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MUNDARIJA

Tarix

Amonov M. Zarafshon vohasi tasavvuf tarixiga oid “Irshodnoma”lar tahlili	4
Gaziev Z. XVII-XVIII asrlar Movarounnahrda siyosiy va iqtisodiy ahvol	8
Mamataliyev A. Farg’ona vodiysi an’anaviy turar joylarining o’rganilishi	12
Mahkamov Q. Tarix fani va tarixiy xotira.....	15
Ochilov O. Ma’naviy tarbiya tushunchasi, uning mohiyati va mazmuni	18
Tuxtabekov K. XV-XVI asr birinchi yarmida Movarounnahrda ijtimoiy-siyosiy va madaniy hayot o’zida aks ettirgan ayrim manbalar tahlili.....	21
Falsafa. Pedagogika. Psixologiya. Metodika. Sotsiologiya. Siyosiy fanlar. Islomshunoslik	
Абдувалиева М. Внедрение опыта зарубежных стран в сфере социальной поддержки семей воспитывающих детей с инвалидностью в Узбекистане.....	24
Abdullaev N. The role of the teacher in organizing communicative language teaching activities	29
Abdullayev X. Markaziy Osiyodagi muammoli masalalardan biri sanalgan anklav/esklav va chegara hamda chegaraoldi munosabatlarini mo’tadillashtirishda xalqaro maqomga ega bo’lgan davlatlararo tashkilotlarning roli haqida tahliliy yondashuv (TDT misolida)	32
Abdiraxmanov A. Matematik masalalar yechish va teoremlarni isbotlashda analitik metodni o’rni	35
Алтишева Ё. Сопоставительный анализ частотности использования исламизмов в «Бабуhrname»	38
Баймуратова И. Использование педагогических методов при создании мультимедийных пособий и новых платформ по дисциплине «Медицинская информатика».....	42
Baratova K. Chet tilini o’qitishning interfaol usullari	46
Бахридинова Г. Развитие информационных технологий, в процессе интеграции отечественного образования	49
Valixanov I. Talabalarda harbiy-kasbiy motivatsiyani rivojlantirishning amaliy-pragmatik mexanizmlari	52
G’aniyev S. Kredit modul tizimida mustaqil ta’limni tashkil etish metodikasi.....	56
G’oyimov U. “Bo’lajak boshlang’ich ta’lim o’qituvchilariga sifatli dars o’tish bo’yicha tavsiyalar”	59
Ismoilov Sh. Nogironlik tushunchasining modellari	62
Ismanova A. Yaxshi farzand tarbiyalamoq ham jasoratdir	65
Ishanchayeva Sh., Abdullayev E. Yangi O’zbekistonda ayollarga qaratilgan davlat siyosatining ijtimoiy-falsafiy xususiyatlari.....	68
Yo’ldashev A. Xorijiy mamlakatlarda masofaviy ta’lim nazariyasi va amaliyotini tahlil qilinishi.....	71
Kasimova X. Nogironligi bo’lgan talabalarning sub’ektiv farovonligini diagnostika qilish metodikasining psixologik tavsifi	74
Kuziyev O. Xorijiy mamlakatlar psixologiyasida liderlik muammosining ilmiy-nazariy tahlili.....	78
Kurbanova B. Kreativ yondashuv asosida talabalarni kasbiy faoliyatga tayyorlash pedagogik muammo sifatida	81
Qalandarov F. Oliy ta’limda talabalarning kimyo ta’limi tarkibi transparant shakli ishlash mexanizmlarining nazariy tahlili	84
Qarshiyeva D. Ona tili va adabiyot o’qituvchilarining Kvest texnologiyasi asosida darslarni tashkil etish kompetentligini rivojlantirish.....	87
Kodirov J. Maktabga o’tish yoshidagi bolalarda algoritmik ko’nikmalarni shakllantirish metodikasi.....	90
Qurbonov J. Boshqaruv faoliyatida qaror qabul qilishni rivojlantirish imkoniyatlari	93
Mavlonov A. Bipolyar tranzistorda yasalgan UB kuchaytirgich sxemasini tadqiq etishda raqamli texnologiyalarni qo’llash metodikasi.....	96
Mansurov M. XX asrning 70-90-yillarida O’zbekistonda turizmning rivojlanishining o’ziga xos xususiyatlari.....	99
Maxmudov K. Yoshlarda siyosiy liderlikni shakllantirishda yetakchilikning turlari va shakllarining o’ziga xos jihatlari.....	103
Mahmudova N. Boshlang’ich sinf o’quvchilarining mantiqiy tafakkurini o’stirishda o’qish savodxonligining ahamiyati	106
Masharipov K. O’quvchilarni kasbga yo’naltirishda maktab tizimidagi uzluksizlikning mazmuni.....	109
Mustafayeva D. Keksayish davrining ilmiy-nazariy va metodologik muammolari.....	112
Muxtarova L. O’quvchilarda ekologik xavfsizlik madaniyatini fanlararo takomillashtirishning o’ziga xos xususiyatlari	115
Назркулова Ф. Социально – психологические особенности профессиональной деятельности учителя в развитии мотивационно – ценностного компонента	118
Нафасов Д. Педагогические возможности студенческого туризма в системе образования	122
Nafasov M., Axtamova L., Sadullayeva F. Ta’limga oid mobil ilovalarni yaratish metodologiyasi	126
Niyozova G. Yosh avlodni intellektual qobiliyatlarini rivojlantirishda raqamli texnologiyalar o’rni va ahamiyati.....	130
Normurodova S. O’yinlar yaratish asosida o’quvchilarga dasturlash ko’nikmalarini shakllantirish.....	133
Nosirov O’. Kutubxona-axborot muassasalarini innovatsion boshqarish.....	137
Nurmaxmatov L. Oliy ta’lim muassasalarida masofaviy ta’limni tashkil etish omillari.....	140
Omonova M. Developing foreign language competence of non-philology learners.....	143
Otaqulov Sh. Gender tenglik masalasi davlat ijtimoiy siyosatining asosiy yo’nalishi sifatida	146
Rajabova N. Sayyid Mohiro’yi Jahon majmuasi tarixi va uning yoshlarni ma’naviy barkamol etib tarbiyalashdagi ahamiyati	150
Rayimova D. Boshlang’ich sinf o’quvchilarni gimnastika vositalari orqali jismoniy tayyorgarligini rivojlantirish.....	152
Ramatov J., Umarova R. Insonning ijtimoiy faoliyati – vatan oldidagi mas’uliyati masalalari	155
Рахимова М. Педагогические условия обучения второму иностранному языку в условиях дидактического билингвизма	158
Rizayeva S. Oliy ta’lim muassasasida ta’lim mazmunini individuallashtirish yo’nalishlari	161

Сағдиева Ю. Эффективность психологического тренинга развития социально-психологической компетентности будущих педагогов-психологов.....	164
Salimova N., Bazarov S. Ona tili va o'qish savodxonligi darslariga qo'yiladigan talablar va orfografik mashqlar tizimi	168
Sattarkulov K. Akademik litseylarda "Kvant fizika" bo'limini o'qitishda o'quvchilarning ilmiy dunyoqarashini shakllantirishda didaktik tamoyillaridan foydalanish.....	171
Safarov A. Yoshlar ma'naviyati va mafkuraviy immunitetini mustahkamlashda ijtimoiy fanlar tarbiyaviy ta'sirchanligini oshirish.....	174
Teshaboyev A. O'zbekistonda mahalla institutini shakllanishi va rivojlanishining ijtimoiy-falsafiy asoslari.....	178
Toshmatov O. Talabalarning mustaqil ta'lim kompetensiyasini shakllantirishda mobil ilovalardan foydalanish	181
Toshpulatova D. Biologik ta'limda o'quvchilar kreativlik qobiliyatlarini rivojlantirishning nazariy asoslari	184
Turdiyev D. Xalqaro tadqiqot me'zonlari asosida fanlardan o'quv materiallari ishlab chiqishning pedagogik tamoyillari	187
To'xtayev B. O'zbekistonda "Elektron parlament" tizimi asosiy rivojlanishi bosqichlari.....	190
Umarov F. Yo'l harakati qoidalarini tushuntirishda fanlar integratsiyasining o'rni	193
Umarova M., Kadirova M. Sharq mutafakkirlarining oilaga oid tasavvurlarni shakllantirish to'g'risidagi qarashlari	196
Farkhodova G. Modern applications for teaching foreign languages	199
Хасанова П., Ахмеджанова О. Методика преподавания русского языка как иностранного	202
Xudoyberdiyev E. Maktab ta'limi sifatini oshirishda strategik rejalashtirishning ahamiyati	205
Haydaraliyev Sh. O'zbekistonning Markaziy Osiyoda mintaqaviy xavfsizlik va hamkorlikda ta'minlashdagi ahamiyati	209
Shabbazova D. Boshlang'ich sinf savodxonlik darslariga shaxsiy qadriyatli yondashuv modeli.....	212
Shamshetova A. Orolbo'yi mintaqasida ekologik muammolarini psixologik o'rganish	215
Sharipov E. Talabalarni differensial tenglamalar fanidan mustaqil ishlarni tashkil etish usuli	219
Shodiyev H. Talabalarning geografiya fanlaridan mustaqil topshiriqlarini baholash usullari.....	223
Shodmanov T. Texnika yo'nalishidagi oliy ta'lim muassasalarida talabalarning axborot texnologik kompetensiyasini rivojlantirish metodikasini takomillashtirish.....	226
Yusupova N. Oliy ta'lim talabalarini fanlararo aloqadorlik asosida kasbiy faoliyatga tayyorlash mazmuni	229
Yaxiyaxonova M. Boshlang'ich sinf o'quvchilarining tabiiy fan boblari tarkibidagi "Atrofimizdagi olam" mavzularini o'rganishda "Ijodiy fikrlash" ko'nikmalarini shakllantirish	232
Filologiya	
Abdurashidova N. Chet tilini o'rganish jarayonida talabalarning madaniy bilim va ko'nikmalarining rivojlanishi	235
Adilbekova A. Exploring the impact of games in vocabulary teaching: a comprehensive literature review	238
Alimova G., Suvanova H. Tilning ijtimoiy tabaqalanishi – sotsiolingvistik xususiyatlari	242
Alimova Z. Diskurs tahlili, uning bosqichlari hamda bu boradagi dunyo olimlarining nazariy uslubiy yondoshuvlari	245
Artikova D. Ingliz va o'zbek tillarida er-xotin munosabatlarini aks ettiruvchi maqollarning chog'ishtirma tadqiqi	249
Asqarova J. Sehrli ertak personajlari	251
Astronova M. O'zbek va ingliz diskursida paremiyalardan foydalanishning kognitiv-pragmatik mohiyati	254
Atamuratova N. Translation of english terms related to aethetic cosmetology into uzbek.....	257
Ashirova B. Xorijiy til fanlarni o'qitish metodikasi hamda uni rivojlantirishning samarali usullari	260
Baxadirov J. Ingliz tilidagi tashqi ijtimoiy reklamaning funksional xususiyatlari	263
Jabbarov U. Study of emotional and expressive concept in comparative phraseological units	267
Zakirova O. O'zbekistonda gender tengligi to'g'risidagi qonun – demokratiya asosi sifatida	270
Zaripova Z. Nemis tilini komikslar yordamida o'rgatish.....	273
Zoirova A., Eshmirzayeva S. Fransuz tilida diffektiv fe'llarning leksik-semantik maydoni	276
Isaqova Z. Baho – falsafiy, mantiqiy va lisoniy kategoriya	280
Qosimov K. Fransuz tilini o'rganishda grammatik bilimlarni mustahkamlashning ustuvor yo'nalishlari.....	284
Muyassarov E. Fransuz tilida ekspressif – emotsional fe'llar ierarxiya xususiyatlari	287
Rajabova R. O'zbek bolalar adabiyotida tez aytishlar stilizatsiyasiga xos xususiyatlar	291
Rahmonova S. Tarjimaga funktsional yondashuv: diskursiv markerlarni funktsionalizm pozitsiyasidan tarjima qilish	294
Ro'ziyev I. Til hodisalari tadqiqiga maydon nuqtayi nazaridan yondashuvlar to'g'risida.....	297
Saidqodirova D. Terminologik tizimda kompyuter va internet terminlari: tahlil va munosabat.....	300
Saydaliyeva B. Og'zaki nutqda tushunchalarning tipologik xususiyatlari	303
Sultanova Z. O'zbek tilidagi nutqiy etiketning ijtimoiy xoslanishlari	306
Toshpo'latova N. O'zbek tilining frazeologik lug'atidagi emotsional-ekspressiv munosabat ifoda etuvchi frazemalar tahlili	309
Tuxtaxodjayeva N. Kommunikatsiyaning badiiy matndagi noverbal komponentlari.....	312
Umirzakov U. O'zbek va fransuz maqollarida kontrast haqida bazi mulohazalar.....	315
Filimonova L. To the question of the inter-language phenomenon "False friends of translator" and translation means of pseudointernationalisms	318
Xamdamova O. Hadis matnlarida mazmunning ifodalanishida dialogizm va monologizmlarning o'rni	321
Xamidova D. Iqtisodiy terminlarni diaxron tadqiq etish va maxsus lug'atlarni shakllantirish	324
Xamidova M. Noverbal vositalarning madaniyatlararo muloqotdagi mavqeyi.....	328
Xamrayeva N. Maqollar va ularning umumiy xususiyatlari	332
Xodjakulova F. Tilshunoslikda dinshunoslikka oid terminologiyaning o'ziga xos xususiyatlari	335
Shadiyeva Sh. Tilshunoslik va ijtimoiy nuqtai nazardan madaniyatlararo muloqotning turli qirralari	338
Shukurova N. The stylistic and rhetorical functions of phraseological units in different genres of text.....	340
Egamova Ch. G'arb tilshunosligida sifatlarni guruhlariga ajratish muammosi (ingliz tili misolida)	343
Eshpulatova O'. Exploring the evolution of language: the role of linguistic borrowing and language contact in the development of modern english	346



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In review doctor pedagogical sciences by O.Olimov

DEVELOPING FOREIGN LANGUAGE COMPETENCE OF NON-PHILOLOGY LEARNERS

Annotation

The purpose of this article is to show how to help non-linguistic learners improve their English skills. In this article, the English language was considered as the object of study. Teaching non-linguists how to learn a language is the subject of work. Various articles and monographs written on this topic were revised as scientific sources for the article. Some linguistic sites are no exception.

Key words: Higher education, institutions, highly qualified, native language, communication, verbal, non-verbal, theoretical, practical, general, developmental.

РАЗВИТИЕ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ НЕФИЛОЛОГИЧЕСКИЕ УЧАЩИЕСЯ

Аннотация

Цель этой статьи — показать, как помочь незнающим языка учащимся улучшить свои навыки владения английским языком. В данной статье в качестве объекта изучения был взят английский язык. Предметом работы является обучение не лингвистов тому, как выучить язык. В качестве научных источников для статьи использованы различные статьи и монографии, написанные на эту тему. Некоторые лингвистические сайты не являются исключением.

Ключевые слова: Высшее образование, вузы, высшая квалификация, родной язык, общение, вербальное, невербальное, теоретическое, практическое, общее, развивающее.

NOFOLOGIK YO'NALISH O'RGANUVCHILARINING CHET TILI KOMPETENSIYASINI RIVOJLANTIRISH

Annotatsiya

Ushbu maqolaning maqsadi yo'nalishi lingvistika bo'lmagan o'quvchilarga ingliz tili ko'nikmalarini rivojlantirishga qanday yordam berishni ko'rsatishdir. Ushbu maqolada o'rganish ob'ekti sifatida ingliz tili olindi. Maqola uchun ilmiy manba sifatida shu mavzuda yozilgan turli maqola va monografiyalardan foydalanildi. Ba'zi lingvistik saytlar ham bundan mustasno emas.

Kalit so'zlar: Oliy ta'lim, muassasalar, yuqori malakali, ona tili, muloqot, og'zaki, noverbal, nazariy, amaliy, umumiy, rivojlantiruvchi.

Introduction. In globalized world, we can not imagine development without English language. Political and socio-cultural transformations in Uzbekistan have created new opportunities and conditions for studying foreign languages in the higher education system aimed at training highly qualified specialists capable of professionally directed communication not only in their native language, but also in a foreign language. Therefore, in the course of professionally oriented foreign language study it is necessary to prepare students for communication in this language in situations typical for their future professional sphere.

With the acceleration of globalization and the integration of the world economy, English is increasingly viewed as a means of achieving competitive economic advantage. English has also become a key strand in the debate on what makes good human capital and what skills are needed by labor in order to produce economic value. English skills can attract mobile flows of capital and inward investment from multinational firms. English is also often cited as part of the '21st century skill set', and a 'must have' for participation in the global knowledge economy. This is particularly relevant to developing countries, which regard English as the key to higher value, knowledge-based economic activities which can accelerate progress up the value chain.

Literature analysis and methodology. Modern professionally oriented training is aimed at mastering the language as a means of communication within the chosen profession. In this case, the foreign language is a means of increasing communicative competence and personal and

professional development of students and is a prerequisite for the successful professional activity of a specialist graduate of a modern higher school, able to conduct business contacts with foreign partners. However, the success of verbal communication depends not only on the speaker's desire to come into contact, but also on the ability to realize his or her verbal intention, which depends on the degree of knowledge of language units and the ability to use them in specific situations of communication.

Whether you love learning foreign language or hate it, there are compelling reasons to put foreign language skills on your list for personal or professional development. Language skills are practical for your career and have benefits far beyond simple communication. Here is what you need to know to add a foreign language to your development plan today.

First of all, it improves native language understanding. Studying a second language helps students better understand their own native language. As students learn the grammar, structure, and quirks of a second language, they begin to notice "what they know" about their first language. This helps students command their first language with more skill.

Besides that, enhances analytical skills. Studying a foreign language may also improve analytical skills. To learn a new language, people engage with multiple cognitive strategies such as problem-solving and abstract concept visualization. This process builds cognitive strategies students can use in other areas.

A number of these papers illustrate the benefits of English for facilitating flows of trade and investment. English is the lingua franca for international trade and plays a significant role in promoting trade between countries. In some sectors English is a pre-requisite for attracting inward investment. For example, business process outsourcing industries have grown over the last 10 years due to the availability of skilled, English-proficient labor in countries like India, Malaysia and the Philippines. There is also a sectorial bias; English is more important in more international sectors like finance, accounting, law, management consulting and IT.

Analysis and results. Taking into account the goals and objectives of teaching English in higher education institutions, they can be divided into two groups:

1. Foreign language - universities, institutes, faculties that train specialists in English.

2. Foreign language is a non-English educational institution that does not train specialists in English.

These two groups have different English teaching objectives, with the first group of universities providing English language proficiency, both profoundly theoretical and practical. The second group, namely non-philological educational institutions, has a comprehensive English language objective. The purpose of the student's education is to teach English to use English in his or her future profession, partial communication in the profession, studies vocabulary and translates texts. Teaching foreign languages in higher education institutions includes:

- 1) practical or communicative;
- 2) general education;
- 3) education;
- 4) the use of acquired skills and abilities for other purposes.

Universal educational and developmental goals occur in the achievement of communicative goals. We will look at these 4 goals in more detail:

1. Communicative (practical) purpose: For this purpose, students will gain skills in English language skills. Students should be able to use lexical and grammatical pronunciation materials independently in speech. It develops speaking, reading and writing skills.

2. General Purpose: To increase students' thinking, learn and provide English language knowledge, gain a deeper understanding of English, new knowledge of English and the history of the people of the country where the language is being studied, and enhancing the students' worldview through the acquisition of knowledge and understanding of their culture. Increasing students' understanding, thinking, and outlook is at the expense of foreign language or English.

3. Educational Purpose: The purpose of this course is to teach international, ethical and aesthetic education and to develop a working attitude in the foreign language. Of course, they do this by analyzing the English language - the content of the English speech and the content of the English texts.

4. Developmental Objective: This goal is to guide the learner, the students, to learn personally and to teach. It develops the ability to analyze, summarize, and draw independent conclusions, listening, speaking, and acting on

language facts. It involves teaching imagination, speaking skills, logical connection in speech, ability to think independently, understanding the meaning of words, working independently with dictionaries, manuals, and in optional activities, develops and conduct independent preparation for extracurricular activities.

The above four objectives are always complementary and interrelated. These four objectives should be achieved through the use of English language teaching materials and the lessons learned in each lesson. As students graduate from higher education, they are required to speak English in writing, to understand, and to be able to express their opinion in writing. In higher education institutions that do not have a language, the number of school hours is assigned to programs in these institutions. In non-linguistic institutions foreign languages are taught in accordance with the special program and manuals. As there are no curricula and textbooks available for our special non-philological educational institutions, Uzbek-language teachers use a variety of textbooks and manuals, taking into account their specifics.

Conclusion and recommendations. Currently, foreign languages (English, German, French) are selected for higher education institution. The right content will help you achieve your goals. When selecting content, learning objectives are taken into account and led by them. When selecting content, speech patterns are selected along with language materials. They are the basis for teaching speech. Content selection includes training, methodological organization of teaching. The content of the training depends on the conditions of the training. The purpose of learning a foreign language also influences the amount of learning content.

At present, it envisages a radical change in the teaching of foreign languages. It has 3 requirements.

1. Increase the academic level and practice of language teaching;
2. Strengthening the educational aspect of a foreign language;
3. Independent study of foreign language.

In conclusion, foreign language teaching is essential in non-linguistic higher education institutions, because foreign language is of great importance in preparing students for their full development.

Given the economic, social, cultural, and political benefits of English, research clearly shows the increasing global demand for English language education from both state and independent school systems. As a result, the number and scale of English-medium schools and programs is also growing, and at the national level, bilingual and trilingual education policies have been mandated to address the demand for English from students and parents around the world. However, the research also shows the challenges faced by countries looking to improve national English ability, evidenced by the gaps in essential infrastructure ranging from learning approaches to teacher supply, curriculum design to classroom materials, and also in assessment. These challenges extend to financial capacity, the technical knowledge required to implement English education reforms, and the political resolve to plan and make evidence based decisions on policy.

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