muhammadalixon volidining mankuhasi, ya‘ni volidai ayni va rizoisini o‘z aqdig‘a olibdir, nauzinbillahi, nauzinbillahi*[1.24]. **Amr** (o‘zagi – امر, yasalma: امر – buyruq, yo‘l-yo‘riq) arab tilida qanday ma‘noni bildirgan bo‘lsa, o‘zbek tilida ham shunday ma‘noni anglatadi. Asarda ushbu so‘z, faqatgina, hukmdor tomonidan chiqariladigan buyruqlar ma‘nosida kelgan. *U yerda bo‘lsa besh-o‘n “oshiqlar” Abdurahmonchani kelishi on bilittifoq “Buxoro amirligi”ga ko‘tarib, amru farmonig‘a itoat*



*qilurlar*[1.34]. Mazkur gapda amr so‘zi forscha-tojikcha farmon o‘zlashmasi bilan birga sinonimik qatorni yuzaga keltirgan. Yuqorida ko‘rib chiqqanlarimiz – arabiy ijtimoiy-siyosiy leksika shuning uchun ham ahamiyatliki, bu jarayon bizga o‘zbek tili leksikasi borasida bir necha xulosalarga kelishimizni ta’minlaydi: Bitinchidan, arab tilidan kirib kelgan so‘zlar o‘zbek tilida, yangicha ma’no kasb eta boshlaydi, yoki o‘z ma’nosiga qo‘shimcha ma’no qabul qiladi. Masalan, xufya, mirzo, amir kabi so‘zlar. Ikkinchidan, asarda qo‘llangan ijtimoiy-siyosiy leksikaga aloqador so‘zlar o‘zida qo‘shimcha ma’nolarni ham aks ettira boshlagan ekan, demak bunday so‘zlar tom ma’noda o‘zbek tili so‘z boyligiga kirib kelgan bo‘ladi.

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## TIBBIY REKLAMALARDA YO‘L QO‘YILAYOTGAN GRAMMATIK XATOLAR XUSUSIDA

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**Annotatsiya.** Ushbu tezisda tibbiyotga oid reklamalar, ularda yo‘l qo‘yilayotgan grammatik xatolar xususida so‘z yuritiladi. Bayon etilgan fikrlar OAVlarda e‘lon qilinayotgan tibbiy reklamalar misolida izohlanadi.

**Kalit so‘zlar:** tibbiy reklama, tashqi tibbiy reklama, grammatik xato, uslubiy g‘alizlik.

“Reklama menga nima olib kelishini bilmayman. Lekin bir dollar topsam ham, reklamaga sarflayman”, – degan edi biznes olamining buyuklaridan bo‘lgan Genri Ford. Haqiqatda iqtisodiyotda, qolaversa, ijtimoiy hayotimizda reklamaning o‘rni beqiyos. Reklama aholiga biror bir mahsulot yoki xizmat turi haqida axborot berish, uning afzalligi, imkoniyatlarini tushuntirish demakdir. Bu jarayon til vositasida amalga oshadi. Reklamalar mahsulotni targ‘ib qilish asnosida ommaga ma‘lum bir axborot yetkazadi. Shu bilan birga, uning ruhiy-intellektual holatiga tezlik bilan ta‘sir ko‘rsatadi. Ona tilimizning imkoniyatlari ham reklamalarda aks etadi[2, 266].

Biz istaysizmi, yo‘qmi har kuni reklamalarga duch kelamiz. Oddiygina misol: televizorni yoqishimiz bilan xilma-xil reklamalarning efirga uzatilayotganining guvohi bo‘lamiz. Ular orasida tibbiy reklamalar son jihatdan salmoqli o‘rin egallaydi. E‘tiboringizni bir reklama matniga qaratmoqchiman:

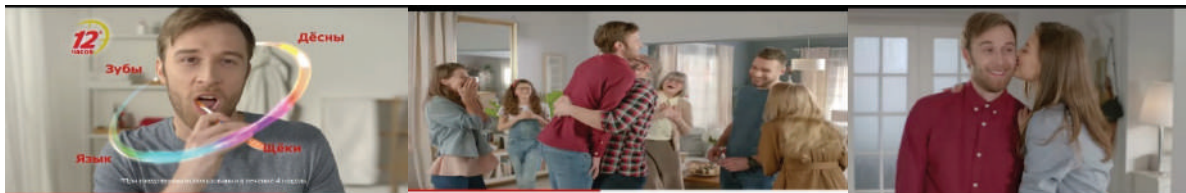
**“Colgate” tish pastasi reklamasi (1-rasm) matni:**

Sen mutlaqo tayyormisan? Uning oilasi bilan tanishishga? Bu muhim voqeaga... Boshqa oddiy tish pastasidan farqli o‘laroq yangi “Colgate total”ning ilg‘or formulasi tishdagi, tildagi, milkdagi va lunjdagi bakteriyalarga qarshi kurashadi va o‘n ikki soat davomida himoya qiladi.

*Sen mutlaqo tayyor bo‘lishing uchun – yangi “Colgate total”!*

*Barchasiga mutlaqo tayyor bo‘l!*

*1-rasm*



Ushbu reklamaning ruscha varianti bilan tanishgan kishi matnning to‘g‘ridan-to‘g‘ri tarjima qilinganini darrov anglaydi. Bunday tarjimada o‘zbek tili me‘yorlarini chetlab o‘tish hollari kuzatiladi. Reklamaning dastlabki jumalariyoq sintaktik jihatdan g‘aliz. Aslida: *“Qaylig‘ining(sevgilingning) oilasi bilan tanishishga tayyormisan?”* tarzida bo‘lishi kerak. Shu o‘rinda yana bir jihatga e‘tibor qaratishimiz kerak. Reklamalarda mentalitetimizga xos bo‘lmagan o‘rinlar mavjud. Ko‘pchiligimizning oilamizda hech bo‘lmaganda bitta endigina unib-o‘sib kelayotgan yosh bola bor. Ularni sinchiklab kuzatsangiz, televizor orqali uzatilayotgan reklama matnlarini osonlik bilan yodlab oladilar. Reklamalar ularning ongiga shu qadar singib ketadiki, reklama boshlanmasdan turib reklama matnini xuddi she‘r o‘qiyotgandek sharros aytib beradilar. Yuqoridagi kabi reklamalar ularning milliy dunyoqarashiga salbiy ta‘sir etishi bilan bir qatorda ona tilining muloqot ko‘nikmalarini egallashiga ham o‘z ta‘sirini ko‘rsatmasdan qolmaydi.

Mana bugun xalqimiz og‘ir sinovlarni boshdan kechiryapti. Ming afsuski, tojli virus yurtimizni chetlab o‘tgani yo‘q. Shunday sharoitda bu jarayon reklamalarda aks etishi tabiiy. Virusdan himoyalani, uni yuqtirib olganda qanday yo‘l tutish lozimligi yuzasidan tavsiyalar ijtimoiy reklamalarda o‘z aksini topmoqda. Shunday reklamalarni kuzatar ekanmiz, ularda uslubiy g‘alizliklar mavjudligiga guvoh bo‘lamiz. *“Pandemiya sharoitida dafn marosimlarini qanday o‘tkazish lozim?”* degan savolga javob beruvchi ijtimoiy reklamada nutq so‘zlovchi kishi nutqida qator kamchiliklarni kuzatamiz. Jumladan:



“Vafot etganlarni hurmatini joyiga qo‘ygan holda **qanday** dafn marosimlarini o‘tkazish mumkin?” (Aslida “Vafot etganlarning hurmatini joyiga qo‘ygan holda dafn marosimlarini **qanday** o‘tkazish mumkin?” tarzida bo‘lishi kerak)

“Ko‘rishlikni esa vaqtinchalik tark etishlik kerak”;

“G‘uslda ishlatilgan barcha narsalar yoqib yuborishligi lozim”

“Besh-olti soatga quyosh nurida quritilishligi shart”

“... kelganlar ijtimoiy masofani saqlashliklari muhim”

Afsuski, tashqi tibbiy reklamalarda ham imloviy xatolar talayginaligini ko‘ramiz (2-rasm).

2-rasm.



Birgina shu peshlavhada “x” va “h” tovushlarining farqlash bilan bog‘liq xatolarga yo‘l qo‘yilgani va bu yozuvda ham aks etganini (“zaxarlanish” deyilgan aslida “zaharlanish” yoki “hoxlaganda” deyilgan aslida “xohlaganda” bo‘lishi kerak) ko‘rish mumkin. Yoki matnda “jig‘ildon qaynash” birikmasi qo‘llangan. Aslida “jig‘ildon qaynashi” bo‘lishi kerak.

Xullas, OAV orqali e‘lon qilinayotgan har bir reklamada mavjud til me‘yorlariga amal qilinishi lozim. Shuningdek, ularning mentalitetimizga mos kelishi kelajak avlod tarbiyasi uchun g‘oyatda muhim.

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## ИЗУЧЕНИЕ ТВОРЧЕСТВА ПИСАТЕЛЯ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ МЕТОДОВ

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**Аннотация:** В данной статье рассматриваются методы повышения мотивации учащихся к урокам русской литературы 5-6 классов, изучающих русский язык в узбекских школах.

**Ключевые слова:** инициатива, соревнование, стимулирование, чтение книги, интересы, метод, эйдетика, учащиеся, учитель.

При изучении краткие сведения из биографии я бы предложил пользоваться следующими 6 интерактивными методами и дополнительным материалом, которые помогают детям лучше усвоить изучаемый материал. В начале занятия разыграем метод «Угадай слово». На столе лежат 7 стикеров, на обороте которых написаны по одной букве. Задание: здесь спрятано фамилия великого русского писателя. Найдите его фамилию. Учащиеся по очереди вытягивают по одному стикеру, стоя у доски, вслух называют буквы. Остальные учащиеся, выслушав, находят фамилию писателя. Ученики прикрепляют листы на доске. Это слово «Толстой». Новая тема. «Лев Николаевич Толстой. Жизнь и творчество». С помощью кодоскопа на экране проецируются основные сведения жизни и творчества Толстого. Следующий метод «Кластер «Основные этапы жизни Толстого». Дети знакомятся с основными этапами жизни писателя и составляют кластер «Толстой». Следующим интерактивным методом является Диаграмма «Венна» прочитаем два письма Толстого: первое письмо было написано, когда писателю было 34 года. Это своеобразное признание в любви, другое – последнее «Уход Толстого из своего дома». Среднюю часть этой диаграммы заполним вместе с учащимися. Они должны прийти к выводу о том, что общего между двумя письмами. Эти качества отличают Толстого – гуманиста, именно данную запись учащиеся переписут в тетради. Этот метод поможет учащимся представить характерные черты великого писателя. Учащиеся с экрана ноутбука переписут 5 новых слов. Группа делится на три подгруппы. Следующий метод «Почта». На столе лежат три конверта, на обратных сторонах которых написаны «Толстой», «Пушкин», «Лермонтов». На другом столе лежат стикеры, на которых написаны названия по пяти стихотворений Пушкина и Лермонтова и названия пяти произведений Толстого. Представитель каждой группы возьмёт по одному конверту и члены каждой команды поочередно вытягивают по одному стикеру. Если слово на листке соответствует надписи их конверта, то помещают в свой конверт, если не соответствует, то положат листок на место. Выигрывает та команда, которая раньше всех и правильно вложила в конверты соответствующие названия стихов и произведений. В каждом конверте должно быть по 5 названий. Этот метод позволит развивать память учащихся и расширить их кругозор о писателях и поэтах. Следующий метод «Зиг-заг». На трёх листах написаны 3 текста: на первом листе «Библиотека Толстого», на втором – «Спорт в жизни Толстого», на третьем – «Яснополянская школа». Каждая команда выбирает по одному листу и даётся задание изучить текст. На это отводится 5 минут. По истечении срока один учащийся с каждой группы расскажет содержание текста. Допускаются дополнения со стороны членов данной команды. Выигрывает та команда, которая полностью рассказала содержание текста. Основные произведения Толстого даётся в виде кластера «Произведения Толстого»: Об истории создании каждого произведения расскажет преподаватель. Следующий метод «Буквы рассыпались». На столе лежат в три стопки стикера. На каждом листке по одной букве. В первой стопке таких листков 11, во второй – 12, в третьей – 9. Задание: здесь спрятаны названия известных романов Толстого. Члены каждой группы берут по одному листку и составляют слово. Составленные слова – названия романов приклеивают к доске. «Воскресение», «Анна Каренина», «Война и мир». Этот метод позволяет прочному усвоению учащимися тот или иной текст. Кроме того, дети получают отсутствующую в учебнике дополнительную информацию о жизни великого писателя.

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