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M U N D A R I J A

TAHLIL

Shuxrat Mardonov. "Sharhi mulla Jomiy" asarida zikr qilingan mashhur olimlar	3
Nilufar Namazova. Millatparvarlik qomuslarda	6
Maftuna O'rinova. "Boychechak" to'plamidagi allalarning badiiy-tavsifiy tahlili	7
Shahnoza Nurmatova. Xitoy xalq ertaklarida ajdarho obrazi	9
Gulchehra Darvishova. Effectiveness of using grammar games in teaching english	11
Muhabbat Ruzmetova. Biznes ingliz tilini o'qitishning lingvovodaktik aspekti	13
Malika Rajapova, Alijon Mamajonov. Allegorik vositalarning lingvokulturologik xususiyatlari	15
Nargiza Aliyeva. Euphemism and related stylistic devices	17
Shohida Isakova. Tillardagi konseptual axborotni faollashtiruvchi strukturalar	19
Zulaykho Juraeva, Sarvinov Khayrullaeva. The use of dictionaries in teaching foreign language	20
Нилуфар Широнова. Языковой параллелизм как научное явление	22
Dilnur Bozorova. O'quv jarayonida innovatsion texnologiyalardan foydalanish	24

TADQIQOT

Zafar Mamatalimov. Anvar Obidjon she'riyatining janr va mavzu rang-barangligi	26
Xushnud Madraimov, Azimjon Majitov. O'quvchi-yoshlar tarbiyasida jismoniy tarbiya va sportning ahamiyati	29
Bunyod Ergashev, Fazliddin Shamsiyev. Nemis tili fanini o'zlashtirishda talabning kompetensiyalarni baholash mazmuni	31
Gulbahor Shakirova. Fikrni yozma bayon qilishni o'rgatish va imlo ustida ishlash	34
Xolida Valiyeva. Ta'lim tizimida tillarni o'qitish metodikasi	35
Maxbuba Qarshiyeva. "Hayrat ul-abror" dostonidagi hikoyatlarda adab, tavoze, vafo, qanoat kabi fazilatlar tarannumi	38
Zulayxo Abdunazarova. Talabalarning reproduktiv salomatlikka oid bilimlarini takomillashtirishning ahamiyati va dolzarbligi	39
Rayxon Rasulova. O'quvchi tafakkurini o'stirishda badiiy asarlarning ahamiyati	41
Dildora Axatova. Ibn Sino jism, ruh va aql mutanosibligining ahamiyati va tadqiqi	42
Dilobar Xoshimova. Interaktiv fanlarni o'qitishda talabning kreativ qobiliyatini shakllantirishning metodik ahamiyati	44
To'liqin Allayorov. Badiiy matnda qo'llanilgan buyruq birliklarining lingvopoetik xususiyatlari	45
Nargiza Aliyeva. "Baxt" va "baxtsizlik" konseptiga oid frazeologik iboralarning milliy-madaniy xususiyatlari	47
G'ulom Bobojonov. Adabiyot nazariyasini o'rganishda tarixiy yondashuv	48
Islom Bo'riyev. O'zbek tilidagi iboralarni korpusda semantik tglash: muammo va yechim	51
Maxmuda Yuldasheva. Adabiy ta'limda evristik yondashuvga qo'yiladigan psixologik, pedagogik, metodik talablar	54
Zuhra Qarshiboyeva. Alisher Navoiy lirik merosi va poetik olami	56
Nargiza Xusenova. Ona tili fanini o'qitishda nutqiy ko'nikmalarni rivojlantirishga yordam beradigan pedagogik vositalardan foydalanish	58
Munajat Rasulova. Diskurs va uning antroposentrik tilshunoslikdagi mavqeyi masalasi	62
Nigora Rustambekova. Bo'lajak boshlang'ich sinf o'qituvchilarining ijtimoiy faol fuqarolik kompetensiyalarini rivojlantirish mexanizmlari	65
Safo Matchonov. Anvar Obidjon ijodida kichkintoylar ma'naviyatining badiiy ifodasi	66
Yulduz Shaymanova. Abdulla Oripov ijtimoiy lirikasi	68
Laylo Doliyeva. Frazeologizmlardagi salbiy emotsiyalar klasterining kognitiv xususiyatlari	70
Zarina Kurbanova. Tilshunoslik faning asosiy tushunchalari va muammolari	73
Toshqobil Muqumov. Fransuz tilidagi frazeologik birliklarning o'ziga xos tomonlari	75
Gulrux Qilichova. Fransuz adabiyotida realizm yo'nalishi	76
Farrux Qulsaxatov. Integrativ yondashuv Bobur ijodi talqinida	77
Nilufar Usmanova. Ingliz tilini o'qitishda o'yinlarning roli	79

Hilola Turopova. Ergash Jumanbulbul o'g'li dostonlari matnidagi maqollarning struktural-grammatik xususiyatlari	81
Xusniddin Bobokulov. O'zbek tilida frazemalashuv hodisasi va uning mohiyati	82
Gulchehra Imomova. Hikoya janrida inson va insoniylik konsepsiyasi	84
Davron Mansurov. Siyosiy partiyalarning ijtimoiy-siyosiy hayotda tutgan o'rni	86
Dinara Islamova. Lisoniy representatsiya – olamning badiiy manzarasining asosiy mexanizmi sifatida	88
Obit Karimov, Akram Hamdamov. Metaforik tasvir mahorati	90
Qahramon Rayimov. Reklama matnlariga qo'yiladigan lingvistik talablar	94
Umida Muminova. "Mahbub ul-qulub" asaridagi forsiy o'zlashmalar	97
Gulirano Muhiddinova. Rus tilini o'qitishda til va nutq aspektlari, o'qitishdagi aspektlik va murakkablik	99
Yulduz Ne'matova. Ayrim oykonimik indikatorlar xususida	101
Jasur Tirkashev. Til korpuslariga matn kiritishda qo'yiladigan talablar	103
Arman Rsaliev. The model of teaching through didactic games to develop students' communicative competence in elementary school	105
Kamola Alautdinova, Nargiza Jumabayeva. Axborot-kommunikatsiya terminlari va ularning rivojlanish bosqichlari	107
Muhabbat Yusupova, Madina Malikova. Boshlang'ich sinf o'quvchilarida ingliz tili fanida axborot-kommunikatsiya texnologiyalaridan foydalanishning yangi usullari	110
Dilfuza Ataulloeva. Norms and use french etiquette	112
Dilshoda Tursunova. "O'zbek tilining izohli lug'ati" dagi folklorizmlarda arxazmlarning nutqiy voqelanishi	113
Нигина Зулфанова, Зарнигор Ташкулова. Категория коннотативности / еконнотативности в словосочетании английского языка	114
Muqadas Murodova. Ingliz va o'zbek adabiyotida satira talqini	116
Gulbahor Shakirova. Fikrni yozma bayon qilishni o'rgatish va imlo ustida ishlash	117
Nigina Axmedova. Ingliz tilida leksemalashuv hodisasi	119
Zaxiriddin Sulaymanov. Adabiyotda agiografiyaning ildizlari	120

KICHIK TADQIQOT

Azamat Azimov. Development of speaking skills through communicative teaching technology at english lessons	123
Aynur Ibodullayeva. O'zbekiston xalqaro madaniy aloqalarning rivojlanishida Sharaf Rashidov publitsistikasining o'rni	125
Gulnoza Xudoyberdiyeva. Maqol va uning janr xususiyatlari	126
Xolida Ro'ziyeva. "Oydinda yurgan odamlar" qissasi qahramonlari psixologiyasi	127
Madina Ashirbayeva. Experimental process of using a webquest task "I am talented" in grade 10 students	128
Nazokat Shermatova, Hilola Maksudova. A model of esp needs analysis	129
Shakhzoda Ashurova. Use of the pedagogical technology "logical-seminal model" in the system of retraining foreign language teachers	131
Emina Achilova. The role of literature lessons in the formation of students' key competences	133
Ezoza Khazratkulova, Jamila Djumabaeva. Method of psycholinguistic analysis in english lessons	135
Zukhra Narbekova. The importance of reading comprehension skills in language learning	136
Nargiza Uzoqova. 5-Sinf ona tili mashg'ulotlarida sinonimlar lug'atini tuzish metodikasi	139
Ochilbek Yulbarsov. Korpus – leksikografik ma'lumotlar bazasi uchun lingvistik instrument sifatida	140

МЕТОДИКА. ОПЫТ

Шахноза Туйчибаева. Разработка занятия на тему «Сложное предложение»	143
Агата Осипова. Особенности организации факультативного занятия по русскому языку для иноязычной аудитории	145
Эльвина Велишаева. Согласованное и несогласованное определение на материале лексической темы «Портрет»	147
Замира Нурманова. Евгений Клюев «Сказки на всякий случай» («Отрывной Календарь»)	149

ИСПОЛЬЗУЙТЕ ЭТИ МАТЕРИАЛЫ

Лола Идиева. Переработка лексики в классе	152
Умсалима Холметова. Развитие монологической речи	153

ЯЗЫКОЗНАНИЕ

Гулноза Нарбаева. Метафорическое представление денег как воды / жидкости в русской языковой картине мира	156
Муштарийбону Зайлобидинова. Актуальность изучения концепта «земля» в лингвокультурологическом аспекте	158
Мухлиса Курбанова, Дилбар Джуманова. Неологизмы в российских электронных СМИ	160

ЛИТЕРАТУРОВЕДЕНИЕ

Мадина Рустамова. Проблема характеростроения в романах Владимира Набокова	162
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ЗАРУБЕЖНАЯ ЛИТЕРАТУРА

Музейяна Одилова. Средневековая «Повесть о Хон Гильдоне» как культурное явление в литературе	164
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НАУЧНЫЕ ИССЛЕДОВАНИЯ

Диана Кадымова. Ономастический принцип интерпретации текстов Алишера Навои	167
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ОБРАЗОВАТЕЛЬНЫЕ СТАНДАРТЫ

Гулноза Сабинова. Содержательный компонент структуры веб-компетенции учителя английского языка	170
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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ

Мадинабону Ахмедова. Инновационный подход к обучению русскому языку как иностранному	173
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Xalfa nomani qo'yniga soldi. Oq ilon qarorgohiga ravona bo'ldi.

Albatta, asar yakuni juda ham ta'sirli tasvirlangan. Har qanday ko'ngli muz insonning ruhiyatini ijobiy tomonga burib yuborish holatlarini ko'rish mumkin bo'ladi.

Bundan tashqari, asardagi halollik, to'g'rilik, mehnatsevarlik, sabrlik, eng muhimi, Yaratganga shukronalik hislarini insonlar butun umr o'zlariga dasturilamal qilib olmoqliklari zarurdir.

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EXPERIMENTAL PROCESS OF USING A WEBQUEST TASK “I AM TALENTED” IN GRADE 10 STUDENTS

If we look at the unique features of WebQuest technology:

- It enriches the teaching process using various Internet resources;
- Students are required to work independently, and the teacher acts only as an instructor;
- WebQuest tasks include a ready-made guide and a sequential list of tasks that facilitate the learning process;
- When completing WebQuest tasks, students are required to complete the tasks and present their final product;
- Students improve their public speaking skills when presenting their results.

There are several pros and cons of doing the WebQuest task for the students, and the students complete the tasks without wasting time by going to the ready-made links given by the teacher. In addition, while completing other WebQuest tasks, students develop skills such as analysis, synthesis, evaluation, and creativity, which are considered high in Bloom's taxonomy. These skills are very necessary in their future chosen professions and future work environment, they will help them to be good personnel and teach them to get out quickly and easily even in problematic situations.

Students from 3 secondary schools (109) took part in the test. From them 60 students participated in the 10th grade WebQuest technology test. Since the task “I am Talented” developed for them is considered a short-term WebQuest task, the testing process will be completed in 2 class hours. The main purpose of this WebQuest task was to develop students' oral speech in English, as well as to increase their motivation and help 10th graders to choose their future goals and professions. The purpose of this WebQuest was not only to develop speaking, but also to increase the participants'

reading and listening skills, and interest them in learning English.

To start the experimental lesson, the following materials were required: computer and gadgets, Internet connection, “I am Talented” WebQuest task.

Pupils were introduced and pre-test results were obtained from them to compare with post-test results. In order to determine this, the students' general English knowledge levels were determined through a video test. The test consisted of 25 questions and it was determined whether the students were suitable for any of the A-C levels. The test questions consisted of questions designed to check grammar and vocabulary.

After the students determined the results of the video test, their speaking skills were checked. Students were asked questions and asked to speak about themselves and their interests.

The teacher gave the participants a brief understanding of WebQuest technology based on the information prepared in PowerPoint. Information about the history and founders of WebQuest technology was provided. Together with the students, groups were formed on the Telegram social network, the series of the webQuest task “I am Talented” was organized, and they were taught how to work with technology.

Students were given questions and answers on the topic of WebQuest. They were interviewed about their personal interests and future plans.

As homework, they were asked to independently familiarize themselves with the WebQuest task and required to do the tasks by themselves during 2 weeks and asked to get ready to the final products presentation. They could create their works using ready Internet-resources from the ‘resources’ section of the task.

For the last lesson procedure, the following materials were required: computer and gadgets, Internet

connection, presentations and wall newspapers for the presentation of "Project work", task "I am Talented" WebQuest.

Songs and videos from the "Resources" section were watched together with the students to get them interested in the topic;

Completion of the last task was given to the students for homework, and presentation works were evaluated by listening. Based on their interests and abilities, the students prepared a presentation together with a speech and spoke for about 3-4 minutes. Therefore, through this task, creativity and creativity skills were evaluated and developed in the participants along with oral speech.

After evaluating the project work, students were interviewed about the WebQuest task. The questions and answers were taken and analyzed in the form of a questionnaire, and the results of the assessment were introduced to them and recommendations were given.

The WebQuest task prepared for 10th graders was conducted and checked once a week in each school group and through Telegram Social networking system. Experiments have shown that students can use WebQuest to diversify their learning process using Internet technologies as required by the 21st century. By completing the "I am Talented" WebQuest, employees learned more about themselves and were helped to make the right choice of future careers and discover their hidden talents.

Along with the positive aspects of using WebQuest technology, it was observed that there are also problematic aspects in the process of experimental work. That is, conducting the lesson process with WebQuest technology makes the educational process expensive in terms of money and it leads to inequality. Because all secondary schools and all students may not be able to conduct classes using the Internet and computers.

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A MODEL OF ESP NEEDS ANALYSIS

The learning needs of students have a significant impact on their learning motivation, attitude, and outcome (Rahman, 2015). Therefore, requirements analysis is the first step in the design process for all types of language courses. Brown (1995) defined requirements analysis in language courses as the identification of potential language skills learners may need in the target language environment in order to complete specific professional duties. Rossi, Lipsey, and Freeman (2004)

defined the term as the method by which a researcher investigates the specific requirements for a programme and determines the most appropriate content.

As part of the introductory phase of any ESP course, researchers in this discipline developed a variety of models for analysis (McDonough, 1984; Robinson, 1991; Jordan, 1997; Dudley-Evans & St. John, 1998). In some capacity, each of the models mentioned contains some of the fundamental requirements analysis components.